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The Role of Educational Foundations in Realizing Humanistic and Character-Based Education

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Abstract: Education plays a strategic role in developing knowledgeable individuals with noble character who are capable of adapting to the changing demands of the times. Efforts to realize humanistic and character-based education cannot be separated from a comprehensive understanding of educational foundations, which serve as the basis for educational implementation. This study aims to analyze the role of educational foundations in realizing humanistic and character-based education by examining the various dimensions of educational foundations, including philosophical, psychological, sociological, historical, cultural, and juridical foundations. This study employed a library research method using a qualitative descriptive approach. The data were collected from various sources, including books, scholarly journal articles, laws and regulations, and other relevant academic documents. The collected data were analyzed using the content analysis technique through the stages of data reduction, data presentation, and conclusion drawing. The findings indicate that each dimension of educational foundations makes a complementary contribution to developing an educational system oriented toward the holistic development of learners' potential. The philosophical foundation provides the direction and objectives of education based on humanitarian values; the psychological foundation ensures that the learning process corresponds to learners' developmental characteristics; the sociological and cultural foundations connect education with social and cultural dynamics; the historical foundation provides a basis for understanding the evolution of education; while the juridical foundation ensures that educational implementation complies with applicable legal regulations. The integration of these educational foundations promotes the creation of a learning environment that respects human dignity, fosters critical, creative, and collaborative thinking, and strengthens essential character values such as religiosity, honesty, discipline, responsibility, tolerance, and social awareness. Therefore, strengthening the implementation of educational foundations is a crucial factor in supporting educational transformation capable of producing excellent, humanistic, and character-driven human resources in accordance with the demands of twenty-first-century society.

Keywords: educational foundations; humanistic education; character education; learning.

INTRODUCTION

Education is the primary foundation for developing high-quality human resources and serves as a strategic instrument for shaping individuals who possess knowledge, skills, positive attitudes, and strong character. The success of a nation is determined not only by advancements in science and technology but also by the quality of its human resources cultivated through the educational process. Therefore, education should be viewed as a comprehensive process aimed at developing learners' full potential, encompassing intellectual, emotional, social, moral, and spiritual dimensions. Through this process, learners are expected to become independent, responsible individuals capable of making meaningful contributions to society, the nation, and the state.

The rapid advancement of science, technology, and globalization has brought significant changes to various aspects of human life, including the field of education. The digitalization of learning, the utilization of artificial intelligence (AI), and easier access to information have created tremendous opportunities to improve the quality of education. However, these developments have also introduced various challenges, including declining social interaction, increasing individualistic behavior, the misuse of digital technology, and the erosion of moral values among learners. These conditions indicate that education should not merely focus on academic achievement but must also cultivate individuals who possess noble character, social responsibility, and strong moral values (Maulana, 2022).

The concept of humanistic education has emerged as one of the most relevant approaches to addressing these challenges. Humanistic education views learners as active subjects of education who possess unique potential and the right to develop according to their individual characteristics. This approach positions the learning process as a means of humanizing individuals by respecting their dignity, freedom of thought, creativity, and optimal personal development. Teachers are no longer regarded as the sole source of knowledge but rather as facilitators who create democratic, dialogical, and learner-centered learning environments. Ultimately, humanistic education is expected to produce generations who are intellectually competent, creative, empathetic, and socially responsible (Wahyuni et al., 2026).

In addition to fostering human values, education also bears the responsibility of developing learners' character. The increasing prevalence of bullying, intolerance, misuse of social media, declining discipline, and various forms of misconduct within educational settings demonstrates that strengthening character education remains an urgent necessity. Character education aims to instill moral values so that learners not only understand ethical principles but also internalize and practice them in their daily lives. Consequently, character education constitutes an integral component of the national education goals in producing Indonesian citizens who are faithful, pious, morally upright, intelligent, and responsible (Najili et al., 2022).

The realization of humanistic and character-based education cannot be separated from the existence of educational foundations as the principal basis for organizing educational practices. Educational foundations consist of a set of concepts, principles, values, and norms that guide the formulation of educational objectives, curriculum development, learning implementation, and educational

evaluation. These foundations provide direction to ensure that all educational activities remain oriented toward the holistic development of individuals in accordance with humanitarian values, cultural principles, and national educational objectives. Without strong educational foundations, educational practices risk losing their direction and failing to achieve their intended goals.

