



The Urgency of Humanistic Principles in Developing a Technology-Based Arabic Language Curriculum in the Digital Era

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ABSTRACT

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This study explores the urgency of integrating humanistic principles into the development of technology-based Arabic language curricula in the digital era. Using a qualitative library research approach, the study examines the relevance, challenges, and implications of balancing human-centered education with digital transformation. The findings reveal that humanistic principles—emphasizing empathy, self-actualization, and interpersonal connection—complement the cognitive, affective, and psychomotor goals of the curriculum. In the cognitive domain, humanistic learning fosters critical thinking and reflective understanding through supportive digital environments. In the affective domain, it sustains emotional well-being and moral sensitivity amid reduced face-to-face interaction. Meanwhile, in the psychomotor aspect, digital tools such as virtual laboratories and project-based learning promote creativity, independence, and practical engagement. The synthesis between humanistic values and digital competence creates meaningful learning experiences, ensuring that technology enhances rather than replaces humanity in education. The study concludes that digital-based education must be ethically grounded in humanistic philosophy to produce not only digitally skilled learners but also empathetic, adaptive, and morally responsible individuals.

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INTRODUCTION

The phenomenon of digital technological advancements has brought fundamental changes to all aspects of human life, including education. Digital transformation is encouraging educational institutions to adapt to technology-based learning systems (Ivaldi et al., 2022), both through the digitization of media, learning resources, and teaching methods. In the context of Arabic

language learning, digitalization presents significant opportunities through the use of interactive applications (Lenchuk & Mosiuk, 2023), online platforms, and audiovisual media, making it easier for students to understand a foreign language in an engaging and efficient manner (Maisuroh & Aisyah, 2024). However, despite these conveniences, concerns have arisen that the humanitarian aspects of education, such as the values of empathy (Muthoifin et al., 2024), respect for differences, and social interaction, are beginning to be marginalized. This situation indicates a new challenge to humanistic principles, which essentially place humans at the center of the entire educational process.

Humanistic principles in education emphasize a balance between the development of students' cognitive, affective, and psychomotor aspects. Education is not only aimed at intellectual development but also at shaping the personality and character of a holistic individual (Qurtubi, 2024; Zuhdi et al., 2024). In this context, humanism serves as a philosophical foundation that emphasizes the importance of addressing students' emotional, social, and spiritual needs alongside academic abilities. Humanistic education serves as a foundation for developing the joy of learning through a socio-emotional approach (Ellis et al., 2021; Queen, 2023; Zaini et al., 2023). This means that the essence of education is not just the transfer of knowledge, but also the formation of individuals with sound reason, capacity, and social sensitivity (Sanjani, 2024; Yunita & Mulyadi, 2024). Unfortunately, the reality on the ground shows that these principles have not been fully integrated into modern technology-based learning practices.

Conceptually, the urgency of humanistic principles in the digital age arises from the imbalance between technological advances and humanistic values in education. Functionally, these principles serve as a guide for educators in instilling human values amidst the rapid flow of digitalization. Contributively, humanistic principles provide a new direction for the development of modern educational theory so that it does not lose its ethical and social dimensions (Ataman et al., 2024; Budiharso et al., 2023). However, in practice, a gap remains between teachers' technological mastery and their efforts to maintain a humanistic approach to teaching and learning. Teachers focus more on media effectiveness and learning efficiency, while the affective dimension and interpersonal interactions tend to be neglected.

Humanistic principles from the perspective of educational philosophy, but has not yet touched on their relevance to the challenges of digitalization (Afandi & Ningsih, 2023). The implementation of humanistic-based learning in Islamic religious education (Damayanti et al., 2023), but its focus is more on Islamic education teachers' teaching methods and less on technology-based curriculum development, link constructivist and humanistic theories in

learning design, but have yet to explain their integration in the context of the digital era. These three trends demonstrate that few studies have in-depth examined the relationship between humanistic principles and technology-based curriculum development, particularly in Arabic language learning. This is despite the fact that Arabic, as a foreign language, relies heavily on interactive media and communicative approaches to ensure meaningful learning.

