



Humanism and Constructivism Learning Theories (Their Application in Islami Religious Education Learning)

Herman DARMAWAN^{a*}, RAMLI,^b

^a Postgraduate Islamic Education, Universitas Negeri Islam Antasari , Banjarmasin, Indonesia.

^b Universitas Negeri Islam Antasari, Banjarmasin, Indonesia

Abstract

Humanistic learning theory emphasizes the importance of human aspects in the educational process. Meanwhile, constructivism focuses on the process of how students build knowledge and understanding through experience and interaction with their environment. Both of these theories are essential for educators to understand as a foundation for implementing learning activities. Based on previous research, it seems that there has been no research that examines Humanism and Constructivism Learning Theories (Their Application in Islamic Religious Education Learning) especially literature review research. The purpose of this study is to identify and highlight several publications that examine how humanism and constructivism learning theories (their application in islamic religious education learning). This research uses a literature review, where data is collected from scholarly writings or literature. The findings indicate that in humanistic learning theory, this approach encourages educators to consider students' needs, interests, and motivations, making the learning process more personal and meaningful. Meanwhile, constructivist theory helps students connect religious teachings to daily life, making the material more relevant and applicable. The integration of both theories in Islamic Religious Education (PAI) learning practice can create a holistic learning experience. This will contribute to the development of strong character and deep spiritual understanding in students.

Keywords: Learning Theory, Humanism, Constructivism, Islamic Religious Education

Acknowledgments: Thank you to my postgraduate friends who have provided encouragement to write this article, as well as to the lecturers at the graduate school who provided materials to be used as the basis for this writing.

For citation:

Darmawan, H., Ramli. (2025). Humanism and Constructivism Learning Theories (Their Application in Islami Religious Education Learning). *Journal of Digital Learning and Distance Education*. 3(8),1211-1219. <https://doi.org/10.56778/jdlde.v3i8.393>.

Introduction

Islamic Religious Education (PAI) plays a vital role in shaping the character and personality of students. In this context, choosing the right learning approach becomes crucial. Two theories that

can serve as references in developing PAI learning methods are humanistic learning theory and constructivism. Both theories offer different perspectives but complement each other in creating meaningful learning experiences for students. Humanistic learning theory emphasizes the importance of human aspects in the educational process (Putri et al., 2024). According to this perspective, every individual has unique potential and can develop to the fullest if provided with a supportive and empathetic environment (Eva et al., 2019); (Khan et al., 2020); (Osher et al., 2020). In the context of PAI, the humanistic approach encourages educators to understand the needs, interests, and motivations of students, and to build positive relationships. This is particularly relevant in PAI, where spiritual and moral values form the core of the material being taught. Meanwhile, constructivism focuses on the process by which students build knowledge and understanding through experience and interaction with their environment.

This theory asserts that learning is not merely the acceptance of information, but an active process in which students construct meaning based on their own experiences. In the context of PAI, the constructivist approach encourages students to connect religious teachings with their everyday lives, making the learning material more relevant and applicable. Although these two theories have different approaches, they can be integrated into PAI learning to create a more holistic learning experience. By combining humanistic elements that emphasize interpersonal relationships and self-development with the principles of constructivism that promote active student engagement, educators can design lessons that not only educate cognitively but also deeply emotionally and spiritually. In practice, teachers need to create an inclusive and supportive learning environment where students feel safe to express their opinions and emotions. Additionally, teachers must design activities that encourage collaboration among students, discussion, and personal reflection (De Jong et al., 2022); (Voogt et al., 2015); (Bosch et al., 2025). In this way, students not only learn about religious teachings but also how to apply them in daily life, and understand the values embedded in them (Oeschger et al., 2022); (Darling-Hammond et al., 2024).