Conceptually, educational foundations encompass philosophical, psychological, sociological, historical, cultural, and juridical dimensions that are interconnected in shaping an effective educational system. The philosophical foundation provides perspectives on the nature of human beings and the goals of education, while the psychological foundation serves as the basis for understanding learners' developmental characteristics. Furthermore, the sociological and cultural foundations position education within the broader context of society and culture, whereas the historical foundation provides insights into the evolution of educational systems over time. Meanwhile, the juridical foundation ensures that all educational activities are conducted in accordance with applicable laws and regulations. Collectively, these foundations constitute an essential framework for establishing an educational system capable of fostering character while promoting human dignity and values (Goliah et al., 2022).

The implementation of these educational foundations in teaching and learning practices creates a more meaningful, democratic, and inclusive learning environment that respects the diversity of learners. Teachers are required not only to master instructional content but also to understand learners' psychological conditions, socio-cultural backgrounds, contemporary developments, and the values upheld by society. Consequently, education produces not only academically competent learners but also individuals who are capable of critical thinking, appreciating diversity, collaborating effectively, and demonstrating concern for their social environment.

The relationship between educational foundations and character development is highly significant because each educational foundation contributes to shaping learners' values, attitudes, and behaviors. The philosophical foundation directs education toward humanitarian values, the psychological foundation assists educators in understanding the process of character development, while the sociological and cultural foundations ensure that educational practices remain aligned with societal norms and national cultural values. Therefore, the success of character education depends not only on instructional content but also on the effective implementation of educational foundations throughout the entire educational process (Astuti et al., 2022).

Although numerous studies have explored humanistic education and character education independently, most have examined these concepts separately. Research specifically investigating how educational foundations serve as the basis for realizing both humanistic and character-based education remains relatively limited. Nevertheless, a comprehensive understanding of educational foundations is essential to ensure that educational policies and practices possess a clear direction and are capable of addressing the challenges posed by the digital era and globalization.

Based on the foregoing discussion, this study aims to analyze the role of educational foundations in realizing humanistic and character-based education through a library research approach. This study is expected to provide a more comprehensive understanding of the contribution of each dimension of educational foundations in developing an educational system that not only produces academically competent learners but also nurtures individuals with noble character, respect for human dignity, and the capacity to face the challenges of the twenty-first century.

METHODS

This study employed a qualitative approach using a library research design. Library research was selected because the study aims to examine, analyze, and interpret various concepts, theories, and previous research findings concerning the role of educational foundations in realizing humanistic and character-based education. This approach enables the researchers to obtain a comprehensive understanding of the various dimensions of educational foundations based on credible academic sources without conducting direct field data collection.

The data sources consisted of primary and secondary data. Primary data were obtained from scholarly articles published in accredited national journals and reputable international journals discussing educational foundations, humanistic education, and character education, particularly publications issued between 2021 and 2026. Secondary data included academic books, conference proceedings, educational legislation and regulations, as well as other relevant scientific documents related to the research topic. All sources were selected based on their relevance, credibility, and contribution to the objectives of the study.

Data were collected through documentation techniques by reviewing literature obtained from various academic databases, including Google Scholar, Garuda, Crossref, DOAJ, and university journal repositories. The collected literature was then screened according to thematic relevance, year of publication, source quality, and its contribution to the research objectives. Subsequently, the selected data were classified into the main research themes, namely philosophical, psychological, sociological, historical, cultural, and juridical foundations of education, as well as humanistic education and character education.

The data were analyzed using content analysis. The analytical process consisted of four stages: data reduction, data presentation, interpretation, and conclusion drawing. During the data reduction stage, only information relevant to the research focus was selected. The data presentation stage involved organizing the findings into thematic categories to facilitate a systematic understanding of the relationships among concepts. Subsequently, the researchers interpreted various theories, previous studies, and literature findings to gain an in-depth understanding of the role of educational foundations in promoting humanistic and character-based education. Finally, conclusions were drawn inductively based on the synthesis of all analyzed data, providing a comprehensive explanation of the contribution of each dimension of educational foundations to the development of an educational system oriented toward human values and character formation.

RESULTS & DISCUSSION

The Nature and Concept of Educational Foundations

Educational foundations constitute the conceptual basis that underpins the entire process of educational implementation. The existence of educational foundations is essential because they provide clear direction for educational objectives, curriculum content, teaching methods, and evaluation. Education is not merely a process of transmitting knowledge but rather a systematic endeavor designed to develop the full potential of human beings. Therefore, every educational policy and practice should be grounded in strong educational foundations to ensure that learning processes are aligned with learners' needs and societal developments. Without well-established foundations, education risks losing its direction, making it difficult to achieve the goal of developing competent and well-rounded individuals.

