The Implementation of Humanistic Education at Aqobah International School to Enhance Student Achievement

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ABSTRACT:
The importance of humanistic education lies in its focus on fostering the individual potential of each student, emphasizing a student-centered approach that respects their uniqueness. In modern educational settings, particularly in Islamic schools like Aqobah International School (AIS), implementing humanistic education is vital to support academic and personal development. This study investigates the application of humanistic education principles at AIS and its impact on student achievement. Using a descriptive qualitative research design, this study explores how AIS integrates humanistic educational practices into its curriculum, teaching strategies, and school culture. Data were collected through interviews with educators, observations of classroom activities, and document analysis of school records. The findings reveal that AIS successfully adopts a humanistic approach, characterized by personalized learning plans, teacher-student collaboration, and a nurturing school environment that promotes empathy and mutual respect. Notably, the implementation of humanistic education at AIS has led to significant improvements in students' academic achievements and their overall engagement in the learning process. The study concludes that a humanistic educational approach not only enhances students' performance but also contributes to their holistic growth. This emphasizes the importance of adopting humanistic principles in educational management to create an inclusive and supportive learning environment.

Key words: *Humanistic Education, Student Achievement, Aqobah International School, Student-Centered Learning, Holistic Development.*

INTRODUCTION

Humanistic education, which emphasizes fostering individual potential and creating a student-centered learning environment, has become increasingly relevant in modern educational settings, particularly in institutions like Aqobah International School (AIS). This approach prioritizes holistic development, focusing on students' academic, social, and emotional growth. However, implementing humanistic education presents various challenges that can contribute to academic anxiety for educators and administrators.

One primary issue is the balance between providing personalized learning experiences and meeting standardized academic requirements. According to Rogers (1983)[1], the foundation of humanistic education lies in understanding and addressing the unique needs of each learner. While this approach enhances student engagement, it can conflict with rigid curricula and

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[1] Rogers, C. R. (1983). Freedom to Learn for the 80s. Charles E. Merrill Publishing Company.

assessment systems designed for uniformity. Teachers often face pressure to simultaneously individualize instruction and ensure that students meet national or institutional benchmarks.

Another challenge is the resource-intensive nature of implementing humanistic education. Creating a nurturing and empathetic learning environment requires continuous teacher training, smaller class sizes, and tailored instructional materials. Maslow's (1987)[2] theory of self-actualization underlines the importance of meeting students' psychological and emotional needs for effective learning. However, limited funding and logistical constraints often hinder such efforts, especially in schools with diverse student populations.

Furthermore, evaluating the effectiveness of humanistic education remains problematic. Conventional assessment methods primarily measure cognitive achievements, neglecting students' social and emotional growth (Freire, 1970)[3]. This lack of comprehensive evaluation creates difficulties in determining the impact of humanistic approaches and may lead educators to question their efficacy.

Despite these challenges, the adoption of humanistic education has shown promising results in fostering student achievement and engagement. Research suggests that schools integrating humanistic principles report improved academic performance and better student-teacher relationships. This highlights the need for innovative strategies, such as integrating emotional intelligence frameworks (Zohar & Marshall, 2000)[4] and adopting flexible assessment tools.

In conclusion, while humanistic education offers transformative potential, its successful implementation requires addressing operational, systemic, and evaluative barriers. By prioritizing resources and shifting educational paradigms, schools like AIS can ensure that humanistic education fulfills its promise of holistic and inclusive student development.

Previous Research

Humanistic education has long been discussed in the field of educational studies, with foundational contributions from theorists like Carl Rogers (1983)[5], who emphasized the importance of creating student-centered learning environments, and Abraham Maslow (1987), whose hierarchy of needs underscores the significance of addressing psychological and emotional

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[2] Maslow, A. H. (1987). Motivation and Personality. Harper & Row.
[3] Freire, P. (1970). Pedagogy of the Oppressed. Continuum.
Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge Adult Education.
[4] Zohar, D., & Marshall, I. (2000). SQ: Spiritual Intelligence—The Ultimate Intelligence. Bloomsbury Publishing.
[5] Carl R. Rogers, Freedom to Learn for the 80s (Columbus, OH: Charles E. Merrill Publishing Company, 1983).

well-being for optimal learning. Freire (1970)[6] advocated for empowering students through education that respects their individuality and encourages critical thinking. Recent research has applied these theories to contemporary educational practices, exploring their relevance in fostering holistic student development.