Therefore, the novelty of this research lies in its attempt to re-examine the relevance and urgency of humanistic principles in the context of developing a technology-based Arabic language curriculum in the digital era. This research not only highlights humanistic principles as an educational theory but also explores their implications for student learning experiences and the achievement of modern curriculum objectives, encompassing the cognitive, affective, and psychomotor domains. Furthermore, this research also provides a conceptual contribution to the development of the current educational paradigm, namely harmonizing two poles often considered at odds: technology and humanity. In the context of the digital era, education faces a dilemma between the need for efficiency offered by technology and the need to maintain meaningful social interactions between teachers and students.

Therefore, this study aims to understand two important issues: first, the urgency of humanistic principles in achieving curriculum objectives in the digital era; and second, how humanistic principles contribute to shaping students' learning experiences amidst the digitalization of education. The results are expected to enrich the literature on technology-based curriculum development with a humanistic perspective, and serve as a reminder to educators that digital transformation must not lose sight of the fundamental purpose of education: to develop individuals with intelligence, character, and integrity.

RESEARCH METHOD

The research used literature or literature studies with a qualitative approach based on curriculum development theory to strengthen the study on the topic. Library research is a study of literature by examining sources in the form of books, manuscripts, notes, etc. (Köhler, 2024). This research is useful for obtaining information from similar studies, deepening theory, refining methodology, and expanding data. The rationale for using this literature review is that the research question can only be answered through literature research. Literature review is necessary as a separate stage, namely a preliminary study, to better understand new phenomena developing in the field or within society (Younas et al., 2023). The characteristics of a literature study are as follows: first, the research deals directly with text or numerical data and not with direct

knowledge from the field or eyewitness accounts of events, people, or other objects; second, the literature data is ready to use; third, the literature data is generally a secondary source; fourth, the condition of the literature data is not limited by space and time

Data collection using library research techniques consisted of the following stages: First, analyzing the research problem and its objectives. This analysis helps understand the various aspects and impacts of the problem being studied. Second, determining keywords relevant to the research topic facilitates the literature search process. Third, selecting primary literature or references to be used in the research to ensure that the data and theories used are credible and relevant. Fourth, selecting terms appropriate to the field of study to maintain consistency and accuracy of terminology. Fifth, conducting a literature search using predetermined keywords to find relevant sources (Matta, 2022). Sixth, filtering search results to ensure that only high-quality and relevant literature is used. Seventh, finding references to support comprehensive research analysis and findings.

The data in the form of literature was analyzed using descriptive content analysis techniques/in accordance with the Literature Research procedure with the following stages: First, classification, where library data is collected and grouped based on certain criteria. This helps researchers organize the data to make it easier to manage and analyze. Second, categorization, where the data that has been grouped in the classification stage is further organized into more specific categories or certain topics. This helps in determining the focus of a more in-depth analysis. Third, codification, where each data or information in the category is given a specific code or label. This code is used as a reference to identify and group the data more easily. Fourth, conclusion, where researchers analyze the data that has been classified, categorized, and codified (Maxwell, 2020). In this stage, researchers draw conclusions or findings based on the analysis of library data. The results of this analysis are used to support the research objectives or provide further understanding of the topic being studied.

RESULT AND DISCUSSION

Result

Cognitive Aspect

The research results show that the application of humanistic principles, particularly in creating a conducive learning environment, has a direct impact on improving students' cognitive abilities in the digital age. This principle emphasizes the importance of establishing a learning atmosphere that fosters a sense of safety, comfort, and freedom from psychological stress. When students are in a supportive environment, they are more easily able to focus, process

information, and develop critical and reflective thinking skills.

