

Transformation of Humanistic Education in Learners through the Implementation of Artificial Intelligence

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Abstract

This research aims to 1) To analyze the application of AI in Learning. 2) To analyze Social and Emotional Skills through AI. 3) To classify the Challenges in AI Integration on Humanistic Education. The data collection method used is the documentation method. The data analysis techniques used are data reduction, data presentation and conclusion drawing. Research results indicate 1) The application of artificial intelligence (AI) in learning personalization has a significant impact on increasing the relevance, effectiveness, and motivation of students to learn. 2) The application of AI in education contributes not only to cognitive aspects, but also significantly supports the development of learners' social and emotional skills. 3) This study found that the integration of AI in humanistic education faces four main challenges that need serious attention, namely: a) Reduction of the Humanistic Dimension and the Role of the Teacher: AI is able to automate the learning process but cannot replace the role of teachers in building empathy, shaping character, and establishing interpersonal interactions. b) Technology Access Gap: Differences in infrastructure, digital literacy, and device availability mean that AI implementation has the potential to widen the education gap between developed and underdeveloped regions. c) Ethics and Data Privacy: The use of AI that relies on the collection of students' personal data poses a risk of leakage, misuse, and privacy violations, especially in the midst of the lack of data protection regulations. d) Over-Dependence on AI: Overuse of AI can reduce learning independence, critical thinking, creativity, and social interaction, and even trigger anxiety and isolation.

Keywords: Artificial Intelligence, Humanistic Education, Educational Technology

Introduction

Artificial Intelligence (AI) is one of the most revolutionary technological innovations in the history of scientific development. Its development can be traced back to the summer of 1956, when a number of interdisciplinary scientists attended a conference at Dartmouth College (Rifky et al., 2024). The conference is considered a milestone in the birth of AI, because it became the initial forum for scientists to discuss and formulate the possibility of how machines or computers can be designed to imitate, even simulate human intelligence. In that historic forum, there were important figures who later became known as AI pioneers, including Allen Newell, Herbert

Simon, Marvin Minsky, Oliver Selfridge, and John McCarthy—who is also often referred to as the "father of AI." These scientists believed that through logic, algorithms, and computational modeling, computers could not only function as calculating tools, but also have the potential to perform human-like reasoning, decision-making, and learning. The idea was initially considered a futuristic discourse, but gradually developed into a philosophical and scientific basis for further research in AI. Since then, AI has experienced significant developments through research in various laboratories to real applications in everyday life. This progress has made AI an important element in today's global digital transformation (Amrizal & Aini, 2013).

Humanist education is an approach that emphasizes the role of humans as the main center in the learning process whose goals not only focus on improving intellectual intelligence, but also on character building, developing empathy, and instilling moral awareness in students (Chasanah & Ningsih, 2023). This approach considers that cognitive and affective aspects are equally important, so both need to be developed in a balanced manner as the core of education. Humanism in education is also directed at forming students as individuals who are independent in learning, have freedom of choice, and are able to take positive actions (Rahmatia, 2022).

The application of Artificial Intelligence (AI) technology in the field of education not only serves to improve system efficiency, but can also be utilized as a strategic means of instilling normative and humanistic values in higher education. The humanist education approach emphasizes the importance of the values of honesty, responsibility, and integrity as the main foundation in the formation of student character (Ramadhan et al., 2024). However, in practice, there are still frequent violations of these values, for example the actions of students who ask their friends to replace attendance even though they are not present in lectures (Sarbeni, 2021).

Humanist education emphasizes learners as the center of learning, focusing on intelligence, character, empathy, and morality (Burhan, 2024). This view emphasizes that the cognitive and affective aspects of learners have an equally important role and both must be developed in a balanced manner as a fundamental part of education (Permatasari et al., 2025).

Although Artificial Intelligence (AI) technology has shown various potentials in supporting learning in higher education, its application still leaves a number of issues that need to be examined. One of the main problems is how to ensure that the use of AI does not eliminate the personal touch in education, especially in the interaction between lecturers and students (Rifky, 2024). In some cases, the use of AI actually tends to replace the role of educators as facilitators of values and moral guidance, so it is feared that it can reduce the depth of relationships and meaning in the learning process. The problems

in this article are: 1) How is the Application of AI in Learning. 2) How is Social and Emotional Skills Development through AI. 3) How are the Challenges in the Integration of AI in Humanistic Education. The objectives of this study are 1) To analyze the application of AI in Learning. 2) To analyze Social and Emotional Skills through AI. 3) To classify the Challenges in AI Integration in Humanistic Education.