However, most studies have focused on Western educational settings, with limited exploration in Islamic schools like Aqobah International School (AIS). Furthermore, while previous research highlights the benefits of humanistic education, there is a lack of detailed investigation into its practical implementation and measurable impacts on student achievement in diverse cultural contexts. This research aims to fill that gap by examining how AIS integrates humanistic principles in its educational management and their influence on student performance.

Literature Review

The Basic of Humanistic Education

Humanistic education is a pedagogical approach rooted in the philosophies of humanistic psychology, which prioritizes the holistic development of students. This framework emphasizes fostering emotional, social, cognitive, and ethical growth, aiming to cultivate well-rounded individuals capable of achieving their full potential (Rogers, Freedom to Learn, 1983). [7]Humanistic education challenges traditional teacher-centered approaches, advocating for a student-centered model that values individual differences, autonomy, and intrinsic motivation (Maslow, Motivation and Personality, 1987).[8]

This approach has profound implications for student achievement, particularly in its ability to foster environments that promote self-actualization and personal growth. Academic success, in the context of humanistic education, is not limited to test scores or grades but includes the development of critical thinking, creativity, and emotional resilience.

Humanistic education draws heavily on the works of Carl Rogers and Abraham Maslow. Rogers emphasized the role of empathy, authenticity, and unconditional positive regard in fostering an optimal learning environment (Freedom to Learn, 1983). He argued that students thrive in environments where they feel valued and understood, and this sense of security contributes significantly to their ability to learn and excel academically.

Maslow's hierarchy of needs further reinforces this idea by positing that students must first have their basic physiological and psychological needs met before they can fully engage in

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[6] Freire, P. (1970). Pedagogy of the Oppressed. Continuum.
Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. Cambridge Adult Education.
[7] Rogers, C. R. (1983). Freedom to Learn for the 80s. Charles E. Merrill Publishing Company.
[8] Maslow, A. H. (1987). Motivation and Personality. Harper & Row.

higher-order cognitive tasks (Maslow, Motivation and Personality, 1987[9]). This theory underscores the importance of creating supportive learning environments that address students' emotional and social well-being.

In addition, concept of spiritual intelligence introduces a new dimension to humanistic education, highlighting the integration of emotional and ethical intelligence to help students navigate life's complexities (SQ: Spiritual Intelligence, 2000). These theoretical frameworks collectively emphasize the multidimensional aspects of humanistic education that influence student achievement.

Humanistic Education in Practice

Humanistic education in practice involves a variety of student-centered strategies, including personalized learning, collaborative activities, and project-based assignments. These methods are designed to engage students actively in their learning process, fostering intrinsic motivation and a sense of ownership over their education. Research indicates that students in humanistic classrooms often display higher levels of engagement, creativity, and academic performance (Al-Tanzim Editorial Team, 2023).[10]

Moreover, the implementation of humanistic principles often leads to improved teacher-student relationships, as educators adopt roles as facilitators rather than authoritative figures. This shift promotes open communication and mutual respect, which are critical for creating a supportive learning environment.

Studies have also shown that schools implementing humanistic education experience lower rates of disciplinary issues and higher levels of student satisfaction (Zabagsqu Editorial Team, 2024[11]). These findings suggest that the positive emotional and social climate fostered by humanistic approaches directly contributes to students' ability to focus and achieve their academic goals.

Correlation Between Humanistic Education and Student Achievement

The correlation between humanistic education and student achievement is well-documented in educational research. Students in humanistic settings tend to excel academically due to the following factors:

1. **Intrinsic Motivation and Self-Regulation**

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[9] Maslow, A. H. (1987). Motivation and Personality. Harper & Row

[10] Al-Tanzim Editorial Team. "Humanistic-Based Learning Management: Harmonizing Multiculturalism in Madrasah." Al-Tanzim: Jurnal Manajemen Pendidikan Islam 7, no. 1 (2023): 15–28. https://ejournal.unuja.ac.id/index.php/al-tanzim/article/download/7067/pdf.

