

PRINSIP-PRINSIP BELAJAR DAN PEMBELAJARAN DALAM  
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**Abstract :**

Modern education positions the learning process as an active and reflective activity centered on the learner. Learning is no longer understood as a one-way knowledge transfer process, but rather as a dynamic interaction between learners, teachers, and the learning environment. This paper discusses the concepts of learning and teaching in modern education, the theories that underlie them, and the implications of applying modern educational principles to contemporary learning practices. The study was conducted through a literature analysis of various relevant studies in the last five years that highlight the importance of constructivism, humanism, and connectivism as the foundation for developing a modern learning system. The results of the discussion indicate that modern education demands a paradigm shift from teacher-centered learning to student-centered learning that emphasizes independence, collaboration, creativity, and lifelong learning. The application of these principles has a significant impact on improving the quality of learning, teacher competence, and active student involvement in the learning process. The implications of this research indicate that the success of modern education is highly dependent on teachers' ability to facilitate a learning environment that is adaptive to technological developments and the needs of the times.

**Keywords:** Principles of Learning, Teaching, Modern Educational Theory.**Abstrak :**

Pendidikan modern menempatkan proses belajar sebagai kegiatan aktif dan reflektif yang berpusat pada peserta didik. Pembelajaran tidak lagi dipahami sebagai proses transfer pengetahuan satu arah, melainkan sebagai interaksi dinamis antara peserta didik, guru, dan lingkungan belajar. Tulisan ini membahas konsep belajar dan pembelajaran dalam pendidikan modern, teori-teori yang melandasinya, serta implikasi penerapan prinsip-prinsip pendidikan modern terhadap praktik pembelajaran kontemporer. Kajian dilakukan melalui analisis literatur dari berbagai penelitian relevan dalam lima tahun terakhir yang menyoroti pentingnya konstruktivisme, humanisme, dan konektivisme sebagai dasar dalam pengembangan sistem pembelajaran modern. Hasil pembahasan menunjukkan bahwa pendidikan modern menuntut perubahan paradigma dari teacher-centered learning menuju student-centered learning yang menekankan kemandirian, kolaborasi, kreativitas, dan pembelajaran sepanjang hayat. Penerapan prinsip-prinsip tersebut berdampak signifikan terhadap peningkatan kualitas pembelajaran, kompetensi guru, dan keterlibatan aktif peserta didik dalam proses belajar. Implikasi dari penelitian ini



menunjukkan bahwa keberhasilan pendidikan modern sangat bergantung pada kemampuan guru dalam memfasilitasi lingkungan belajar yang adaptif terhadap perkembangan teknologi dan kebutuhan zaman.

**Kata Kunci:** Prinsip-prinsip Belajar, Pembelajaran, Teori Pendidikan modern.

## INTRODUCTION

Education serves as the main pillar in shaping human civilization. Through education, individuals not only acquire knowledge but also develop their ability to think, behave, and adapt to continuous social, economic, and technological changes (Harefa, Patalatu, Azizah, Yusufi, & Husnita, 2024). In the context of globalization and the Industrial Revolution 4.0, which has now advanced to the Society 5.0 era, education plays an increasingly strategic role in preparing human resources who are creative, innovative, and highly competitive (Indramayu, 2024). Herefore the education system must be able to adapt to the dynamics of the times, which demand critical, collaborative, and adaptive thinking skills.

Modern education emerged as a response to the limitations of traditional education, which often emphasized rote memorization, teacher authority, and one-way instructional methods (Utomo, Rizqa, Islam, Sultan, & Kasim, 2024). Such traditional approaches are considered less effective in developing higher-order thinking skills and provide limited opportunities for learners to construct their own knowledge (Cahyani & Siagian, 2024; Pardini et al., 2025). In contrast modern education positions learners as active subjects in the learning process, focusing on the development of potential, personality, and human values.