Etymologically, the term *foundation* refers to a base or support that sustains the stability of a structure. In the context of education, educational foundations refer to a set of assumptions, values, principles, theories, and norms that guide the planning, implementation, and evaluation of educational processes. Educational foundations function not only as conceptual guidelines but also as a framework for determining curriculum development, instructional strategies, teacher competencies, and assessment systems. Consequently, all educational components become integrated in achieving the objectives of national education as mandated by the educational system (Sutisna & Nugraha, 2022).

The essence of educational foundations lies in their role as the basis for the holistic development of human beings. Education should not be limited to cognitive achievement but should also encompass the development of affective, psychomotor, social, moral, and spiritual aspects. This perspective emphasizes that learners are individuals with diverse potentials who require educational processes that address all dimensions of their humanity. Therefore, educational practices should create a balance between knowledge acquisition, character formation, creativity development, and adaptability to societal changes. This holistic perspective explains why educational foundations are inseparable from every aspect of teaching and learning.

From an academic perspective, educational foundations perform several essential functions. First, they serve as philosophical guidelines in formulating educational goals. Second, they provide the basis for developing educational policies and curricula that respond to societal needs. Third, educational foundations assist educators in understanding learners' characteristics, thereby enabling more effective teaching and learning processes. Furthermore, they serve as instruments for evaluating educational policies to ensure their relevance to scientific advancements, technological developments, cultural changes, and societal demands. Accordingly, educational foundations possess not only theoretical significance but also practical implications for improving educational quality (Rahman et al., 2023).

Conceptually, educational foundations consist of six interrelated dimensions: philosophical, psychological, sociological, historical, cultural, and juridical foundations. The philosophical foundation addresses the nature of human beings, the essence of knowledge, and the ultimate purposes of education. The psychological

foundation focuses on learners' developmental characteristics and learning needs to ensure that educational practices correspond to their stages of development. Meanwhile, the sociological foundation views education as an inseparable part of society, whereas the historical foundation provides an understanding of the evolution of educational systems over time, serving as a reference for evaluating and improving contemporary education.

The cultural foundation positions education as a means of preserving and developing the cultural values existing within society. Education is responsible not only for transmitting cultural heritage but also for preparing learners to respond to global changes without losing their cultural identity. Meanwhile, the juridical foundation provides the legal legitimacy for all educational activities through laws and regulations governing educational rights, responsibilities, objectives, and implementation. These six dimensions collectively form an integrated framework that cannot be separated in educational practice (Hidayat & Anwar, 2021).

In practice, educational foundations serve as the primary reference for all educational stakeholders, including policymakers, curriculum developers, school principals, teachers, and the wider community. Every decision related to educational implementation should take these foundations into consideration to ensure that educational policies address not only academic requirements but also learners' psychological development, social needs, cultural values, and contemporary challenges. Such an approach contributes to the development of an educational system that is adaptive, inclusive, and oriented toward holistic human development. This demonstrates the strategic role of educational foundations in establishing a high-quality and sustainable educational system (Sari & Kurniawan, 2024).

Based on the foregoing discussion, it can be concluded that the nature and concept of educational foundations extend beyond theoretical perspectives and constitute the fundamental basis for the entire educational process. Educational foundations provide the direction, values, and principles that ensure all educational activities remain focused on the comprehensive development of learners' potential. Through the integration of philosophical, psychological, sociological, historical, cultural, and juridical foundations, education is able to promote learning experiences that are meaningful, relevant, and responsive to the changing demands of society. Therefore, a comprehensive understanding of educational foundations is an indispensable prerequisite for realizing a high-quality, humanistic, and character-based educational system.

The Role of Educational Foundations in Realizing Humanistic Education

Humanistic education is an educational paradigm that places human beings at the center of the entire learning process. Within this paradigm, learners are regarded as individuals who possess unique potential, individuality, and the right to develop optimally according to their abilities and characteristics. Education is no longer oriented solely toward academic achievement but also toward the development of learners' emotional, social, moral, and spiritual dimensions. Therefore, humanistic education seeks to create learning experiences that respect

human dignity, encourage freedom of thought, foster self-confidence, and develop learners' ability to interact positively with their surrounding environment.