Current developments in educational technology have transformed the way students acquire and process knowledge. The integration of interactive digital media such as learning videos, visual simulations, online quiz applications (Kahoot, Quizizz), and Learning Management Systems (LMS) has been shown to increase students' active participation and conceptual understanding. Students no longer passively receive information but are directly involved in exploring concepts through technology-based activities. This demonstrates that digitalization of learning can be an effective medium for implementing humanistic principles, as it provides space for students to learn at their own pace and style.

Additionally, a supportive digital environment, such as stable Wi-Fi access, adequate learning devices, and interactive learning spaces, are external factors that promote the effectiveness of cognitive learning. In this context, teachers play a crucial role as facilitators, guiding students to critically manage digital learning resources. Digital media that combines audio, visual, and audiovisual elements can strengthen students' information absorption and expand their analytical skills by stimulating more senses in the cognitive process.

Literature observations also show that a humanistic approach through technology-based learning has the potential to enhance higher-order thinking skills (HOTS), particularly in the ability to analyze, evaluate, and create. Through digital simulations, students can interpret data, make decisions, and find solutions to real-world problems presented contextually. Therefore, the relationship between humanistic principles and cognitive achievement is mutually reinforcing: humanistic principles create a human-centered learning environment oriented toward freedom of thought, while digital technology provides a medium that expands access, enriches learning experiences, and accelerates knowledge acquisition.

Table 1. Relationship Between Humanistic Principles and Cognitive Aspect Achievements

Prinsip	Implementation Form	Impact on Cognitive Aspects
Conducive environment	Use of interactive digital media, comfortable study spaces, Wi-Fi support, and learning devices	Improve students' concentration, analytical skills, and critical thinking skills
Meaningful learning	Integration of curriculum with students' life contexts through digital simulations and learning videos	Strengthen conceptual understanding and long-term memory retention

Source: processed data 2025

Thus, it can be concluded that the application of humanistic principles in harmony with the use of digital technology not only broadens access to knowledge but also deepens students' cognitive understanding. Humanistically designed learning encourages students to think critically, understand the meaning of each learning process, and connect theory to the realities of their lives.

Affective Aspect

Research data shows that the affective aspects of a digital curriculum cannot be fully achieved solely through the use of technology-based media. Literature analysis and conceptual observations confirm that interpersonal relationships between teachers and students play a far more dominant role in shaping students' emotional, social, and moral balance. Teachers function not only as conveyors of information but also as empathic facilitators that is, educators who are able to understand students' emotional states and foster a warm and supportive learning environment. The principles of personality and empathy serve as the primary foundation for teachers in guiding behavior, controlling emotions, and instilling social values in students so that they do not lose their humanity amidst technology-based learning.

While digitalization provides efficiency and flexibility in learning, it also poses significant emotional challenges, such as reduced social interaction, increased individualism, and decreased empathy among students. A person's personality is formed through intense social processes and interpersonal experiences, while in digital learning, these dimensions are often diminished due to interactions limited to screens and text. Teachers who implement a humanistic approach strive to foster empathy, warmth, and two-way communication virtually, whether through virtual class discussions, personal feedback, or online reflective activities. To clarify the relationship between the application of humanistic principles and the achievement of affective aspects in digital learning, the following Table 2 presents the results of the analysis,

Table 2. Relationship between Humanistic Principles and Affective Aspects in Digital Curriculum

Principles	The Role of Teachers	Impact on Affective Aspects
Personality and Empathy	Teachers instill social values through digital collaborative learning	Improve students' emotional awareness and social attitudes
Interpersonal Interactions	Teachers facilitate two-way communication through online forums and virtual discussions.	Strengthening students' mutual respect and emotional involvement

Source: processed data 2025

These findings reinforce Carl Rogers' humanistic theory, which emphasizes the importance of "genuine relationships" in education an authentic connection between teachers and students as the core of a meaningful learning process. In a digital context, teachers who are able to convey sincerity and empathy through online media have been shown to create a psychological atmosphere conducive to students' affective development. Humanistic approach to online learning enhances students' sense of well-being and enjoyment of learning. Therefore, the success of technology-based learning is measured not only by students' ability to master the material, but also by the teacher's ability to uphold the humanistic values of empathy, communication, and respect for differences, which are core to humanistic principles.