Literature Review

Basic Concepts of AI in Education

a. Definition of Artificial Intelligence (AI)

Artificial Intelligence (AI) is one of the main fields in computer science that examines the development of systems or machines that are able to mimic the way humans think, analyze, and act. The main goal of its development is to create technology that can carry out various tasks that generally require human cognitive abilities, such as logical reasoning, strategic decision making, and complex problem solving (Handoko et al., 2024). In its application, AI works by utilizing a combination of algorithms and mathematical models designed in such a way that allows computers and smart devices to learn independently from the data obtained. Through this learning process, AI systems can recognize certain patterns, process and analyze information, and produce responses, decisions, or actions that are considered intelligent and relevant according to the context of the problem at hand (Zebua et al., 2023).

Artificial Intelligence (AI) is a technology designed to enable computers and machines to mimic human intellectual abilities, such as learning from experience, recognizing patterns, making decisions, and completing complex tasks quickly and efficiently (Purnama et al., 2025). This technology simulates the human thought process, so that it is able to evaluate and adapt independently without requiring direct human intervention.

Technically, AI works by collecting, processing, and analyzing large amounts of data, then utilizing sophisticated algorithms such as machine learning and deep learning to

identify patterns, make predictions, and make decisions that are more objective and less biased than human judgment.

Thus, AI can be understood as a technological innovation designed to mimic the way humans think, so that machines have the ability to learn, make decisions, and handle complex problems automatically. Through the utilization of data and algorithms, AI not only serves as a tool, but also has the potential to replace some human roles in various fields, ranging from industry, education, health, to public services.

b. The Use of AI in Education

AI has a long track record in education, with its roots tracing back several decades. Since the 1960s, researchers began to pay attention to the potential application of AI to support the learning process, particularly through the development of Intelligent Tutoring Systems (ITS). At this early stage, research focused on creating learning systems that could customize teaching materials and strategies based on the needs of individual students. As stated by Smith that the presence of ITS marks a significant milestone in the integration of AI in education, as these systems aim to provide personalized instruction and adapt to the individual needs of learners (Abimanto & Mahendro, 2023).

The integration of Artificial Intelligence (AI) in education has emerged as a transformative force, enhancing personalized learning, supporting educators, and streamlining administrative tasks (Dawam et al., 2024). AI's ability to analyze large amounts of data enables customized educational experiences, helps identify at-risk learners and provides real-time feedback. AI in education improves learner learning through adaptive systems that assess individual needs, provide personalized materials, and monitor performance. It supports teachers by automating assessments, facilitating classroom management, and offering insights into learners' interests and learning styles (Panigrahi & Joshi, 2020).

With AI-based systems, learning is no longer one-way and uniform, but becomes more dynamic and responsive to the needs of

individual learners. The technology enables real-time feedback, which helps learners understand their mistakes immediately and correct them independently. On the other hand, teachers can use the data generated to design more targeted interventions, both individually and in groups.

Humanistic Education

Humanistic education is an approach in education that is oriented towards developing the personality and potential of each individual as a whole, including intellectual, emotional, moral and social aspects. This approach emphasizes learning that has direct relevance to real life, encourages active participation of students, and instills a deep understanding of moral values and social responsibility (Adelia, 2021). In contrast to educational models that only emphasize the delivery of material or the transfer of knowledge, humanistic education also aims to foster democratic awareness, the ability to think critically and freely, and respect for human values. According to (Adelia, 2021) these goals are achieved through a learner-centered learning process, where learning experiences are structured in such a way as to facilitate personal growth, independence, and social awareness. Thus, humanistic education not only prepares individuals academically, but also forms character and personality in line with humanitarian principles.

Meanwhile, according to (Jacobus et al., 2024) humanistic education is understood as a learning process that focuses on human development as a whole in a social environment that respects dignity and freedom of thought. The goal is to form individuals who are able to live the best life, act as responsible democratic citizens, as well as being an active part of culture. Then (Chatelier, 2015) defines humanistic education as an approach that involves a critical relationship with the world, with the main orientation to improve the quality of the individual self and improve society. In this view, education is directed to encourage human growth and development (human flourishing), which also includes concern for

the sustainability of the non-human world or the environment outside humans.

Humanistic theory views that the learning process must be initiated and directed for the purpose of humanizing humans themselves (Perni, 2019). This means that learning activities are not only understood as a process of transferring knowledge, but also as an effort to develop self-potential, expand awareness, and foster a deep understanding of the meaning of life. This approach places the individual at the center of the learning process, where everyone is given the freedom to think, feel, and act according to their needs and life goals. The main purpose of learning according to this theory is to build self-awareness, strengthen personal values, and encourage self-actualization, which is the achievement of the highest potential of each individual.