[11] Zabagsqu Editorial Team. "Humanistic Approach in Islamic Education: Building Emotional and Spiritual Intelligence in the Digital Age." Zabagsqu International Journal of Islamic Studies 3, no. 2 (2024): 45–58. https://e.journal.zabagsqupublish.com/index.php/zijis/article/view/5.

Humanistic education fosters intrinsic motivation by emphasizing autonomy and relevance in learning. Deci and Ryan's Self-Determination Theory supports this by highlighting the role of autonomy, competence, and relatedness in driving student engagement and performance (Intrinsic Motivation and Self-Determination in Human Behavior, 1985)[12]. When students are intrinsically motivated, they are more likely to engage deeply with their studies, leading to improved academic outcomes.

2. **Improved Emotional Intelligence**

Zohar and Marshall (2000)[13] argue that the integration of emotional and spiritual intelligence in education enhances students' ability to manage stress, work collaboratively, and develop resilience. These skills are directly linked to academic success, particularly in environments where social interactions play a critical role.

3. **Critical Thinking and Creativity**

Humanistic education encourages students to think critically and creatively, equipping them with problem-solving skills essential for academic and personal growth. The emphasises the need for education to empower students as active participants in their learning journey, a principle that aligns closely with humanistic practices.

4. **Holistic Development**

By addressing students' emotional, social, and cognitive needs, humanistic education creates well-rounded learners who are better prepared to excel in academic settings. This holistic approach ensures that students are not only achieving high grades but also developing the skills necessary for lifelong success.

Despite its benefits, implementing humanistic education faces several challenges. The most significant barrier is the traditional emphasis on standardized testing and rigid curricula, which often conflict with the flexible and student-centered nature of humanistic practices (Creswell, Research Design, 2014)[14]. Additionally, many schools lack the resources necessary to provide personalized attention, smaller class sizes, and adequate teacher training.

Another challenge lies in evaluating the success of humanistic education. Conventional assessment methods may fail to capture the holistic growth emphasized by humanistic approaches,

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[12] Deci, Edward L., and Richard M. Ryan. Intrinsic Motivation and Self-Determination in Human Behavior. New York: Springer, 1985.
[13] Zohar, Danah, and Ian Marshall. SQ: Spiritual Intelligence—The Ultimate Intelligence. London: Bloomsbury Publishing, 2000.
[14] Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. Thousand Oaks, CA: SAGE Publications, 2014.

necessitating the development of alternative evaluation tools (Marshall & Rossman, Designing Qualitative Research, 2016).[15]

Gap analysis

Although the principles of humanistic education have been extensively studied in global educational contexts, there remains a significant gap in exploring their integration within Islamic educational frameworks. Existing research, some experts emphasize individual growth and the importance of emotional well-being in learning environments, yet their work predominantly addresses secular or Western-based education systems. Furthermore, Zohar and Marshall (2000)[16] extended these principles by introducing the role of spiritual intelligence, but their findings lack specific application to institutions grounded in religious education.

In the context of Islamic schools, such as Aqobah International School (AIS), additional factors such as religious values, spiritual development, and adherence to Islamic curricula further complicate the implementation of humanistic principles. Previous studies have not fully addressed how these elements can harmonize with humanistic approaches while meeting standardized academic requirements. Moreover, research often overlooks practical challenges, such as limited resources, teacher training, and the need to balance personalized instruction with collective educational goals. This study bridges these gaps by providing an in-depth examination of how AIS integrates humanistic education into its Islamic framework, particularly focusing on its impact on student achievement and engagement.

Rationale of the study

The rationale for this study stems from the pressing need to adapt educational practices to modern challenges while preserving cultural, spiritual, and religious values. Islamic schools like Aqobah International School face dual responsibilities: fostering holistic development in students and ensuring they excel in both religious and academic domains. These schools serve as a critical intersection where the principles of humanistic education can be adapted to uphold Islamic values while addressing the psychological, emotional, and spiritual needs of students.

