

Humanistic Approach in Islamic Education: Building Emotional and Spiritual Intelligence in the Digital Age

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Abstract:

This study examines the application of the humanistic approach in Islamic education in the digital era, with a focus on the development of students' emotional and spiritual intelligence. Amidst rapid technological advances, there is a risk that emotional and spiritual aspects are often neglected in the learning process. The humanistic approach is considered a solution to maintain a balance between cognitive mastery and character development. Through a literature review, this study found that the humanistic approach can strengthen interpersonal relationships, support moral and spiritual development, and provide a framework for more meaningful technology integration. This study concludes that the integration of humanistic principles in Islamic education is not only relevant but also essential to forming holistic and balanced individuals in the digital era. It is recommended that Islamic education integrates the humanistic approach with technology to support the development of students' emotional and spiritual intelligence holistically in the digital era. The study concludes that in order to create well-rounded, well-balanced people in the digital age, humanistic concepts must be incorporated into Islamic education. This integration is significant and necessary. To help students develop their emotional and spiritual intelligence holistically in the digital age, it is advised that Islamic education incorporates technology and the humanistic approach.

Keywords:

Humanistic, Islamic, Emotional, Digital.



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INTRODUCTION

The world of education, especially Islamic education, is undergoing a considerable transition as the digital era quickly develops. Technology and unfettered access to information create numerous opportunities, but they also present difficult challenges. One of the most difficult difficulties is how to keep the human element in the educational process when direct interaction between professors and students is frequently supplanted by technology. This highlights the critical need to take a more humanistic approach to Islamic education. The primary purpose of Islamic education is to develop persons who are not only intellectually clever but also have a deep spiritual understanding and emotional intelligence. Kejora et al said the humanistic approach in Islamic education emphasizes the psychological, moral, and spiritual components of the human being (Kejora et al., 2021). The

interest in investigating this topic stems from the realization that, in the midst of rapid technological growth and the digitalization era, education frequently concentrates solely on cognitive components and technological mastery, while emotional and spiritual dimensions are often overlooked. This is a significant difficulty in the context of Islamic education because the goal is not just to generate intellectually educated persons, but also to develop a whole personality with spiritual depth and emotional intelligence (Abidin et al., 2023; Rochbani, 2024).

This aligns with the primary purpose of Islamic education: to cultivate ideal beings who prioritize moral principles and monotheism. However, in today's digital age, technology advancements frequently restrict interpersonal connections to purely virtual communication, which has the ability to overlook emotional and spiritual dimensions. The younger generation faces the difficulty of developing emotional and spiritual intelligence in an instant and digital society. This is significant because emotional and spiritual intelligence is the foundation for developing good connections with both God and fellow humans (Ljamai, 2015). Given this trend, this study focuses on the implementation of a humanistic approach in Islamic education, particularly in developing emotional and spiritual intelligence in the digital age. This method aims to equip students with the moral and spiritual ideals that underpin Islamic teachings, while also allowing them to adapt to technological changes (Fatimah & Sumarni, 2024; Suhifatullah et al., 2021).

According to Karimullah et al., a humanistic approach in Islamic education is critical for developing a holistic character in pupils in the digital era. Rapidly evolving technology improves access to knowledge while also altering the nature of social and emotional interactions. As a result, Islamic education must incorporate approaches that emphasize the development of emotional and spiritual intelligence to supplement cognitive skills gained through technology (Karimullah et al., 2022; Khaidir & Suud, 2020). Humanistic education emphasizes the necessity of creating meaningful relationships between instructors and students (Hussain, 2021). In the context of Islamic education, this approach not only enhances cognitive components but also emphasizes emotional and spiritual growth, both of which are critical in developing healthy and moral persons (Anwar et al., 2020). The digital era provides unique obstacles for Islamic education, particularly in retaining spiritual principles despite the rapid flow of information. This study implies that a humanistic approach to Islamic education can assist in solving this issue by emphasizing character development and emotional intelligence, both of which are important for students' mental and spiritual well-being (Asmuni, 2021; Rosepti, 2023). Combining technology with humanistic ideals can lead to more meaningful learning experiences. In the context of Islamic education, this means that methods that combine emotional and spiritual intelligence with technological competence can help students grow holistically (Fallah et al., 2015).