Humanistic education aims to humanize people, enabling learners to understand themselves and their environment. Education should focus on developing cognitive, psychomotor, and affective skills, promoting a holistic understanding of oneself (Firdaus & Mariyat, 2017).

Humanistic theories in education emphasize that the main purpose of education is to humanize individuals, allowing them to develop towards self-actualization and selfrealization. This approach highlights the importance of personal experience and motivation in the learning process, and encourages a learner-centered education model. In this context, education focuses on developing the cognitive, emotional and social aspects of individuals, so that they can understand themselves and interact positively with their surroundings.

Technological advances, especially in artificial intelligence (AI), make the relationship between humanistic theory and AI increasingly relevant. AI can support humanistic goals in education by providing tools and platforms capable of customizing learning experiences according to individual needs and interests. AI-based systems, such as adaptive learning, can personalize the learning experience, provide materials that match learners' level of understanding and learning style, and enable more flexible and selfdirected learning. This allows learners to learn at the pace and in the way that is most

effective for them, in line with humanistic principles that emphasize individual-centered learning.

In addition, AI can also strengthen learners' motivation by providing real-time feedback, which can boost their confidence. For example, AI-based learning applications can provide challenges that match learners' abilities, encourage them to think critically and solve problems, and reward them for their achievements, which in turn can strengthen their personal growth.

However, it is important to remember that while AI can offer many benefits in education, its use should be mindful of humanistic values that emphasize respect for the diversity of learners' experiences and needs. AI should be seen as a tool that supports a more personalized and in-depth learning process, not as a substitute for the role of educators in providing emotional and social experiences that are essential for learners' personal development.

Thus, the integration of humanistic theory and AI in education opens up the possibility of creating a more inclusive, adaptive, and immersive learning environment, which can ultimately help learners reach their full potential in both academic and personal aspects.

Method

The method used in this research is a literature study, which aims to explore a deeper understanding of the main concepts related to humanistic education and the implementation of artificial intelligence (AI) in education. This research will analyze various relevant literature, including books, scientific articles, and research reports, to explore how AI can play a role in transforming humanistic education approaches, especially in the context of higher education.

The data collection method applied is documentation, where data is collected through analyzing published documents, such as academic journals, textbooks, and related articles that discuss the integration of AI in education and humanistic education theories. This documentation provides an overview of the practices, challenges, and opportunities in

implementing AI to create more personalized, inclusive, and immersive learning experiences in accordance with the principles of humanistic education.

The data analysis technique used includes three main steps, namely data reduction, data presentation, and conclusion drawing. In the data reduction stage, the collected information will be selected and summarized to focus on relevant topics, such as the relationship between AI and humanistic education. Furthermore, data presentation is done by compiling the results of the analysis in the form of a clear and systematic narrative, describing the main findings related to the application of AI in supporting the goals of humanistic education. Finally, conclusions will be drawn based on the findings to provide an overview of how AI can contribute to facilitating a more humanistic educational transformation for students, as well as identifying the potential and challenges faced in the implementation process.

Through this approach, it is hoped that this research can provide deeper insights into how AI can enrich and transform educational approaches that focus on the development of individual potential, and support educational goals that are more meaningful and oriented towards meeting the needs and aspirations of learners.

Result and Discussion

Application of AI for Personalized Learning

This research found that the application of artificial intelligence (AI) in learning personalization has a significant impact on educational practices. AI technology, especially through the use of adaptive learning systems and intelligent guidance, allows teaching materials to be tailored to the needs, pace and learning style of each learner. This is in line with what is stated by (Souza et al., 2024) in their research that AI personalizes learning through intelligent guidance systems, predictive analytics for early intervention, and adaptive content generation. It adapts the pace and content of instruction to the individual

needs of learners, increasing engagement and effectiveness in the educational process.

As such, learners receive learning experiences that are more relevant and appropriate to their abilities, which in turn supports the achievement of more optimal outcomes. AI works in identifying learners' strengths and weaknesses, as well as providing relevant recommendations or exercises, allowing them to develop individually without being hampered by a uniform approach to learning.

This finding indicates that AI not only facilitates a more personalized learning experience, but also increases learner engagement and motivation to achieve their academic goals. This is in line with research proposed by (Mahesa, 2024) artificial intelligence (AI) personalizes learning by analyzing learner data to tailor teaching plans, resources, and methods according to individual abilities and interests. It increases engagement, tracks progress, and provides customized recommendations, fostering a more effective and enjoyable learning experience.