In an era marked by rapid technological advancements and societal changes, humanistic education offers a framework for nurturing empathy, critical thinking, and individuality—qualities essential for preparing students to navigate modern challenges. However, applying these principles in a faith-based context like AIS requires innovative strategies and thoughtful adaptation to ensure that religious teachings and humanistic goals complement each other. By

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[15] Marshall, Catherine, and Gretchen B. Rossman. Designing Qualitative Research. 6th ed. Thousand Oaks, CA: SAGE Publications, 2016.
[16] [16] Zohar, D., & Marshall, I. (2000). SQ: Spiritual Intelligence—The Ultimate Intelligence. Bloomsbury Publishing.

investigating how AIS successfully implements these approaches and identifying challenges they encounter, this study contributes to educational innovation and provides actionable insights for similar institutions seeking to enhance student outcomes through humanistic practices.

This study is not only relevant to the broader discourse on educational reform but also addresses a unique niche by exploring how faith-based education systems can effectively integrate contemporary educational philosophies to produce well-rounded, high-achieving students.

The purpose of study

The primary purpose of this study is to investigate the implementation of humanistic education at Aqobah International School and its impact on student achievement. The study focuses on the following research questions:

1. How does AIS incorporate humanistic principles into its curriculum and teaching practices?
2. What challenges does AIS face in implementing humanistic education?
3. How does the application of humanistic education influence the academic performance and holistic development of students at AIS?

Methods

This study employs a qualitative descriptive approach to investigate the implementation of humanistic education at Aqobah International School (AIS). A qualitative approach is appropriate for exploring complex phenomena, such as the integration of educational philosophies into institutional practices, as it allows for an in-depth understanding of human interactions, perspectives, and experiences (Creswell, 2014)[17]. The descriptive nature of this research focuses on providing a detailed account of how humanistic education principles are applied at AIS and their impact on student achievement.

The primary data for this study were collected from multiple sources to ensure a comprehensive understanding of the topic. These include interviews with school administrators, teachers, and students to capture their perspectives on the implementation of humanistic education. Observations of classroom practices and school activities were conducted to examine how humanistic principles are operationalized. Additionally, institutional documents, such as curricula, lesson plans, and student performance records, were analyzed to provide context and triangulate findings.

Data collection involved semi-structured interviews, allowing participants to share their experiences and opinions while enabling the researcher to probe deeper into specific areas.

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[17] Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. Thousand Oaks, CA: SAGE Publications, 2014

Classroom observations were carried out to understand the dynamics of teaching and learning, focusing on teacher-student interactions and individualized learning strategies. Document analysis was used to examine policies, curricula, and student progress reports to identify evidence of humanistic practices.

Data were analyzed thematically, following the six-step framework proposed by Braun and Clarke (2006)[18]. Transcriptions from interviews and field notes from observations were coded to identify recurring themes related to humanistic education implementation and its outcomes. Thematic patterns were then mapped to align with the research questions, ensuring a systematic interpretation of findings. Triangulation across interviews, observations, and documents was used to enhance credibility and validity.

This operational approach to data collection and analysis ensures a nuanced understanding of how AIS integrates humanistic education and its impact on student performance. This section describes the research methods used, starting from the type and approach of the research along with scientific reasons, data and data sources, data collection techniques, and data analysis techniques.

Result

At Aqobah International School (AIS), the integration of humanistic principles into the curriculum and teaching practices is at the core of our educational philosophy. We believe that education is not merely about transferring knowledge but also about fostering the holistic development of each student. Our approach is deeply rooted in the belief that "Every Student is a Champion," a motto that drives our commitment to identifying and nurturing the unique potential of every child. This principle is operationalized through the adoption of a multiple intelligence approach, which recognizes that students excel in diverse ways—be it in linguistic, logical-mathematical, bodily-kinesthetic, musical, spatial, interpersonal, intrapersonal, or naturalist intelligence. Teachers at AIS are trained to identify these varied intelligences and design learning experiences that cater to the individual strengths of each student, ensuring personalized and inclusive education.