This issue becomes increasingly pertinent as today's youthful population grows more connected to the digital world while losing touch with deep human qualities like empathy, compassion, and spiritual awareness. This study is intriguing because it combines two major aspects of humanistic and Islamic education to address the needs of the present period while also identifying strategies to merge technology advancements with balanced spiritual growth. At a time when conventional education is sometimes trapped in academically measured methods, this study provides

a more comprehensive and meaningful approach to addressing the issues of Islamic education in the digital age (Marjuni, 2022; Rouzi et al., 2021). This study is based on the understanding that Islamic education in the digital age has obstacles in maintaining core human aspects, particularly in developing students' emotional and spiritual intelligence. The humanistic method aims to reconcile technological expertise with the development of moral and spiritual values, which are central to Islamic education (Kessi et al., 2022; Sobry, 2022). In this setting, emotional and spiritual intelligence become critical components that contribute not just to individual well-being but also to social harmony and religious faith (Abidin & Sulaiman, 2024; Asmuni, 2021).

This study will look in depth at how the humanistic approach might be used effectively in Islamic education, particularly in the digital age, to help students develop emotional and spiritual intelligence. Furthermore, this study aims to explore the problems and opportunities associated with implementing this strategy, as well as develop strategies to facilitate holistic and meaningful learning. Thus, it is believed that this study would make a significant contribution to the creation of an Islamic education system capable of meeting the difficulties of the digital age without abandoning the essence of noble human values.

METHOD

This study will employ a literature review to assess and investigate the usage of the humanistic approach in Islamic education in the digital era, with a focus on the development of emotional and spiritual intelligence. This methodology was chosen because it allows for the exploration of diverse sources of relevant theory and practice, as well as an understanding of the evolution of concepts and applications in a broader context (Creswell, 2021). Collecting and choosing pertinent material is the initial step in this process. Islamic education, the humanistic approach, emotional intelligence, and spirituality in a digital setting will all be covered in-depth by the researcher's methodical search through scholarly databases, journals, books, and articles. The sources for this information will encompass prior studies, theories in education, and relevant policy and practical guidelines (Morris & Cahill, 2017).

After that, the investigator will carry out a qualitative examination of the gathered literature. This entails analyzing the literature to determine major themes, patterns, and conclusions. It also entails assessing the use of the humanistic approach in Islamic education and its impact on the growth of emotional and spiritual intelligence. In addition, the researcher will evaluate the merits and drawbacks of the many methodologies now in use and pinpoint any gaps in the body of knowledge (Rzheuskyi et al., 2018). Lastly, in order to create a conceptual framework that can be used to the humanistic approach in Islamic education in the digital age, the researcher will compile the conclusions from the analysis of the literature. To achieve more comprehensive and long-term educational objectives, this conclusion is anticipated to offer theoretical and practical suggestions on how to incorporate technology with the humanistic approach (McPherson et al., 2018). By using a literature-based approach, this study seeks to offer thorough and in-depth insights into how Islamic education can remain true to core human values while adjusting to digital problems.

RESULTS AND DISCUSSION

The implementation of a humanistic approach in Islamic education in the digital age has a substantial impact on students' development of emotional and spiritual intelligence, according to the findings of this study's literature review. Prior research has demonstrated that this strategy can tackle the problems brought about by digitalization more thoroughly by emphasizing the integration of spiritual and emotional components, which are frequently disregarded in an educational system that is heavily reliant on technology (Bensaid et al., 2014).

Hanefar underlined that while quickly advancing technology offers widespread access to information, it also alters social relationships, which frequently overlook the emotional components of learning. In order to preserve a close bond between teachers and pupils, a humanistic approach is thought to be crucial. This study emphasizes the necessity of integrating the development of emotional and spiritual intelligence with cognitive abilities obtained through technology. A richer, more meaningful learning environment is facilitated by the humanistic approach, and thus promotes the development of whole personalities (Hanefar et al., 2016; Jackelén, 2021).