Educational foundations play a crucial role in realizing humanistic education because they serve as the basis for determining the direction, objectives, and practices of education. The philosophical foundation, for example, emphasizes that every individual possesses inherent value and dignity that must be respected throughout the educational process. This perspective encourages educators to treat learners as active subjects of learning rather than passive recipients of information. Consequently, educational practices are directed toward facilitating the comprehensive development of learners' potential through democratic, dialogical, and learner-centered approaches (Prasetyo & Wibowo, 2023).

In addition to the philosophical foundation, the psychological foundation makes a significant contribution to the establishment of humanistic education. Understanding learners' developmental characteristics enables teachers to design instructional activities that correspond to learners' age, abilities, interests, talents, and individual learning needs. Learning approaches that take psychological aspects into account create a comfortable, enjoyable, and supportive learning environment free from excessive pressure. As a result, learners are better able to develop creativity, critical thinking skills, and confidence in expressing their opinions because they feel respected as individuals with unique potential for growth (Yuliana et al., 2022).

The sociological foundation also contributes to the realization of humanistic education by strengthening the relationship between schools and society. Education cannot be separated from social reality because learners are members of communities characterized by specific values, norms, and cultural traditions. Therefore, educational processes should foster mutual respect, tolerance, cooperation, and social awareness toward diversity within society. Through the sociological foundation, education aims to develop individuals who are capable of living harmoniously in multicultural communities, thereby translating humanitarian values into everyday life.

Furthermore, the cultural foundation plays an essential role in creating an educational system that respects identity and cultural diversity. Humanistic education does not disregard local cultural values; instead, it incorporates them as integral components of the learning process. Integrating local culture into educational activities strengthens learners' cultural identity while fostering

appreciation for cultural diversity. In the context of globalization, this approach is particularly important because it enables learners to adapt to global developments without losing their national identity. Education that values culture produces generations who are open to change while remaining committed to preserving the noble values inherited from their communities (Rahmawati & Hidayat, 2024).

The juridical foundation also contributes to the realization of humanistic education by providing legal protection for learners' educational rights. Educational regulations affirm that every citizen has the right to receive quality education without discrimination based on social background, economic status, religion, ethnicity, or physical condition. The principles of justice, equality, and respect for human rights constitute essential components of the national education system. Supported by this juridical foundation, educational institutions are responsible for creating learning environments that are safe, inclusive, supportive, and capable of providing equal opportunities for all learners to develop according to their potential.

The implementation of these educational foundations promotes a more participatory and learner-centered educational process. Teachers no longer dominate classroom activities but instead provide opportunities for learners to ask questions, participate in discussions, express opinions, solve problems, and reflect on their learning experiences. Such an approach enhances not only academic competence but also responsibility, independence, collaborative skills, and empathy toward others. Numerous studies have demonstrated that learner-centered instruction increases learning motivation while fostering more harmonious relationships between teachers and learners (Suhartono et al., 2022).

Based on the above discussion, it can be concluded that educational foundations play a highly strategic role in realizing humanistic education. Each dimension of educational foundations including philosophical, psychological, sociological, cultural, and juridical foundations complements one another in creating an educational system that respects human dignity, optimally develops learners' potential, and establishes democratic and inclusive learning environments. Through the consistent implementation of these foundations, education is capable of producing not only academically competent learners but also individuals who possess empathy, social responsibility, critical thinking skills, and the ability to face the challenges of the twenty-first century.

The Role of Educational Foundations in Developing Character-Based Education

Character-based education is one of the primary objectives of educational implementation because it emphasizes not only the acquisition of knowledge but also the development of learners' personalities. Character reflects the values embedded within an individual and is manifested through attitudes, behaviors, and habits in daily life. Individuals with strong character possess not only intellectual competence but also demonstrate honesty, discipline, responsibility, compassion, tolerance, and integrity. Therefore, character education constitutes an inseparable component of the educational process aimed at producing well-rounded and high-quality human beings.

Educational foundations play a fundamental role in developing character-based education because they serve as guidelines for formulating educational objectives, strategies, and learning practices oriented toward the cultivation of positive values. The philosophical foundation, for instance, emphasizes that the purpose of education extends beyond intellectual development to include the formation of moral, ethical, and responsible individuals. The humanitarian values embedded in the philosophical foundation provide educators with the basis for integrating character development into all educational activities, both inside and outside the classroom. Consequently, character education is not regarded as a separate subject but rather as a set of values integrated throughout the entire educational process (Kurniawan & Mulyadi, 2022).