This introduction will further discuss the basic principles of humanistic and constructivist theories, as well as how both approaches can be applied in PAI learning (Afandi & Ningsih, 2023). With a deep understanding of these two theories, it is hoped that educators will be able to develop more effective and engaging methods in teaching Islamic Religious Education to students. This will contribute to the development of strong character and deep spiritual understanding in students. Therefore, further research and development in the application of humanistic and constructivist learning theories in PAI are essential. This will not only improve the quality of education but also prepare students to become better individuals who can apply religious values in their daily lives.

Methodology

A study can be considered good according to (Snyder, 2019), if it produces data that can be accounted for. Therefore, a research methodology is necessary to ensure that the study remains within the procedures and norms that have been established. Regarding the research methodology, there are several aspects that need to be considered, one of which is the type of research, which in this case is a literature review. For the data collection technique in this study, the author uses the technique of literature review. Defensively, a literature review, according to Goertel, is a methodological approach that involves the examination and analysis of existing written sources such as articles, books, and documents to collect data and insights for a research project. The process undertaken by the author includes searching for relevant literature, summarizing previous studies, identifying gaps in the review, presenting research questions or hypotheses, and ensuring that the selected literature constructs a clear argument leading to the current research.

Result and Discussion

Humanism in the Indonesian dictionary refers to a movement that aims to revive the sense of humanity and strives for better social relations, or a belief that views humans as the most important subject of study. In the book *Psychology of Education in a New Perspective*, it is stated that Humanistic Education is a classical system that is global in nature, but some of its basic principles have been adopted by educational experts to form a system of approach for the teaching and learning process (Zovko & Dillon, 2018). According to humanistic theory, learning emphasizes the content and process that are student-centered, with students as the subject of learning. This theory aims to humanize humans so that they are able to actualize themselves in life and their livelihood. The key figures who contributed to the development of humanistic learning theory are Carl Rogers and Abraham Maslow. However, before delving into these figures, it is important to discuss other elements that help complete the understanding of this theory. In humanistic learning theory, the learning process must begin and end with the human being. While this theory places significant emphasis on the content of the learning process, in practice it focuses more on education and learning in its most ideal form. In other words, this theory is more concerned with the idea of "humanizing humanity" so that self-actualization, the highest values, aspirations, growth, and the realization of human potential can be achieved.

In humanistic learning theory, learning is considered successful if the learner understands both their environment and themselves. In the learning process, students must strive to achieve self-actualization to the best of their abilities. Therefore, the main goal of educators is to help students develop themselves, assisting each individual in recognizing themselves as a unique human being and in realizing the potential within them (Gusmawati et al., 2023). A teacher or educator who follows the humanistic approach will prioritize positive abilities developed in the students (Sain et al., 2024). This theory certainly opposes any concept of learning that emphasizes dehumanization. This aligns with the efforts of Paulo Freire, who argued that dehumanization in education occurs due to teaching methods that use the Banking Concept of Education (BCE). According to Freire, BCE is a teaching system in which students are only allowed to receive and store the information given. This concept gives rise to the issue of dehumanization in education. The weakness of the Banking Education system, which is often delivered in a narrative (storytelling) form, is that students do not understand the realities pointed out by the stories shared by the teacher, as they are only memorizing mechanically.

In the process of learning using BCE, the following occur: 1) The teacher teaches, and the student is taught; 2) The teacher knows everything, and the student knows nothing; 3) The teacher thinks, and the student is thought about; 4) The teacher narrates, and the student listens; 5) The teacher determines the rules, and the student obeys; 6) The teacher chooses and imposes choices, and the student agrees; 7) The teacher acts, and the student imagines acting through the teacher's actions; 8) The teacher chooses the content and material for the lesson, and the student is expected to adjust to the lesson without input; 9) The teacher mixes the authority of knowledge with their position, thereby inhibiting the freedom of the student; 10) The teacher is the subject in the learning process, while the student is the object. In Humanistic theory, there are several principles in its implementation that serve as the foundation of its learning theory.