Psychomotor Aspects

Research results indicate that psychomotor skills are a crucial dimension of curriculum objectives, which focus on developing students' physical skills, creativity, and practical abilities. In the context of technology-based education, psychomotor skills are not limited to physical activity but also involve skills in operating, exploring, and adapting to digital devices. Therefore, humanistic principles serve as a foundation for ensuring that technology mastery is balanced with activities involving social interaction and direct experience.

The principle of active interaction is key to developing psychomotor skills. Learning that requires collaboration between teachers and students through project-based learning, inquiry learning, and digital simulation approaches has been shown to improve fine and gross motor skills, as well as foster creative and innovative thinking skills. In this context, teachers function not merely as transmitters of information, but as facilitators who guide students to actively experiment and collaborate.

The implementation of technologies such as virtual laboratories and augmented reality (AR) is an effective tool in supporting practical activities. Through virtual labs, students can conduct scientific experiments safely and flexibly, while augmented reality provides a three-dimensional visual-based learning experience that stimulates observation skills, hand-eye coordination, and the power of exploration. Technology-based learning media can strengthen students' active engagement, particularly in enhancing creativity and independent learning.

Adapting to digital learning requires time and appropriate pedagogical support. Some students experience difficulties in operating digital devices effectively, especially in the initial stages of implementation. Teachers need to provide ongoing guidance so that students are not merely passive users of technology but are also able to utilize technology to develop practical skills

relevant to the learning context.

In addition to active interaction, the principle of independent learning also plays a crucial role in developing psychomotor aspects. The use of practical task-based learning apps helps students manage their learning activities independently. This approach contributes to increased self-confidence, responsibility, and self-control in learning. Thus, digital learning combined with humanistic principles focuses not only on cognitive outcomes but also on fostering students' active and independent psychomotor skills.

Table 3. Relationship between Humanistic Principles, Technology Implementation, and Impact on Psychomotor Aspects

Principles	Technology Implementation	Impact on Psychomotor Aspects
Active interaction	Simulations, digital experiments, project-based learning	Develop students' motor skills and creativity
Learning independence	Utilization of practical task-based learning apps	Increase students' self-confidence and independence

Source: processed data 2025

Thus, the psychomotor aspect of the digital curriculum is not only about mastering technology, but also about how that technology can serve as a medium to stimulate students' active participation, creativity, and the development of real-life skills. Humanistic principles serve as a bridge to ensure that technological developments do not diminish the values of activity, meaningfulness, and humanity in the learning process.

Student Learning Experience

The research results show that humanistic principles and digitalization have a complementary relationship in creating meaningful learning experiences. The implementation of both provides a balance between technological sophistication and students' emotional and social needs in the learning environment.

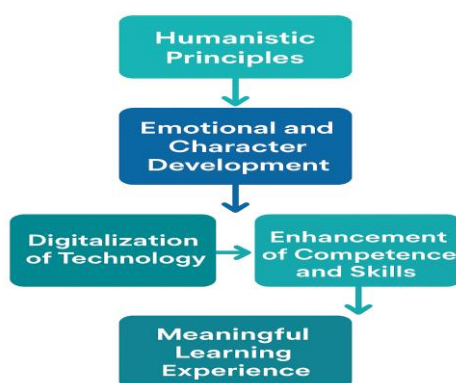
The research findings show that students who participate in technology-based learning while still receiving emotional support, empathy, and interpersonal guidance from teachers demonstrate higher levels of motivation, participation, and a sense of responsibility for learning. This support plays a crucial role in fostering a positive learning climate, where students are not only focused on academic achievement but also on a learning process that is enjoyable, relevant, and character-building.