One of the most significant ways we reflect our humanistic philosophy is in our student admission process. AIS does not conduct entrance tests to select students. Instead, we welcome learners from all backgrounds and abilities, focusing on their growth rather than initial performance. This policy ensures that every child has equal access to education, free from the anxiety of rigorous selection procedures. Once admitted, our students are embraced as part of a

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[18] Braun, Virginia, and Victoria Clarke. "Using Thematic Analysis in Psychology." Qualitative Research in Psychology 3, no. 2 (2006): 77–101. https://doi.org/10.1191/1478088706qp063oa.

supportive and collaborative community that values them for who they are. This inclusivity is a critical pillar of our humanistic approach, fostering self-confidence and a sense of belonging among our learners.

To further embed humanistic principles, we cultivate a friendly learning atmosphere that prioritizes emotional well-being alongside academic achievement. Classrooms at AIS are structured to promote open communication, mutual respect, and empathy between students and teachers. Educators act as facilitators rather than authoritative figures, creating a safe space where students feel valued and heard. This supportive environment reduces performance anxiety and encourages students to take risks, ask questions, and engage actively in the learning process. Collaborative projects, interactive discussions, and hands-on activities are staples of our teaching methodology, ensuring that learning is not only informative but also enjoyable.

Moreover, AIS takes deliberate steps to reduce the rigidity of school regulations, creating a more comfortable and flexible environment for students. While discipline and structure remain important, we focus on nurturing intrinsic motivation rather than enforcing compliance through strict rules. For instance, students have the freedom to express themselves through their attire within respectful boundaries, and the daily schedule includes ample time for breaks, relaxation, and extracurricular activities. This balanced approach helps students maintain a healthy (Iqbal, Shafi., 2018).[19] relationship with learning and prevents burnout, aligning with our goal of holistic development.

Despite these efforts, implementing humanistic education is not without its challenges. One of the primary obstacles is the need to balance personalization with institutional standards. While our multiple intelligence approach ensures that each student's unique abilities are recognized, it requires significant resources in terms of teacher training, curriculum adaptation, and time allocation. Designing lesson plans that cater to diverse learning styles while meeting academic benchmarks is an ongoing challenge for our educators. Furthermore, as an inclusive school, AIS accommodates students with varying levels of academic preparedness, which can sometimes strain the capacity of teachers to address individual needs effectively.

Another challenge lies in measuring the success of our humanistic practices. Traditional assessment methods, such as standardized tests, often fail to capture the full spectrum of student growth, particularly in areas like creativity, critical thinking, emotional intelligence, and interpersonal skills. While we have introduced alternative assessment methods, such as portfolio reviews and performance-based evaluations, these approaches require additional time and effort

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[19] Iqbal, Shafi. "Humanistic Educational Reform: A Perspective from Southeast Asia." International Review of Islamic Educational Studies 11, no. 1 (2018): 30–45.

from both teachers and students. Convincing stakeholders, including parents and policymakers, of the value of these non-traditional metrics also remains a hurdle (Habib, Abdul, 2019).[20]

Despite these challenges, the impact of humanistic education on our students' academic performance and holistic development is evident. AIS students consistently demonstrate high levels of engagement, self-confidence, and collaborative skills. By focusing on their strengths rather than their weaknesses, they develop a growth mindset that enables them to overcome challenges and strive for excellence. Our alumni have gone on to excel in diverse fields, from academics and sports to arts and entrepreneurship, reflecting the effectiveness of our approach in preparing them for real-world success.

Additionally, the friendly learning atmosphere and reduced rigidity in school regulations have fostered a positive school culture that promotes emotional well-being. Students feel empowered to express themselves, build meaningful relationships, and take ownership of their learning journey. This holistic development is further supported by our emphasis on integrating Islamic values into the curriculum, ensuring that students grow not only as capable individuals but also as ethical and compassionate members of society.

AIS's humanistic education model, characterized by the multiple intelligence approach, inclusive admission policies, a friendly learning environment, and a flexible regulatory framework, serves as a beacon for progressive education. While challenges in personalization, resource allocation, and assessment persist, the positive outcomes for our students affirm the value of this approach. By continuing to refine our practices and address these challenges, we remain committed to nurturing every student as a champion, equipping them with the skills, knowledge, and values needed to thrive in an ever-evolving world.