Carl Rogers outlines the following 1) Humans have an innate desire to learn, a natural curiosity about the world, and a deep desire to explore and assimilate new experiences; 2) Learning will be faster and more meaningful when the material being studied is relevant to the learner's needs; 3) Learning can be enhanced by reducing external threats; 4) Participatory learning is far more effective than passive learning; 5) Learning based on one's own needs, involving the whole person—both mind and emotions—is better and more enduring; 6) Freedom, creativity, and self-confidence in learning can be enhanced through self-evaluation, with others being less important. There are several figures whose ideas have influenced humanistic thinking, including Abraham Maslow, who had a positive

view of humans, believing that humans have the potential to progress and develop. Humans are essentially good, or at least not evil. Humans mature through supportive environments and active personal efforts to realize their potential. Violence is seen as the result of the distortion of one's inner nature or a wrong environment. Therefore, Maslow did not study people with mental disorders or brain injuries, but rather researched healthy and creative individuals to understand the characteristics of those who are creative and successful in self-actualization.

For Maslow, there are two things in his Humanism theory: to fulfill needs and develop potential in a positive direction. Humans need someone to facilitate all the needs within them, especially in the field of learning, so that their potentials can develop in line with their own goals and desires. Maslow's perspective emphasizes the capacity for personal growth, the freedom to choose one's own destiny, and positive qualities (such as being sensitive to others). Maslow also stated that certain basic needs must be fulfilled before higher needs can be satisfied. In this regard, he developed a theory of needs. According to Maslow, humans are motivated by a number of needs. These needs are divided into two categories: basic needs and meta-needs. Basic needs include hunger, affection, safety, and self-esteem. Meanwhile, meta-needs include justice, unity, goodness, order, and beauty. Maslow created a concept known as the hierarchy of needs, which consists of 1) Basic Needs, such as food, drink, and sleep; 2) Safety Needs: ensuring survival, such as protection from war and crime; 3) Belongingness Needs: security, affection, and attention from others; 4) Esteem Needs: self-confidence, feeling good about oneself, self-esteem, achievement, and recognition from others; 5) Self-Actualization Needs: morality, creativity, realizing one's potential, and self-expression.

Next, there is (Poquet et al., 2021), he pays less attention to the mechanisms of the learning process. Learning is viewed as a function of the whole person. They argue that true learning cannot take place without both intellectual and emotional involvement from the learner. Therefore, according to humanistic learning theory, motivation for learning must come from the learner themselves. The role of the teacher in student learning activities, according to humanistic theory, is as a facilitator who plays an active role in: 1) Helping create a classroom environment that is conducive to fostering a positive attitude toward learning; 2) Assisting students in clarifying their learning goals and giving them the freedom to learn; 3) Helping students use their drive and aspirations as motivating forces for learning; 4) Providing various learning resources for students; 5) Accepting questions, opinions, and feelings from students as they are. There are several strengths and weaknesses in humanistic learning theory. The strengths include three main points: 1) It always emphasizes democratic, participatory-dialogic, and humanistic principles; 2) It creates a learning atmosphere of mutual respect, where there is freedom of expression and the ability to share ideas; 3) The involvement of students in various school activities and, more importantly, the ability to live together (communal-societal) among students who, of course, have different perspectives.

The weaknesses of this theory are: 1) The testing process is not easy; 2) Many concepts in humanistic psychology remain unclear, such as identifying individuals who have successfully self-actualized; 3) This theory tends to promote individualistic values. Constructivism is an approach to learning that believes individuals actively build or create their own knowledge, and reality is determined by their own experiences. In other words, humans do not recognize objective reality; the "true" reality is part of their own interpretation of it because all knowledge is filtered and interpreted based on past experiences and what they already know. According to Carin, the constructivist theory is a learning theory that emphasizes that students, as learners, do not merely accept the knowledge they receive but actively build knowledge individually. According to Von Glasersfeld, constructivism is a philosophy of knowledge that emphasizes that our knowledge is a construction (creation) of our own. The constructivist approach has several general concepts, such as 1) Learners actively build knowledge based on their prior experiences; 2) In the context of learning, students should construct their own knowledge; 3) The importance of actively constructing knowledge by students through the process of

interaction between prior learning and new learning; 4) The most important element in this theory is that an individual constructs their own knowledge actively by comparing new information with their existing understanding; 5) Imbalance is the main motivational factor for learning. This factor applies when a student realizes that their ideas are inconsistent or do not align with scientific knowledge; 6) Teaching materials provided must be relevant to the students' experiences in order to capture their interest.