Student involvement in humanistic digital learning also results in increased engagement and self-efficacy. When students feel emotionally and intellectually cared for, they are more willing to express their opinions,

collaborate in online discussions, and explore new ideas through digital platforms. The combination of a humanistic approach and technology encourages reflective, independent, and meaningful learning experiences.

Furthermore, the literature analysis shows that meaningful learning experiences result not only from exposure to engaging digital media, but also from a two-way interaction between teachers and students, grounded in humanitarian values such as empathy, honesty, respect for diversity, and social responsibility. Teachers who are able to combine a humanistic approach with digital media help students develop their academic potential while simultaneously shaping their social and spiritual character.

Thus, the collaboration between humanistic principles and digitalization can be described as a synergistic, mutually reinforcing relationship: humanistic principles play a role in emotional and character development, while digitalization supports competence and skill enhancement. The integration of the two creates a holistic and meaningful learning experience, as visualized in Figure 1 below,



Gambar 1. Conceptual Chart of the Relationship between Humanistic Principles and Digitalization in Learning Experience

From these results, it can be concluded that the application of humanistic principles harmoniously integrated with digital technology can enrich students' learning experiences in both academic (cognitive and skills) and non-academic (emotional, social, and character) aspects. In other words, a technology-based curriculum grounded in humanitarian values not only shapes digitally competent students, but also morally resilient and socially empathetic ones.

These findings reinforce the relevance of humanistic education as a philosophical core in the digital age, emphasizing that the success of modern learning is not measured by how sophisticated the technology is, but rather by the extent to which it strengthens human values and creates meaningful learning experiences.

DISCUSSION

Analysis of the research results shows that the application of humanistic principles in a digital context has a significant influence on the development of students' cognitive abilities. This can be explained through the Humanistic Learning theory proposed by Rohman and Muhtamiroh (2022), which states that meaningful learning occurs when students experience unconditional respect, freedom, and acceptance. This principle explains why a conducive and non-repressive learning environment is the foundation for the development of critical and reflective thinking skills in the digital age.

The hierarchy of human needs, where the need for safety and self-actualization are prerequisites for optimal intellectual development (Ali et al., 2021; Damayanti et al., 2023). A supportive digital environment, such as the availability of interactive learning tools, good internet connectivity, and visual learning media, creates a safe psychological environment for students to explore new ideas and knowledge.

The use of interactive digital media encourages active student participation and improves cognitive retention (Maisuroh & Aisyah, 2024; Sungkowo et al., 2024). The combination of audio, visual, and audiovisual elements in learning media significantly contributes to improved analytical skills and conceptual understanding (Hasbiallah et al., 2024). Thus, humanistic principles are not merely complementary to digital learning but serve as the foundation for creating meaningful learning experiences. Integrating them strengthens higher-order thinking skills (HOTS) such as analysis, evaluation, and creativity—critical dimensions of the 21st-century curriculum.

The research revealed that the affective aspect presents its own challenges in the era of digital education. Although technology facilitates access to information, direct social interaction between teachers and students tends to decline. A person's personality and character are shaped through authentic interpersonal relationships (Afandi & Ningsih, 2023). In other words, digital media cannot replace the depth of emotional relationships that develop through face-to-face interaction and human empathy.

Humanistic Education theory positions teachers as facilitators of learning, not simply transmitters of material. Rogers called them empathic teachers, whose function is to understand students' emotional states and create a psychologically safe learning environment. In the digital context, this is realized through two-way communication, personalized feedback, and teacher engagement in warm and reflective virtual discussions. The application of a humanistic approach in online learning contributes to improving students' well-being and learning enjoyment (Bogomolova et al., 2021; Limone & Toto, 2022). Thus, digital learning based on humanitarian values can be an effective means

of shaping students' moral and social character.