Along with the advancement of knowledge and educational psychology, various learning theories have emerged as the foundation of modern educational practices (Alinata, 2024). These theories attempt to explain how humans acquire, process, and apply knowledge within real-life contexts (Putri, 2024). Among the most influential are constructivism, humanism, and connectivism. All three emphasize the importance of active learner engagement in constructing knowledge, understanding the meaning of learning, and building relevant knowledge networks through social and technological contexts (Yurlina, et al., 2024).

Learning is viewed as an active process of constructing knowledge through experience and social interaction (Yugo & Bandung, 2024). Theorists such as Jean Piaget and Lev Vygotsky emphasize that learners must directly experience the learning process to internalize concepts meaningfully (Mumtazah, Ulya, Rohmah, & Ibrahim, 2025). Meanwhile, the humanistic theory developed by Abraham Maslow and Carl Rogers focuses on the holistic development of individuals intellectually, emotionally, and spiritually suggesting that effective learning occurs when learners' needs, motivations, and emotions are considered. Connectivism, which emerged in the digital era, highlights the importance of linking information from various sources through technology and social networks (Dahlan et al., 2025).

This paradigm shift has significantly influenced learning practices.

Teachers are no longer viewed as the sole source of knowledge but rather as facilitators, mediators, and guides in the learning journey. Learners are granted autonomy and responsibility to explore, discover, and evaluate knowledge independently (Syauky & Ar-ranir, 2025). Consequently learning processes should be designed to encourage active participation, collaboration, reflection, and problem-solving (Hakim, 2023).

Modern education emphasizes the implementation of learning principles based on experience, motivation, relevance, and sustainability (Rasiani, Lubis, & Sari, 2024). These principles ensure that learning activities focus not only on outcomes but also on the process of character formation and lifelong learning. Thus, modern education plays a crucial role in shaping individuals capable of critical thinking, empathy, and positive social contribution (Helandri, 2024; Suparman, 2018).

Despite its promise, the implementation of modern educational theories in practice faces numerous challenges (Yulius Kurniawan, 2024). Not all educators fully understand the foundational principles of modern learning theories or how to effectively apply them in classroom contexts (Asmariyani, 2021). Furthermore, many educational systems still prioritize academic achievement over personal and character development creating a gap between theoretical ideals and real classroom practices (Qodratulloh & Bandung, 2024).

These challenges highlight the need to reexamine how learning principles within modern educational theories can be effectively applied (Fadila & Masrurroh, 2025). This inquiry is essential for providing both theoretical and practical foundations for educators to design learning processes relevant to the needs of modern learners (Setiawan & Palangkaraya, 2020). Through a deeper understanding of these principles, education systems can evolve toward more humanistic, participatory, and contextual learning models.

Based on the above discussion, the research questions formulated in this article are as follows: 1) How is the concept of learning and teaching understood in the context of modern education? 2) What modern educational theories underpin the understanding of the learning process? 3). What learning principles are embedded within modern educational theories? 4) How do the applications of these principles impact contemporary learning practices?. By addressing these four questions, this article aims to contribute both theoretically and practically to the understanding of learning and teaching principles aligned with the paradigm of modern education.

## **RESEARCH METHOD**

This study employs a descriptive qualitative approach using the library research method. This approach was chosen because the research focuses on a theoretical analysis of the principles of learning and teaching from the perspective of modern educational theories (Sugiyono, 2019). Through library research, the researcher examined various scholarly sources such as books, journals, and academic articles discussing modern learning theories including constructivism, humanism, and connectivism in order to identify fundamental

principles relevant to contemporary educational contexts.

The data for this research were derived from both primary and secondary literature. Primary sources include the original works of key modern education theorists such as Jean Piaget, Lev Vygotsky, Abraham Maslow, Carl Rogers, and George Siemens. Secondary literature was obtained from previous studies, journal articles, conference proceedings, and academic publications that support the theoretical analysis (Iryana yana, 2019). Data collection was conducted through a process of identifying, classifying, and synthesizing information from various sources to gain a comprehensive understanding of the topic under study.