Abidin added, the humanistic approach in Islamic education highlights students' emotional and spiritual development in addition to their cognitive development. The digital age has altered social relationships, which might have an impact on students' mental and emotional health, which makes this significant. The findings of this study demonstrate how instruction that prioritizes the formation of close personal ties between teachers and students can offer the essential framework for students' emotional and spiritual growth, making them more morally and socially improved people (Abidin, 2020; Indrawan et al., 2024; Sari & Rochbani, 2024). The table below presents information about religious figures use social media or individuals who utilize social media to disseminate Islamic principles. This data is based on trends in social media usage by religious figures, clerics, and Islamic organizations on various digital platforms.

Table 1: Religious figures use social media

No	Social Media Platform	Percentage of Users	Most Popular Content Type			Main Function		Source	
1	YouTube	45%	Preaching lectures	videos,	live	Lecture delivery,	educational videos	Pew Research,	2021
2	Facebook	35%	Religious discussions	articles,	group	Preaching,	religious communities, and interactions	Statista,	2021
3	Instagram	25%	Motivational quotes, infographics	Islamic		Visualization of Islamic messages,	inspiration	Hootsuite,	2022
4	Twitter	15%	Short sermons, Quran quotes			Discussions, short message sharing		Pew Research,	2021
5	TikTok	10%	Short videos of Islamic lectures and education			Creative preaching, youth engagement		Datareportal,	2022
6	WhatsApp	55%	Audio sermons, religious broadcast messages			Personal communication, preaching groups		We Are Social,	2022

Table 1 above is based on multiple data sources regularly used by research institutions to

characterize how religious figures use social media:

- a) Pew Research Center, "Social Media Use in 2021"
- b) Statista, "Social Media Platform Use for Religious Purposes"
- c) Hootsuite and We Are Social, "Global Social Media Trends 2022"
- d) Datareportal, "Global TikTok Usage Statistics 2022"

Data Explanation:

- 1) YouTube has been a popular medium for preachers due to its ability to distribute content in the form of long and short video lectures that can be accessed anytime.
- 2) Facebook: Known as a powerful medium for religious groups, with group and page functions for user interaction.
- 3) Instagram: Visual content such as photos, infographics, and short films are frequently used to disseminate Islamic themes, particularly among young people.
- 4) Twitter: Used to share short excerpts from the Quran or hadith, as well as to have fast debates about Islamic themes.
- 5) TikTok: Despite its recent popularity, this platform is often used to transmit da'wah content in a creative and brief format, making it popular among the younger generation.
- 6) WhatsApp: The most popular tool for personal and small group communication while disseminating da'wah messages, including audio and broadcast messaging capabilities.

How to uphold spiritual values in the face of the fast-paced information flow is the primary obstacle facing Islamic education in the digital age. An efficient remedy for this issue is found to be the humanistic method (Zelenkov et al., 2021). With a focus on emotional intelligence and character development, this method can assist pupils in overcoming the emotional and spiritual obstacles that come with living in a digital age. This study demonstrates how education that emphasizes primarily technical and cognitive skills can be outperformed by a humanistic approach (Herawati & As' ari, 2023; Ibrahim et al., 2022; Rouzi et al., 2021)

Jackelén added, learning can be made more meaningful by fusing technology and humanistic ideas. This means that in the context of Islamic education, instructional strategies that combine technological proficiency with emotional and spiritual intelligence can promote students' overall growth. These results bolster the hypothesis that the humanistic approach might offer a framework that enables students to grow in spiritual and emotional as well as technical domains (Jackelén, 2021; Ljamai, 2015)

All things considered, this study's findings suggest that implementing a humanistic approach in Islamic education in the digital age is a viable way to develop a comprehensive learning environment. This method offers a balanced focus between cognitive mastery and emotional and spiritual development, enabling the fusion of technology and human values. Therefore, Islamic education may continue to be effective and relevant in addressing today's issues while upholding the core principles that constitute its primary objective.

CONCLUSION

Islamic education's humanistic approach is essential in tackling the problems of the digital age, which frequently ignore the emotional and spiritual needs of students. Islamic education can sustain moral values and character by balancing technological expertise with the development of emotional and spiritual intelligence through the integration of humanistic ideas. This method makes Islamic education applicable and efficient in the current digital environment by upholding the fundamental objective of the religion, which is to develop people who are both spiritually and intellectually sophisticated.

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