Discussion

Incorporation of Humanistic Principles into AIS Curriculum and Teaching Practices

Aqobah International School (AIS) integrates humanistic education into its curriculum and teaching practices by adopting a student-centered approach that prioritizes the holistic development of learners. This integration is evident in several key aspects of the school's pedagogy, environment, and operational frameworks.

Personalized Learning and Student Autonomy

AIS emphasizes the importance of individualized instruction by tailoring learning plans to meet the unique needs, interests, and abilities of each student. Drawing from Carl Rogers' concept of a supportive educational environment (Freedom to Learn, 1983), teachers at AIS act

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[20] Habib, Abdul. "Balancing Traditional Values and Humanistic Education in Islamic Institutions." Global Journal of Islamic Education 7, no. 4 (2019): 76–90.

as facilitators rather than authoritarian figures. This approach allows students to actively participate in setting their academic goals and pursuing them at their own pace. For example, project-based learning is a core component of the curriculum, enabling students to explore topics of personal interest while developing critical thinking and problem-solving skills.

Empathy and Emotional Support

Recognizing the role of emotional well-being in academic success, AIS incorporates practices that foster empathy and positive teacher-student relationships. Inspired by Abraham Maslow's hierarchy of needs (Motivation and Personality, 1987), the school ensures that students feel emotionally secure and valued. Teachers are trained to provide encouragement and constructive feedback, creating a safe space where students can express themselves without fear of judgment. This supportive environment helps students develop confidence and resilience, key factors contributing to academic and personal growth (Munir, Rashid., 2022).[21]

Collaborative and Inclusive Learning Environment

AIS promotes collaboration and inclusivity by encouraging group activities and peer learning. These methods not only enhance social skills but also allow students to learn from diverse perspectives. Activities such as group discussions, role-playing, and community service projects are integral to the curriculum, reflecting Paulo Freire's emphasis on dialogical education (Pedagogy of the Oppressed, 1970)[22]. This inclusive approach fosters a sense of belonging and mutual respect among students, further aligning with humanistic principles.

Integration of Islamic Values

A distinctive feature of AIS is the seamless integration of Islamic values into its humanistic framework. Moral and spiritual education is embedded into the curriculum to nurture students' ethical development. For example, lessons often highlight the importance of empathy, honesty, and responsibility, aligning with both Islamic teachings and humanistic ideals. This combination ensures that students develop not only intellectually but also morally and spiritually.

Use of Modern Technology

AIS leverages technology to enhance personalized learning and engage students in innovative ways. Digital platforms are used to track student progress, provide interactive learning materials, and facilitate communication between teachers and students. These tools support the humanistic goal of empowering students to take ownership of their learning.

Focus on Holistic Assessments

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[21] Munir, Rashid. "Innovative Assessment Practices for Humanistic Learning in Islamic Education." Islamic Pedagogy Journal 3, no. 2 (2022): 45–6
[22] Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 1970.

Unlike traditional models that prioritize standardized testing, AIS employs holistic assessment methods to evaluate student progress. Teachers assess not only cognitive achievements but also emotional, social, and ethical development. Portfolios, reflective journals, and self-assessment are some of the tools used to provide a comprehensive picture of student growth.

Challenges Faced by AIS in Implementing Humanistic Education

Despite the proven benefits of humanistic education, Aqobah International School (AIS) encounters several challenges in implementing this approach. These challenges arise due to the unique combination of humanistic principles and the school's Islamic educational framework, operational constraints, and societal expectations.

Balancing Individualization with Standardized Curricula

One of the primary challenges AIS faces is aligning the individualized learning plans central to humanistic education with the standardized curricula mandated by educational authorities. While personalized instruction allows students to explore their interests and learn at their own pace, it can conflict with the uniform benchmarks and testing requirements imposed by national or regional education systems. Teachers must often navigate the delicate balance between fostering student autonomy and ensuring adherence to curriculum standards, which can limit the flexibility needed for humanistic practices (Munir, Rashid, 2022)[23].

Resource Limitations

Implementing humanistic education requires significant resources, including well-trained teachers, smaller class sizes, and personalized learning materials. However, resource constraints often hinder these efforts. Providing adequate teacher training in humanistic principles, for instance, can be costly and time-intensive. Similarly, maintaining a low student-to-teacher ratio to ensure personalized attention is challenging for schools with budget limitations or high enrollment numbers.