Overall, the application of artificial intelligence (AI) in learning personalization enables a more focused and effective learning experience. Through intelligent tutoring systems, predictive analytics, and adaptive content creation, AI tailors teaching materials and methods to individual learners' needs and abilities. This not only increases learner engagement and motivation, but also provides relevant feedback to support their academic progress. As such, AI plays an important role in creating a more personalized, enjoyable, and effective learning experience, suited to the unique needs of each learner.

Social and Emotional Skills Development through AI

The application of artificial intelligence (AI) in education is not only limited to cognitive aspects, but also contributes significantly to the development of students' social and emotional skills, this is in line with what is stated (Sethi & Jain, 2024) that AI technology improves social and emotional skills by offering personalized support, increasing engagement, encouraging the

development of empathy, and promoting wellbeing within an educational framework. These tools, such as chatbots and gamification, create inclusive environments that nurture students' socio-emotional competencies.

AI technology can also support the learning process by encouraging deeper interactions between students, both in the context of collaboration and emotional management, this is in accordance with what is stated by (Akintayo et al., 2024) that AI-powered adaptive learning platforms can enhance the development of social and emotional skills by personalizing instruction, providing targeted support, facilitating collaborative learning experiences, and promoting active engagement, ultimately fostering emotional intelligence and interpersonal relationships among basic education students.

Through the use of AI-based learning applications that facilitate group work or simulation of social situations, students can develop communication, empathy, and cooperation skills. AI can also provide indepth feedback on students' emotional intelligence, helping them understand and manage their feelings better. This improves students' emotional well-being and prepares them for real-world social challenges.

Challenges in AI Integration in Humanistic Education

The integration of AI in education has paved the way for a more personalized, efficient and data-driven learning transformation. However, when faced with a humanistic education approach that emphasizes human values, freedom of thought, empathy, and character building, a number of fundamental challenges arise. AI, with all its advantages in automating and optimizing the learning process, has not been able to fully replace the affective and relational dimensions at the core of humanistic education. Inequality of access to technology, algorithm bias, and concerns over dehumanization in the educational process are the main issues that need to be critically examined. Some of the challenges are as follows:

a. Reduction of the Humanistic Dimension and the Role of the Teacher

One of the main challenges in the integration of artificial intelligence (AI) into humanistic education is the potential reduction of the human dimension in the learning process. Humanistic education places values such as empathy, freedom of thought, dialog, and interpersonal relationships at the core of the teaching process. AI systems are designed to work based on logic, algorithms and efficiency without the capacity to deeply understand or respond to emotional and ethical aspects. As the role of teachers is gradually replaced by automated systems, there is a concern that the educational process will lose the nurturing and character building elements that characterize the humanistic approach. As asserted by (Holmes et al., 2019) that AI can be a great tool, but it cannot replace the warmth, intuition, and moral values that can only be built through human interaction in an educational context. While (Muarifin, 2024) suggests the importance for educators to integrate technology with an approach that emphasizes the development of technology with an approach that emphasizes the development of character and ethics in the teaching and learning process.

Therefore, as stated by Muarifin, it is important for educators to not only adopt technology in the learning process, but also integrate it with approaches that emphasize character and ethical development. The integration of technology, especially artificial intelligence (AI), should be directed to support the formation of the whole person, not merely for efficiency or automation. Humanistic-oriented education requires a balance between technological advances and human values so that the learning process does not lose its essence as a means of forming the personality, moral responsibility, and social awareness of students. Thus, teachers still play a central role in bridging technology with the noble values of transformative education.

b. Technology Access Gap

In the effort to integrate artificial intelligence (AI) into education, a serious challenge that cannot be ignored is the gap in access to technology. The implementation of AI not only depends on the availability of hardware and software, but also requires a stable internet connection and an adequate

level of digital literacy from both educators and learners (Hadiyat, 2014). Unfortunately, not all regions, especially in developing countries, have infrastructure that supports the utilization of this technology equally. This imbalance has the potential to widen the educational gap between urban and rural areas, as well as between educational institutions that have resources and those that lack them. If not balanced with equal access policies, AI in education could exacerbate the social and digital exclusion that has been a problem in the global education system.

c. Ethics and Data Privacy

One of the key findings of this research is the growing concern regarding ethics and data privacy issues in the use of AI in education. As pointed out by (Mooradian et al., 2025) there are concerns about the impact of AI use including issues related to privacy and surveillance. This shows that currently there are still concerns about the use of AI, especially in the learning aspect.