There are several principles of constructivism that the author elaborates on, as quoted in (Pande & Bharathi, 2020), namely; 1) Knowledge is built by the students themselves; 2) Knowledge cannot be transferred from teacher to student unless the students themselves are actively engaged in reasoning; 3) Students actively construct knowledge continuously, leading to ongoing changes in scientific concepts; 4) The teacher only helps provide suggestions and situations to ensure that the construction process runs smoothly; 5) Addressing problems that are relevant to the students; 6) The structure of learning revolves around important concepts, primarily through questions; 7) Seeking and evaluating students' opinions; 8) Adjusting the curriculum to respond to students' assumptions. Like humanism, the theory of constructivism also has key figures who contributed to its development, with the most famous being Jean Piaget and Vygotsky. According to Piaget, the core of the constructivist approach is that learning is more effective when students actively construct (build) knowledge based on their understanding. The constructivist approach emphasizes the learning context, with knowledge being constructed and built within the learning process. This means that empirical experiences are crucial in the constructivist learning context. Among the well-known theories related to constructivist learning models is Piaget's theory of mental development. This theory, also called the theory of intellectual development or cognitive development theory, focuses on a child's readiness to learn, structured around intellectual development stages from birth to adulthood. Each stage of intellectual development is characterized by specific features in constructing knowledge. For instance, in the sensorimotor stage, children think through movement or actions.

According to (Dong et al., 2020), Piaget is known as the first constructivist. Piaget, as cited by Jahja, argued that individuals always interact with their environment, gaining schemas, which are categories of knowledge that help interpret and understand the world. Children actively use these schemas (cognitive frameworks or reference frames) to understand the world. A schema is a concept or framework in the individual's mind used to organize and interpret information. Schemas can range from simple ones (e.g., a car) to complex ones (e.g., the structure of the universe). A six-year-old child who knows that five small toys can fit into a small box of the same size is using a schema related to numbers or quantities. Piaget's interest in schemas focused on how children organize and understand their experiences. Vygotsky emphasized the importance of social factors in learning. He argued that during the learning process, there is a mutual influence between language and actions in a social context. By asserting that learning must occur within a social context, it becomes clear that in constructive learning, two key principles emerge from Vygotsky's theory: 1) Language plays a very important role in social communication, starting with the process of perceiving symbols or signs; 2) The Zone of Proximal Development (ZPD) indicates that an educator is a mediator who plays a role in guiding students in constructing their knowledge.

Vygotsky believed that language and thought initially develop separately and later merge. He stated that all mental functions have an external or social origin. Children must use language to communicate with others before they can focus on their own thinking. According to him, language plays a crucial role in the social communication process, beginning with the perception of symbols or signs. In the Zone of Proximal Development, an educator acts as a mediator who helps guide each child in constructing their knowledge. In this theory, the educator assists each child by demonstrating, posing questions, and introducing elements that contribute to finding solutions. ZPD involves the cognitive abilities of children at different stages of maturity and their performance level with the help