Theoretically, these findings expand the concept of social-emotional learning (SEL), which assumes that cognitive abilities cannot develop optimally without emotional and social balance (Adams et al., 2023; Diab & Green, 2024). Therefore, teachers in the digital era must be able to bridge the gap between technological advancements and students' affective needs so that learning remains empathetic, reflective, and humanity-oriented.

Research findings show that the principles of active interaction and independent learning in humanistic education are an important foundation for developing psychomotor aspects in the digital era. In the Experiential Learning theory proposed by BR (2024), Effective learning occurs through hands-on experience, reflection, and real-world application. This principle has proven relevant in technology-based learning that utilizes virtual laboratories, augmented reality (AR), and project-based learning.

The integrating interactive digital media allows students to develop practical skills without losing the element of hands-on experience. For example, through virtual labs, students can practice experiments with low risk while still gaining meaningful kinesthetic experiences. Practice-based digital media enhances students' creativity and active participation in learning (Hidayah, 2021; Srivani et al., 2023). However, the analysis also reveals that digital psychomotor learning is not barrier-free. Adapting technology requires teachers' pedagogical readiness and adequate student digital literacy. In this context, humanistic principles serve to ensure technology remains a tool for liberation, not a barrier to exploration. Teachers need to guide students to dare to try, fail, and learn from experience—a reflective cycle that is at the heart of the humanistic approach.

Thus, psychomotor skills in the digital age are not simply about mastering technology, but also about developing digital confidence, creativity, and collaborative abilities that reflect 21st-century skills. The results of this study found that students' learning experiences are the result of a synergy between humanistic values and digital skills. Humanistic principles ensure that learning remains student-centered, while digitalization provides space for exploration and innovation. The combination of humanistic and technological approaches creates a reflective, independent, and character-oriented learning experience (Effendi & Sahertian, 2023). This means that humanistic digital learning is not simply a technological adaptation, but a transformation of the educational paradigm that focuses on the development of the whole person.

Empirically, students who receive emotional support and opportunities to use technology independently demonstrate increased engagement, self-efficacy, and critical agency. This suggests that meaningful learning experiences

do not arise from technology itself, but from how technology is used ethically and empathetically to strengthen the human dimension.

Humanistic Principles contribute to Emotional and Character Development, while Digitalization of Technology encourages Competence and Skill Enhancement. The integration of the two produces a Meaningful Learning Experience, the core of a modern curriculum that balances intellectual advancement and moral growth. The results of this study reinforce the view that education in the digital age cannot be separated from humanistic principles. Humanism serves as an ethical and philosophical guide so that technological transformation does not eliminate human values. Thus, a technology-based curriculum that is colored by a humanistic approach not only improves academic quality, but also forms a generation of learners who are adaptive, empathetic, and have character.

CONCLUSION

The findings of this study emphasize that the integration of humanistic principles within a technology-based curriculum is essential for achieving holistic educational goals in the digital era. Humanistic values such as empathy, individuality, and meaningful interaction remain central to developing students' cognitive, affective, and psychomotor domains. When combined with digital tools and pedagogical innovation, these principles create a learning environment that is intellectually stimulating, emotionally supportive, and ethically grounded.

In the cognitive domain, humanistic learning enhances critical thinking and conceptual understanding through digital media that encourage exploration and reflection. In the affective domain, empathetic teacher-student relationships serve as a stabilizing force amid reduced interpersonal interaction brought about by online learning. Meanwhile, in the psychomotor domain, the integration of interactive technology, simulations, and project-based learning fosters creativity, independence, and practical engagement.

This study concludes that the success of digital-based education should not be measured solely by technological advancement but by how effectively it preserves and strengthens human values. Therefore, educational institutions should position humanistic principles as the philosophical foundation of curriculum development, ensuring that digital transformation in education produces learners who are not only digitally competent but also emotionally intelligent, socially responsible, and morally resilient.

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