In addition to the philosophical foundation, the psychological foundation plays a significant role in shaping learners' character through an understanding of individual developmental stages. Each learner possesses distinct characteristics, abilities, and learning needs; therefore, character development should be adjusted according to their developmental levels. Teachers who understand learners' psychological characteristics are better equipped to select appropriate instructional methods, provide positive role models, establish constructive communication, and create learning environments that foster good habits. Character formation carried out gradually and continuously is more effective than approaches that are merely instructional or focus solely on cognitive achievement.

The sociological and cultural foundations also make substantial contributions to the success of character education. Schools are integral parts of society, operating within specific systems of values, norms, and cultural traditions. Therefore, educational processes should integrate the social and cultural values that exist within the community into learning activities. Through classroom instruction, collaborative learning, social activities, and school culture, learners are encouraged to appreciate diversity, cooperate with others, strengthen solidarity, and demonstrate concern for their environment. These values serve as essential foundations for developing learners who are capable of living harmoniously within diverse and multicultural societies.

Furthermore, the historical foundation provides valuable insights into the development of national education in cultivating the character of younger generations. Historical experiences demonstrate that education has consistently played a crucial role in instilling patriotism, national unity, love for the homeland,

and civic responsibility. Consequently, an understanding of the history of education serves as a source of inspiration for designing character education that remains relevant to contemporary developments while preserving the nation's noble values. Meanwhile, the juridical foundation provides legal assurance that character education constitutes an integral part of the national educational objectives and must be implemented by every educational institution in accordance with applicable laws and regulations (Putri et al., 2023).

The implementation of character education based on educational foundations is not limited to classroom instruction but also involves habituation, role modeling, school culture, and the active participation of all members of the educational community. Teachers serve as primary role models by demonstrating appropriate attitudes, communication, and behavior, enabling learners to observe and experience the practical application of character values. Moreover, a supportive school environment, harmonious relationships between teachers and learners, and strong family involvement significantly reinforce the effectiveness of character development. Thus, character education becomes a shared responsibility involving all stakeholders in education.

The rapid development of information and communication technology in the digital era presents new challenges for the implementation of character education. While easy access to information offers significant benefits for learning, it also creates opportunities for various negative behaviors, including the spread of misinformation, cyberbullying, unethical online communication, and declining social responsibility. These conditions require the strengthening of educational foundations to ensure that learners not only develop digital competencies but also utilize technology wisely, responsibly, and in accordance with ethical and moral values. Therefore, character education must continuously adapt to technological advancements while maintaining the fundamental principles that underpin educational practice (Siregar & Harahap, 2024).

Based on the foregoing discussion, it can be concluded that educational foundations play a highly strategic role in developing character-based education. All dimensions of educational foundations—including philosophical, psychological, sociological, historical, cultural, and juridical foundations—complement one another in establishing an educational system oriented toward the formation of learners' values, attitudes, and behaviors. The consistent implementation of these educational foundations contributes to learning processes that foster not only academic competence but also religious values, honesty, discipline, responsibility, tolerance, social awareness, and integrity. Consequently, character-based education is capable of producing generations who excel not only in knowledge and intellectual achievement but also possess strong moral character and personal integrity, enabling them to meet the challenges of the twenty-first century successfully.

CONCLUSION

Educational foundations constitute the fundamental basis that determines the direction, objectives, and overall implementation of education. The essence of educational foundations extends beyond serving as a conceptual framework for formulating educational policies and implementing instructional practices; they also function as guidelines for fostering the holistic development of learners' potential. The philosophical, psychological, sociological, historical, cultural, and juridical foundations complement one another in establishing an educational system that is responsive to the advancement of knowledge, the needs of society, and the objectives of national education.

The role of educational foundations in realizing humanistic education is reflected in their capacity to guide learning processes that respect human dignity, promote the optimal development of individual potential, and create democratic, inclusive, and learner-centered educational environments. The implementation of each dimension of educational foundations contributes to the establishment of harmonious relationships between educators and learners, ensuring that education is oriented not only toward academic achievement but also toward the development of emotional, social, moral, and spiritual competencies.

Furthermore, educational foundations make a significant contribution to the development of character-based education. Through the integrated implementation of philosophical, psychological, sociological, historical, cultural, and juridical values, education is able to cultivate religious values, honesty, discipline, responsibility, tolerance, social awareness, and integrity among learners. Therefore, strengthening the implementation of educational foundations is an essential prerequisite for establishing an educational system that not only produces academically competent human resources but also nurtures generations who are humanistic, possess strong moral character, and are well prepared to meet the challenges of the twenty-first century.

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