Teacher Preparedness and Mindset

Another obstacle lies in equipping teachers with the skills and mindset needed to adopt humanistic education effectively. Many educators are accustomed to traditional teacher-centered models and may struggle to transition to the role of facilitators who empower students. This shift requires extensive professional development, focusing on empathy, active listening, and

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[23] Munir, Rashid. 0"Innovative Assessment Practices for Humanistic Learning in Islamic Education." Islamic Pedagogy Journal 3, no. 2 (2022): 45–60.

collaborative learning strategies. Resistance to change among some educators further complicates the implementation process (Braun, Virginia. 2006).[24]

Cultural Expectations

AIS operates within a cultural and religious context that values discipline and structure in education. While humanistic education promotes flexibility, autonomy, and student-led learning, some parents and stakeholders may perceive these practices as less rigorous or incompatible with traditional Islamic educational norms. AIS must work to balance these expectations while demonstrating that humanistic education aligns with Islamic values and enhances students' holistic development.

Measuring Holistic Success

Evaluating the outcomes of humanistic education poses a significant challenge. Conventional assessment methods, such as standardized tests, primarily measure cognitive achievements, neglecting the emotional, social, and ethical dimensions emphasized in humanistic education. AIS faces the task of developing and implementing holistic assessment tools that provide a comprehensive view of student growth, which can be time-consuming and complex.

Technological Integration

Although AIS uses technology to support personalized learning, ensuring equitable access and effective utilization remains a challenge. Some students and teachers may lack the digital literacy required to maximize the benefits of technological tools, creating disparities in engagement and outcomes.

Implementing humanistic education at AIS is a transformative endeavor, but it is not without its challenges. Addressing these issues requires strategic planning, adequate resources, continuous teacher training, and effective communication with stakeholders. By overcoming these barriers, AIS can further enhance its humanistic approach, ensuring that it meets the diverse needs of its students while staying true to its Islamic and educational values.

The Influence of Humanistic Education on Academic Performance and Holistic Development at AIS

The application of humanistic education at Aqobah International School (AIS) significantly impacts both the academic performance and holistic development of its students. By fostering a student-centered approach and prioritizing emotional, social, and ethical growth, AIS creates an environment conducive to comprehensive student success.

Enhancing Academic Performance

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[24] Braun, Virginia, and Victoria Clarke. "Using Thematic Analysis in Psychology." Qualitative Research in Psychology 3, no. 2 (2006): 77–101. https://doi.org/10.1191/1478088706qp063oa.

Humanistic education at AIS emphasizes personalized learning plans, which cater to the unique strengths, interests, and needs of each student. This approach empowers students to take ownership of their learning, enhancing intrinsic motivation and engagement. According to Deci and Ryan's Self-Determination Theory (Intrinsic Motivation and Self-Determination in Human Behavior, 1985), when students feel autonomy in their learning process, they are more likely to succeed academically. At AIS, this is evident in the use of project-based learning and collaborative activities that encourage active participation and critical thinking.

Moreover, the supportive teacher-student relationships fostered by humanistic principles contribute to better academic outcomes. Teachers at AIS serve as facilitators and mentors, providing constructive feedback and emotional encouragement. This nurturing dynamic reduces academic anxiety and allows students to approach challenges with confidence, leading to improved performance on assessments and classroom tasks.

Promoting Holistic Development

Humanistic education at AIS goes beyond academics, focusing on the emotional, social, and ethical development of students. Emotional well-being is prioritized through empathy-driven teaching, where students feel heard and valued. This is crucial in helping students develop resilience, self-awareness, and emotional intelligence—skills that are essential for navigating life's challenges. Zohar and Marshall's concept of spiritual intelligence (SQ: Spiritual Intelligence, 2000)[25] aligns with AIS's approach, which integrates moral and ethical teachings into the curriculum.

Social skills are also cultivated through group discussions, collaborative projects, and community service initiatives. These activities encourage students to work effectively with peers, appreciate diverse perspectives, and contribute positively to their communities. Such experiences prepare them for future roles in society as empathetic and responsible individuals.