In the implementation of AI, especially those based on learning analytics and adaptive recommendation systems, AI relies heavily on collecting learners' personal data, including learning history, interaction patterns, and affective aspects. This data is generally processed by algorithms without direct user involvement in decision-making. This poses a significant risk to data privacy, as such personal data information is vulnerable to misuse or leakage if not properly managed.

Based on interviews with a number of educators and academic system managers, most stated that there are no clear regulations or internal guidelines regarding the management and protection of learner data. In addition, there are concerns about potential privacy violations if the data is accessed or used by third parties without consent. This suggests that while AI offers efficiency and accuracy in the learning process, ethical aspects and the protection of individual rights need to be the main concerns in the integration of this technology into a humanistic education framework.

d. Dependence on AI

In addition to privacy risks that need serious attention, the implementation of AI in

education also raises concerns about overreliance on this technology. Such dependence may change the dynamics of learning and the roles of learners and educators from active and reflective to more passive, following the AI system's direction without critical engagement. This is in line with (Bermeo et al., 2025) which raises concerns about the use of AI including the potential for over-reliance, which may interfere with students' ability to work independently and reduce their confidence in completing tasks without technological assistance. In addition, AI may contribute to increased anxiety and social isolation among students.

Over-reliance on AI in the learning process not only threatens students' independence, but also has the potential to reduce critical thinking and creativity, which have been the main focus of humanistic education. When students rely too much on AI to complete tasks or make decisions, they may lose the opportunity to hone their problemsolving skills independently and develop deep reasoning. Furthermore, anxiety arising from the inability to operate the technology effectively or concerns over automated grading can create psychological distress that negatively impacts students' mental wellbeing. Social isolation is also a challenge, as face-to-face interactions and emotional communication that have strengthened social bonds in learning may be reduced due to the dominance of machine interaction.

This has the potential to reduce the ability for learning independence, creativity and independent decision-making, which are important aspects of humanistic education. Therefore, there needs to be a balance between utilizing AI sophistication and strengthening the role of humans in the educational process so that the transformation that occurs remains in accordance with human values.

Conclusion

Based on the results of the research, it can be concluded:

1. The application of Artificial Intelligence (AI) in learning shows great potential in creating learning experiences that are more

effective, relevant, and in accordance with the unique needs of each learner. Through adaptive learning systems, intelligent tutoring, predictive analytics, and customized content creation, AI is able to personalize teaching materials, adjust learning pace, and provide real-time feedback. This not only improves in-depth understanding of concepts, but also motivates learners to be more actively involved in the learning process. AI plays an important role in identifying individual strengths and weaknesses and recommending appropriate learning strategies to maximize their academic potential. Thus, AI is not just a tool, but also a strategic partner in building more dynamic, responsive and learner-centered learning.

2. In addition to the cognitive domain, the application of AI is also proven to significantly contribute to the development of learners' social and emotional skills. Through the use of AI-based applications, such as collaborative learning platforms, interactive chatbots, and simulated social situations, learners can hone their communication, empathy, cooperation, and emotion management skills. AI facilitates an inclusive and interactive learning environment where learners can practice understanding others' perspectives, resolve conflicts constructively, and develop higher social awareness. It can even provide specific feedback on students' emotional intelligence, helping them to recognize, manage, and express emotions in a healthy way, so that they are better prepared to face real-world social challenges.
3. While AI offers various advantages, its integration in humanistic education also faces a number of fundamental challenges that need serious attention, namely:
 - a. The risk of reducing the humanistic dimension and diminishing the role of the teacher as a moral guide, value instiller, and facilitator of deep interpersonal interaction.
 - b. Gaps in access to technology, both in terms of infrastructure, digital literacy, and availability of devices, can widen the gap in the quality of education

between developed and underdeveloped regions.

- c. Ethical and data privacy issues are crucial, as AI systems require learners' personal data, which is prone to leakage and misuse, especially in the absence of adequate data protection regulations.
- d. The potential for over-reliance on AI can reduce learning independence, creativity, and critical thinking skills, and even trigger anxiety and social isolation due to reduced face-to-face interaction.

Considering these potentials and challenges, the implementation of AI in humanistic education should be implemented wisely, planned, and based on the principle of balance between technological advancement and human values. AI should complement, not replace, the role of educators and ensure that every innovation prioritizes character building, strengthening empathy, and achieving learners' self-actualization. This approach will ensure that the transformation of education does not only advance intellectual aspects, but also develops learners as whole human beings, with integrity, and able to contribute positively to society.

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