of more skilled individuals. In addition to its advantages, the constructivist learning theory also has several weaknesses, namely; 1) Sometimes, teachers fail to pay attention to their students as a whole. For example, teachers may not give students the opportunity to solve problems or engage in discussions, leading to repetitive learning and a lack of development in students' thinking; 2) Not all teachers or educators have the same character or qualities. Essentially, some teachers only provide explanations during lessons, demanding that students understand the material without being actively involved in applying new situations; 3) Regarding the role of a teacher, they should not act as rigid figures to be feared. Teachers should be seen as friends to students, allowing for better interaction and collaboration in building new knowledge; 4) Teachers are role models for their students, and therefore, they are not required to set a negative example. Unfortunately, some teachers may display undesirable traits, such as using offensive or harsh language in front of students. This behavior is strictly prohibited under ethical guidelines for teachers, especially when dealing with elementary school children, as it is highly inappropriate; 5) If students are not involved in practical learning, their memory and understanding will not develop well. Additionally, if new material is introduced without revisiting previous lessons, students will likely forget the previous content of constructing new knowledge, students are taught to think critically in order to solve problems or case studies and are encouraged to develop them further; 2) In the learning process, students must be actively involved in developing new knowledge, allowing them to better understand and apply it in real-life situations; 3) Essentially, in the learning process, students must engage actively, which will help them retain concepts longer. By actively constructing their own understanding, students will feel more confident in addressing and solving problems in new situations; 4) Social skills are developed when students interact with their teachers and peers in building new knowledge; 5) When the learning process is effective, students will continuously engage, and over time, they will understand, remember, and become more confident in applying new knowledge. Healthy interaction with teachers and peers fosters a positive learning environment, making students enjoy the process of constructing new knowledge.

The Humanistic learning theory has a strong influence in the field of education and learning. The humanistic teaching approach is based on the premise that students have a need to become adults who can self-actualize. In practice, humanistic teaching methods combine both individual and small group teaching approaches. Unlike traditional teachers, humanistic education views itself as equal to its students. The implementation of this theory in PAI (Islamic Education) can be understood through the following steps. First, before the most basic needs (basic materials of knowledge) are met, learning should not proceed to the next lesson (next material/chapter). For example, a student cannot study tafsir before they fully understand and master the foundational sciences (reading, writing, grammar, syntax). Second, once the basic needs of the student are met, Maslow suggests that the need for safety is a motivating factor that drives students to seek peace, comfort, and order in the learning environment, allowing them to learn according to their abilities and talents, under the guidance and direction of a teacher who acts as a facilitator.

Third, once students can learn in a comfortable environment, a sense of enjoyment for learning subjects that match their talents naturally arises. Fourth, when students have a love for learning, they unknowingly begin to develop their potential. This development cannot be separated from the role of the facilitator (teacher), and thus, it is not impossible for achievements to emerge, which require recognition from those around them, both teachers and parents. In turn, students can self-actualize in their social life (Kaufman, 2023). The application of humanistic theory focuses more on the learning process that colors the methods applied. The role of the teacher in humanistic learning is to be a facilitator for the students, while providing motivation and awareness about the meaning of learning in the students' lives. The teacher facilitates the learning experience and accompanies the students to achieve the learning objectives. Herliani et al. also quote Mulyati's explanation that the process carried out in humanistic learning theory involves: 1) Formulating clear learning goals; 2) Ensuring active

participation from students through clear, honest, and positive learning contracts; 3) Encouraging students to develop the ability to learn on their own initiative; 4) Encouraging students to think critically and independently interpret the learning process; 5) Encouraging students to freely express opinions, make their own choices, and take risks for their actions; 6) Accepting students as they are, trying to understand their thought processes, not making normative judgments but encouraging students to take responsibility for the risks of their actions or learning processes; 7) Giving students the opportunity to progress at their own pace; 8) Evaluating students individually based on their achievements.