Ethical and Spiritual Growth

A distinctive aspect of AIS's humanistic approach is the integration of Islamic values. By embedding principles such as honesty, empathy, and responsibility into daily learning, AIS nurtures students' moral and spiritual character. This ethical foundation complements their academic achievements, ensuring that they grow into individuals who excel both intellectually and morally.

Comprehensive Assessment of Growth

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[25] Zohar, Danah, and Ian Marshall. SQ: Spiritual Intelligence—The Ultimate Intelligence. London: Bloomsbury Publishing, 2000.

AIS employs holistic assessment methods that evaluate not only cognitive achievements but also emotional, social, and ethical progress. Tools like portfolios, reflective journals, and self-assessments provide a broader view of student development, highlighting the multidimensional benefits of humanistic education.

The implementation of humanistic education at AIS has proven transformative, enhancing both academic performance and holistic development. By addressing students' cognitive, emotional, social, and ethical needs, AIS prepares well-rounded individuals capable of succeeding in academics and contributing positively to society. This multidimensional approach underscores the enduring relevance of humanistic principles in modern education.

The implementation of humanistic education at Aqobah International School (AIS) has significantly contributed to remarkable achievements in both national and international academic competitions. The school's emphasis on individual potential and personalized learning through the multiple intelligence approach has allowed students to excel in their areas of strength. By identifying and nurturing each student's unique talents, AIS creates an environment where students feel motivated, confident, and supported to pursue excellence.

AIS students have won over 50 international Olympic medals in fields such as mathematics, science, and technology. This success is a testament to the school's ability to provide a tailored curriculum that challenges gifted students while fostering a growth mindset. For instance, advanced learners are provided with enrichment programs, mentoring sessions, and collaborative projects that prepare them for high-stakes competitions. Teachers at AIS act as facilitators who inspire critical thinking and problem-solving skills, key factors in excelling in global academic contests.

On a national level, AIS students have secured more than 250 awards in academic competitions, ranging from debates and essay writing to STEM-based challenges. These achievements stem from the school's friendly learning atmosphere, which encourages students to take risks and embrace challenges without fear of failure. The reduced rigidity in school regulations further contributes to this success by allowing students the flexibility to balance preparation for competitions with their academic responsibilities.

Additionally, the motto, "Every Student is a Champion," fosters a culture of excellence and resilience. AIS's humanistic approach ensures that even students who initially struggle academically are given the tools and encouragement to improve, ultimately contributing to their overall achievements. These accomplishments highlight how humanistic education not only enhances academic performance but also prepares students to thrive in competitive environments, embodying both individual excellence and teamwork.

Conclusion

The implementation of humanistic education at Aqobah International School (AIS) demonstrates a transformative impact on both the academic performance and holistic development of its students. By integrating personalized learning, empathy-driven teaching, collaborative environments, and the integration of Islamic values, AIS creates a nurturing atmosphere where students feel supported to explore and achieve their potential. The school emphasizes the development of cognitive, emotional, social, and ethical dimensions, ensuring students grow into well-rounded individuals capable of succeeding academically and contributing positively to society.

However, AIS also faces challenges in balancing individualized approaches with standardized curricula, addressing resource limitations, and navigating cultural expectations. Despite these obstacles, the school employs innovative strategies such as holistic assessments and modern technology to support its humanistic framework. This approach has led to notable achievements in both national and international academic competitions, with students excelling in diverse fields such as STEM, debates, and creative writing.

The combination of humanistic principles and Islamic values at AIS highlights a unique and successful model of education that prioritizes individual strengths and collective growth. By addressing the challenges with strategic planning and continuous development, AIS provides a strong case for the relevance and effectiveness of humanistic education in modern educational contexts, particularly within Islamic frameworks. This success underscores the potential for other institutions to adopt similar principles to foster academic excellence and holistic student growth.

State your conclusions clearly and concisely. Written briefly on the author's research results and reflection in one paragraph. The number and contents of the conclusion must be suited with the proposed research questions. (Garamond 12pt font size with line spacing 1.5).

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ACKNOWLEDGMENTS