Data analysis was carried out using the content analysis technique, which involved examining the meaning and substance of the theories reviewed (Hastuti, 2010). The analytical process consisted of three main stages: data reduction, data presentation, and conclusion drawing, in order to identify the relationship between modern educational theories and the underlying principles of learning. The validity of the analysis was strengthened through source and theory triangulation, ensuring that the findings of this research are conceptually grounded and scientifically reliable.

## **FINDINGS AND DISCUSSION**

### **The Concept of Learning and Teaching in Modern Education**

The modern educational perspective views learning as an active process that requires the full engagement of learners in constructing meaning through experience, self-reflection, and social interaction. Learning is no longer perceived as a passive activity of receiving information from teachers but as a constructive process involving mental, emotional, and social dimensions to holistically develop individual potential. Learners act as active subjects with the ability to explore, evaluate, and construct knowledge relevant to their life contexts. Meanwhile, teaching serves as a systematic effort to facilitate learners to become independent, creative, and reflective thinkers. Teachers play the role of facilitators, mediators, and motivators who guide learners to think critically, collaborate effectively, and derive meaning from their own learning experiences.

The principle of *lifelong learning* has become a defining characteristic of modern education, emphasizing that learning does not stop within formal institutions but continues throughout life. The orientation of learning extends beyond academic achievement toward the development of higher-order thinking skills, creativity, collaboration, empathy, and social responsibility. This aligns with the constructivist theory proposed by Jean Piaget and Lev Vygotsky, which emphasizes that knowledge is actively built by learners through meaningful experiences and social interactions. Similarly, the humanistic theories of Carl Rogers and Abraham Maslow support the importance of self-actualization and learner autonomy as central aspects of the educational process.

Recent studies in the past five years have reinforced the relevance of this paradigm. Kajian oleh Nurassyl Kerimbayev et al. (2023) in *Smart Learning Environments* demonstrated that learner-centered and technology-based learning enhances engagement, motivation, and critical thinking skills (Kerimbayev,



Umirzakova, Shadiev, & Jotsov, 2023). Likewise Patiño et al. (2023) found that active learning approaches contribute to the development of problem-solving abilities and sustainable learning in the context of Education 4.0 (Patiño, Soledad, Montoya, & Fernández, 2023). These findings support the notion that modern education must position students at the center of the learning process to foster 21st-century competencies.

However, some studies present partially contrasting results. Kirschner, Sweller, and Clark (2020) argued that discovery-based learning without sufficient guidance can reduce learning effectiveness, particularly for novice learners. Similarly, Lenkauskait (2020) reported that collaborative learning without teacher-provided scaffolding can lead to confusion over roles and unequal participation among students. Mat & Jamaludin (2024)) also noted that the implementation of student-centered approaches in primary schools remains less effective due to teachers' limited readiness and inadequate digital learning infrastructure.

These findings indicate that modern education requires a balance between learner autonomy and structured teacher guidance. Teachers continue to play a crucial role as facilitators to ensure that the learning process remains focused, meaningful, and contextually relevant. Therefore, the concept of learning and teaching in modern education can be described as dynamic and adaptive placing learners at the center of the educational process while maintaining purposeful guidance to achieve optimal learning outcomes.

### **Modern Educational Theories as the Foundation of Learning and Teaching**

Modern educational thought has been significantly shaped by learning theories that place the learner at the center of the educational process. Constructivism serves as a primary foundation, emphasizing that knowledge is not transmitted directly by teachers but constructed by learners through experience and social interaction. Jean Piaget highlighted the cognitive aspects and stages of intellectual development, while Lev Vygotsky emphasized the importance of social and cultural contexts through his concepts of the *Zone of Proximal Development (ZPD)* and *scaffolding*. Both perspectives provide the basis for active, collaborative, and contextual learning, in which teachers act as facilitators who guide students to reach their highest potential.

