

## Humanistic Digital Learning Strategy for Elementary School

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### ABSTRACT

This study addresses the challenge of integrating digital technology in education while maintaining a humanistic focus on students' emotional and social needs. The objective is to evaluate perceptions of students, teachers, and parents regarding the effectiveness of a humanistic digital learning strategy. Using a quantitative descriptive approach, 90 respondents (30 students, 30 teachers, 30 parents) completed a 10-item Likert-scale questionnaire. Content validity was confirmed by experts, and reliability tested with Cronbach's Alpha yielded high scores ( $\alpha = 0.85-0.91$ ). Descriptive analysis showed all groups positively rated the strategy, with average scores above 3.0, indicating agreement to strong agreement on its effectiveness. Teachers expressed the highest approval, followed by parents and students. The findings suggest that digital learning strategies incorporating humanistic principles are effective and well-received, supporting a more holistic, student-centered educational approach

**Keywords:** Digital learning, humanistic, strategy

## 1 Introduction

The rapid advancement of digital technology has triggered significant transformations in the field of education, offering new opportunities for more flexible, open, and adaptive learning processes [1][2]. Digital learning strategies have now become an integral part of modern education systems, particularly in response to the growing need for remote learning and the utilization of information technology in teaching and learning activities. However, despite these advancements, digital learning is often criticized for its lack of attention to students' emotional, social, and humanistic dimensions. This imbalance potentially leads to a mechanistic learning process that neglects students' affective development [3][4].

In this context, the humanistic approach becomes highly relevant and essential in designing student-centered learning strategies. This approach emphasizes the recognition of students' potential, emotions, needs, and subjective experiences as unique individuals. Humanistic education principles posit that an ideal learning process should facilitate personal growth, independence, and meaningful learning experiences [5][6].

This study aims to investigate the perceptions of students, teachers, and parents regarding the effectiveness of a humanistic digital learning strategy, while also assessing the validity and reliability of the instrument used for this purpose. Through a quantitative descriptive approach, this research seeks to provide empirical insights into how a digital learning strategy that integrates humanistic values is received by key stakeholders in education. The findings are expected to serve as a foundation for the development of more holistic and sustainable learning models.

## 2 Literature Review

This study employed a descriptive quantitative approach aimed at describing the perceptions of students, teachers, and parents concerning the effectiveness of humanistic-based digital learning strategies.

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The method used was a survey technique, utilizing a 4-point Likert scale questionnaire consisting of 10 items that reflect the indicators of humanistic digital learning strategies.

### 3 Research Methods

The participants in this study consisted of 90 respondents, divided equally into three groups: 30 students, 30 teachers, and 30 parents. The sampling technique applied was purposive sampling, selecting participants based on their relevance and direct involvement in the digital learning process.

Instrument validity was assessed through content validity, involving three experts in education, child psychology, and primary school instruction. Reliability was evaluated using Cronbach's Alpha, with results of  $\alpha = 0.87$  (students),  $\alpha = 0.91$  (teachers), and  $\alpha = 0.85$  (parents), indicating high to very high levels of reliability.

The data were analyzed using descriptive quantitative methods by calculating the mean score of each item and the overall mean for each group. The results were then interpreted narratively to provide in-depth insights into each group's perceptions of the applied learning strategy.

### 4 Result and Discussion

The findings revealed that the humanistic digital learning strategy received positive responses from all respondent groups students, teachers, and parents. The average scores indicated a high level of agreement, with teachers providing the highest rating (3.58), followed by parents (3.36) and students (3.34). These results suggest that a digital learning approach complemented by humanistic principles can foster a more effective and meaningful learning experience.

Teachers, as the primary facilitators of learning, demonstrated strong support for this strategy. Their high evaluation scores reflect the belief that a humanistic approach in digital learning promotes an environment conducive to both academic and emotional development. This strategy allows teachers to address students' individual needs, provide emotional support, and foster humane interactions even in digital settings.

From the students' perspective, the strategy was appreciated for the attention and care from teachers, comfort during learning, and opportunities for active participation. This indicates that the humanistic approach helps students feel valued and heard, thereby enhancing their motivation and engagement. This aligns with the humanistic education principle that places students at the center of the learning process and treats them as individuals with unique needs and potential.

Parents also responded positively, especially regarding the balance between technology use and the reinforcement of human values in home-based learning. They recognized that this approach successfully bridges cognitive and affective aspects, contributing to more holistic child development. Thus, the study supports the notion that humanistic digital learning strategies are not only relevant but also effective in addressing the educational challenges of the 21st century, which demand the integration of technology with humanistic values

### 5 Conclusion

The study concludes that the humanistic digital learning strategy was positively received by students, teachers, and parents. All three groups reported high average scores indicating strong agreement on the strategy's effectiveness. Teachers assigned the highest scores (3.58), followed by parents (3.36), and students (3.34), suggesting that the integration of technology and humanistic approaches contributes to a comfortable, participatory, and emotionally supportive learning environment. Teachers considered the strategy relevant for supporting holistic education, students experienced increased attention, comfort, and engagement, and parents appreciated the balance between technological advancement and human values in education. The instrument used in the study was validated by experts and demonstrated a high level of reliability, with Cronbach's Alpha exceeding 0.85 for all respondent groups. These findings reinforce the conclusion that humanistic digital learning strategies are not only effective but also feasible for broader implementation. They align with 21st-century educational principles that emphasize the comprehensive development of learners' character and potential.

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