According to the constructivists, learning is an active process in which students construct knowledge. This process is characterized by several points, such as: 1) Learning means creating meaning. The meaning is created by students from what they see, hear, feel, and experience. This construction of meaning is influenced by their pre-existing understanding; 2) The construction of meaning is an ongoing process throughout life; 3) Learning is not a process of collecting facts, but is more oriented toward the development of thinking and thought processes by forming new understandings. Learning is not the result of development but development itself. It is a development that leads to discoveries and reorganization of one's thoughts; 4) The real learning process happens when a person's schema is in doubt, which stimulates further thinking. A state of disequilibrium is a good situation for learning; 5) The outcome of learning is influenced by the learning experiences with the physical world and the student's environment; 6) The results of student learning depend on what they already know. According to (Do et al., 2023), there are several aspects related to learning in the constructivist learning theory, namely: 1) Students construct by integrating the ideas they already have; 2) Learning becomes more meaningful because students understand; 3) The strategies students use are more valuable; 4) Students have the opportunity to discuss and exchange experiences and knowledge with their peers (Marvell, 2018).

If the application of constructivist theory is integrated into PAI (Islamic Education) learning, particularly within the scope of Fiqh, the process would proceed as follows: 1) Students will build or construct knowledge about Fiqh, especially regarding prayer (shalat), based on the knowledge they gained during their time in Madrasah Ibtidaiyah; 2) Learning about the worship of prayer becomes more meaningful because students already understand it, even though some may not fully know it. However, in this case, the application of the constructivist theory in the learning process can generate positive responses, as the stimulus provided has a greater impact; 3) The learning strategy for Fiqh law becomes more effective; 4) Students can fully engage with the learning methods of prayer, because prayer is not only theoretical but also needs to be practiced. (Ainjärv & Laas, 2024), explains the application of constructivist theory, stating that there are several processes involved in applying the constructivist theory, namely: 1) Freeing students from the constraints of a curriculum that contains isolated facts that have already been predetermined, and providing students with the opportunity to develop their ideas more freely; 2) Positioning students as a driving force in creating interest, connecting ideas or concepts, reformulating those ideas, and drawing conclusions; 3) The teacher and students collaboratively study important messages, recognizing that the world is complex, with various perspectives on truth coming from different interpretations; 4) The teacher acknowledges that the learning process and its assessment are complex, difficult to understand, unstructured, and not easily managed.

Conclusion

The humanistic and constructivist learning theories provide valuable perspectives in Islamic Religious Education (PAI) learning. The humanistic theory emphasizes the importance of understanding the individual, where each student has a unique potential that needs to be Developed in a a supportive and empathetic environment. In the context of PAI, this approach

encourages educators to pay attention to students' needs, interests, and motivations, making the learning process more personal and meaningful. On the other hand, constructivism emphasizes that learning is an active process in which students build knowledge through experience and interaction with their environment. In PAI learning, this approach helps students connect religious teachings with their everyday lives, making the material more relevant and applicable. Integrating both theories into the practice of PAI learning can create a holistic learning experience. By fostering an inclusive and collaborative environment, educators not only teach religious content but also shape students' character and moral values. Therefore, a deep understanding of humanistic and constructivist theories is crucial for educators to enhance the effectiveness of PAI learning. Through the application of these two approaches, it is hoped that students will not only acquire religious knowledge but also internalize these values into their daily lives.

Conflicts of Interest

The authors declare no conflict of interest.