In addition to constructivism, humanistic theory has also made a major contribution to the evolution of modern education. Thinkers such as Carl Rogers and Abraham Maslow stressed that the learning process must focus on the needs and potential of learners as unique individuals. Education is not merely a transfer of knowledge but a means for self-actualization and personality development. The concepts of *self-directed learning* and *student autonomy* in modern pedagogy are rooted in this theory. A study by Yulius Kurniawan (2024) published in the *Journal of Educational Psychology Studies*, found that a humanistic approach enhances students' intrinsic motivation and learning satisfaction in online learning environments. This finding demonstrates that an approach that values learners' emotional and psychological needs remains highly relevant in the digital era.

The rapid growth of digital technology has given rise to a new theory that complements the previous ones—*connectivism*. Proposed by George Siemens and Stephen Downes, this theory posits that learning occurs through the formation of connections within information networks, both among learners and between humans and technology. The core principle of connectivism lies in the ability to discover, manage, and update knowledge continuously amid the fast flow of information. A recent study by Yurlina (2024) in the *Open Learning Journal* revealed that connectivism is effectively applied in social-network-based and online learning environments, as it enhances collaboration, learner autonomy, and digital literacy.

These theories collectively provide a strong conceptual framework for contemporary educational practice. Constructivism emphasizes the process of knowledge construction, humanism focuses on the affective dimension and individual potential, while connectivism aligns learning with the demands of the digital era. Nevertheless, some studies have identified limitations in their practical implementation. For example, research by Hodges and Barbour (2022) found that applying connectivism without strong pedagogical integration can lead to information overload and reduced learner focus. Similarly, the humanistic approach may be less effective in educational systems that remain highly exam-oriented and focused primarily on academic outcomes.

Contextualizing these modern educational theories reveals that no single theory can comprehensively explain the complexity of human learning. Therefore, an integrative approach that combines the strengths of various theories emerges as the most effective strategy in contemporary pedagogy. Teachers must be adaptive balancing the facilitation of learner independence, attention to emotional needs, and meaningful integration of technology. With a strong theoretical foundation and flexible implementation, modern education can foster learning experiences that are relevant, humanistic, and aligned with the demands of the 21st century.

### **Principles of Learning in Modern Educational Theory**

The concept of modern education is founded on several learning principles that emphasize activity, meaning, and relevance. One of the main principles is that learning is an active and constructive process, in which learners do not merely receive information but build understanding through experience, interaction, and reflection. This principle is rooted in constructivist theory, which asserts that knowledge is formed through individuals' direct engagement with their environment. According to Vygotsky, effective learning occurs when learners interact socially and receive appropriate guidance within their Zone of Proximal Development (ZPD). Research by Kivunja (2020) indicates that constructivist-based learning significantly enhances critical thinking and collaboration in digital learning environments because learners actively connect concepts with real-life contexts.

The second principle emphasizes that learning should be humanistic and learner-centered. The learning process should not only develop cognitive aspects but also affective and moral dimensions. Humanistic theory teaches that

meaningful learning arises from intrinsic motivation, a sense of security, and appreciation of individual diversity and potential. This principle requires a learning environment that supports freedom of expression and self-actualization. Research by Patiño et al., (2023) in *Frontiers in Psychology* found that implementing a humanistic approach in hybrid classrooms improved students' psychological well-being and active participation, as they felt recognized and valued as unique individuals. However, Ali et al. (2021) found that approaches that are too unstructured may reduce learning focus and create participation imbalances in online classes. This underscores the need for balance between learner autonomy and clear pedagogical guidance from educators.

The third principle is rooted in connectivist theory, which views learning as the process of building networks of knowledge in the digital era. Learners are expected to navigate information, identify credible sources, and connect ideas across disciplines. This principle is highly relevant amid the rapid flow of information and technological integration in education. Research by Bozkurt and Sharma (2023) emphasizes that connectivism enhances cross-context collaboration and digital literacy among learners through the use of social networks and open learning platforms (Bozkurt & Sharma, 2023). Nonetheless, Gleason et al. (2024) note that the application of connectivism still faces challenges, such as limited information evaluation skills and cognitive overload due to excessive information exposure. Therefore, modern learning must cultivate *digital wisdom* the ability to manage and use information wisely.