References

- Afandi, R., & Ningsih, P. N. (2023). The Implementation of the Humanistic Learning Model in the Learning of Islamic Religious Education in Junior High School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(2), 526–542. <https://doi.org/10.37680/scaffolding.v5i2.3136>
- Ainjärv, H., & Laas, K. (2024). Applying constructivism in driving teacher education: Analysis based on transcripts of videotaped lessons. *Transportation Research Part F: Traffic Psychology and Behaviour*, 100, 346–360. <https://doi.org/10.1016/j.trf.2023.12.004>
- Bosch, N., Härkki, T., & Seitamaa-Hakkarainen, P. (2025). Teachers as reflective learning experience designers: Bringing design thinking into school-based design and maker education. *International Journal of Child-Computer Interaction*, 43, 100695. <https://doi.org/10.1016/j.ijcci.2024.100695>
- Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2024). Educating teachers to enact the science of learning and development. *Applied Developmental Science*, 28(1), 1–21. <https://doi.org/10.1080/10888691.2022.2130506>
- De Jong, L., Meirink, J., & Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review. *International Journal of Educational Research*, 112, 101927. <https://doi.org/10.1016/j.ijer.2022.101927>
- Do, H.-N., Do, B. N., & Nguyen, M. H. (2023). 3How do constructivism learning environments generate better motivation and learning strategies? The Design Science Approach. *Heliyon*, 9(12), e22862. <https://doi.org/10.1016/j.heliyon.2023.e22862>
- Dong, A., Jong, M. S.-Y., & King, R. B. (2020). How Does Prior Knowledge Influence Learning Engagement? The Mediating Roles of Cognitive Load and Help-Seeking. *Frontiers in Psychology*, 11, 591203. <https://doi.org/10.3389/fpsyg.2020.591203>
- Eva, N., Robin, M., Sendjaya, S., Van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111–132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- González Hernández, W. (2022). The Teaching-Learning Process or the Teaching Process and the Learning Process. *Culture & Psychology*, 1354067X2210976. <https://doi.org/10.1177/1354067X221097610>
- Gusmawati, Rigel Prima Sari, & Enjoni. (2023). Application of Problem-Based Learning with Video

- Assistance to The Learning Outcomes of Science from Students in Class V Elementary. *Journal of Digital Learning and Distance Education*, 1(12), 387–394. <https://doi.org/10.56778/jdlde.v1i12.107>
- Kaufman, S. B. (2023). Self-Actualizing People in the 21st Century: Integration with Contemporary Theory and Research on Personality and Well-Being. *Journal of Humanistic Psychology*, 63(1), 51–83. <https://doi.org/10.1177/0022167818809187>
- Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal*, 6(1), 40. <https://doi.org/10.1186/s43093-020-00043-8>
- Marvell, A. (2018). Student experiences of facilitating knowledge exchange: Developing an understanding of responsible events through blog writing. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 23, 1–9. <https://doi.org/10.1016/j.jhlste.2018.04.002>
- Oeschger, T. P., Makarova, E., & Döring, A. K. (2022). Values in the School Curriculum from Teacher's Perspective: A Mixed-Methods Study. *International Journal of Educational Research Open*, 3, 100190. <https://doi.org/10.1016/j.ijedro.2022.100190>
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020). Drivers of human development: How relationships and context shape learning and development¹. *Applied Developmental Science*, 24(1), 6–36. <https://doi.org/10.1080/10888691.2017.1398650>
- Pande, M., & Bharathi, S. V. (2020). Theoretical foundations of design thinking – A constructivism learning approach to design thinking. *Thinking Skills and Creativity*, 36, 100637. <https://doi.org/10.1016/j.tsc.2020.100637>
- Poquet, O., Kitto, K., Jovanovic, J., Dawson, S., Siemens, G., & Markauskaite, L. (2021). Transitions through lifelong learning: Implications for learning analytics. *Computers and Education: Artificial Intelligence*, 2, 100039. <https://doi.org/10.1016/j.caeai.2021.100039>
- Putri, N. H., Yusuf, A., Prayuga, N. G. A. P., & Syafira, N. P. (2024). Learning Theory According To Humanistic Psychology And Its Implementation In Students. *Progres Pendidikan*, 5(1), 64–70. <https://doi.org/10.29303/prospek.v5i1.542>
- Sain, Z. H., Aulia Luqman Aziz, & Moses Adeolu Agoi. (2024). Navigating Educational Challenges in Indonesia: Policy Recommendations for Future Success. *Journal of Digital Learning and Distance Education*, 3(4), 1038–1046. <https://doi.org/10.56778/jdlde.v3i4.339>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science*, 43(2), 259–282. <https://doi.org/10.1007/s11251-014-9340-7>
- Zovko, M.-É., & Dillon, J. (2018). Humanism vs. competency: Traditional and contemporary models of education. *Educational Philosophy and Theory*, 50(6–7), 554–564. <https://doi.org/10.1080/00131857.2017.1375757>