These three principles constructive activity, humanistic engagement, and digital connectivity complement one another in shaping a comprehensive learning paradigm. Modern education requires learners to think critically, collaborate effectively, adapt to technological changes, and uphold humanistic values. By applying these principles, learning processes can produce individuals who are not only intellectually competent but also socially aware, empathetic, and capable of lifelong learning. In line with Fullan's (2021) concept of *deep learning*, modern education should focus on developing human capacity to create positive change amid today's global complexities.

### **Implications of Applying Modern Educational Principles to Contemporary Learning Practices**

The implementation of modern educational principles has significantly influenced how educators design, deliver, and evaluate the learning process. Modern approaches emphasize a paradigm shift from teacher-centered learning to student-centered learning. In this framework, learners are positioned as active subjects who play a central role in constructing knowledge through direct experience, collaboration, and reflection on their own learning outcomes. Educators act as facilitators who create a conducive learning environment, provide intellectual stimulation, and offer space for exploration and creativity. The integrated application of constructivist, humanistic, and behaviorist principles produces learning that is more adaptive and relevant to the needs of the modern era. For instance, through a constructivist approach, project-based learning and collaborative learning have gained popularity for their ability to

foster critical thinking, communication, and problem-solving skills. Meanwhile, humanistic principles encourage recognition of individual differences, including learning styles, interests, and motivations, thereby promoting inclusive and responsive learning that accommodates the diversity of learners' characteristics in an increasingly complex digital age.

In contemporary education, the application of modern educational principles also requires the integration of technology into the learning process. Educational technologies such as online learning, interactive media, and Learning Management Systems (LMS) have become essential tools in supporting flexible, competency-based learning. These innovations enable access to vast resources, promote independent study, and facilitate continuous interaction between teachers and students beyond the physical classroom. However, the integration of technology must be balanced with ethical and humanistic values to ensure that education does not lose its moral and social orientation. Teachers need to cultivate digital literacy and critical awareness, helping students become discerning consumers and responsible creators of digital content.

Moreover, applying modern educational principles carries broader implications for the professional development of teachers and institutional policy. Educators are now expected to possess not only pedagogical expertise but also technological competence, emotional intelligence, and intercultural sensitivity. This demands continuous professional learning, reflective teaching practices, and curriculum design that aligns with the demands of the 21st century. Institutions must also foster a culture of innovation by supporting collaborative learning communities and integrating interdisciplinary approaches to education.

Ultimately, the application of modern educational principles is not merely aimed at improving instructional efficiency but at cultivating holistic human development individuals who are intellectually sharp, emotionally balanced, morally grounded, and spiritually aware. Such an educational paradigm nurtures lifelong learners capable of adapting to global transformations while contributing to the betterment of society. As Fullan (2021) and Hargreaves (2020) emphasize, modern education must transcend the boundaries of academic achievement by fostering deep learning and human connection that empower individuals to create meaningful change in an interconnected world.

## **CONCLUSION**

Modern education positions the processes of learning and teaching as active, reflective, and contextual activities oriented toward the holistic development of learners' potential. Modern educational theories such as constructivism, humanism, and connectivism serve as the primary foundations for understanding how knowledge is constructed through social interaction, personal experience, and the integration of technology in the learning process. The principles of modern education emphasize learner autonomy, collaboration, creativity, and lifelong learning skills that align with the demands of the 21st century.



The application of these principles in contemporary learning practices has significant implications for the role of teachers, learning approaches, and curriculum design. Teachers are required to act as facilitators and motivators who encourage students to think critically, adapt effectively, and solve real world problems. Thus, modern education aims not only to produce knowledgeable individuals but also to cultivate character, innovation, and competitiveness in navigating the dynamic changes of society and technology

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