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Humanistic Philosophical Thinking in Religious Education: Conveying Humanity and Empathy in Religion to the Campus Community

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ABSTRACT

Background: Religious education aims to deepen understanding of religious doctrines while fostering character development through humanistic values and empathy. This study explores how integrating humanistic philosophy into religious education can promote freedom, responsibility, and social awareness, helping to prevent dogmatic interpretations of religion. **Objective**: This study aims to examine how a humanistic approach can enhance students' empathy and appreciation for religious diversity. **Method:** Using a library research method with content analysis, the study reviews relevant literature on humanistic philosophy in religious education. **Result:** Preliminary findings suggest that humanistic principles can be effectively incorporated into religious education, promoting inclusivity, empathy, and respect for others. **Conclusion:** The study concludes that a humanistic approach to religious education supports religious understanding and cultivates students' character, fostering respect for diversity and human dignity. **Contribution:** This research contributes to a more inclusive and socially relevant religious education that goes beyond doctrine to emphasise humanistic values in daily life.

KEYWORDS

CONTENT

1. INTRODUCTION

Religious education at the university level plays an important role in shaping students' character and providing an understanding of religious teachings. Ideally, religious education should create a balance between understanding religious doctrine and shaping social attitudes that promote humanity, empathy, and respect for diversity. In the context of campus society, ideal religious education aims to transfer religious knowledge and develop students' character to apply religious values in their daily social lives. Therefore, a humanistic philosophical approach that emphasises character building and the development of empathy is very relevant to realising humanistic religious education (White & Shin, 2017). This approach allows students to understand better and internalize the essence of religious teachings that can be implemented in an increasingly diverse social context. Religious education plays an important role in shaping the personality of students by instilling a humane, empathetic, and religious attitude. A humanistic approach to Islamic religious education is vital in this environment to achieve harmony between

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religious principles and social awareness (Rahman, 2017). This method discusses religious and moral education's rational and emotional sides that guide individuals to empathize with others deeply.

Humanistic educational philosophy views humans as entities with extraordinary potential for maximum development. According to this view, education should prioritize students' self-development, not just absorbing information or doctrine. Humanistic educational philosophy, rooted in humanistic thinking, emphasizes the importance of individual freedom, autonomy, and respect for diversity in learning. This theory aligns with the Islamic view that humans are caliphs, responsible for maintaining social balance and acting with empathy towards others (Nurjanah, 2018). In religious education, integrating these values of humanity and empathy is expected to encourage students to be more open, inclusive, and caring towards their surroundings, not only in terms of religious rituals but also in social interactions.

Humanism also emphasizes that each individual is blessed with agency and potential that needs to be developed. Arofaturrohman et al. (2023) state that personalised learning is the key to optimising individual potential, and this can be implemented in religious education through an approach that respects students' autonomy in developing their religious understanding and practices. This approach emphasizes rational and emotional aspects, which help students feel and live religious values more deeply.

Macro-wise, religious education in Indonesia still faces significant challenges, especially in integrating humanistic values into a curriculum that often focuses on dogmatic aspects. In many educational institutions, religious education is still too focused on teaching religious theory and dogma, sometimes neglecting character development, empathy, and appreciation for differences. This creates a gap between the religious teachings and their implementation in everyday life, especially in pluralistic environments such as campuses. On a micro level, students often encounter differences of opinion and religious practices that can cause tension in the campus environment. Therefore, it is important to create an approach that emphasizes the development of empathy and respect for diversity. Humanistic-based religious education is expected to be a means to facilitate students in developing inclusive and tolerant social skills, as well as strengthening a sense of unity within the existing framework of diversity (Syahid, 2025).

By reviewing ideal conditions, humanistic education theory, and existing challenges and opportunities, this study hopes to provide more applicable solutions in religious education on campus. The humanistic philosophical approach is expected to create space for students to develop characters that are more open to differences and more sensitive to social issues (Javadi & Tahamsbi, 2020), so that religious education can truly fulfil its purpose of shaping individuals who are intellectually intelligent, wise, and empathetic.

Several studies have examined the importance of a humanistic approach in religious education, but its practical application in the campus environment is still limited. Fadli (2020) notes the need for a new paradigm in religious education that combines humanistic principles with religious values. However, most studies are limited to theory without an in-depth explanation of how this approach can be applied in the context of religious education on campus. The lack of research discussing the concrete integration of humanistic theory in religious education, especially in creating empathy and strengthening student character, shows considerable room for further research.

Although various studies on humanistic-based religious education exist, there is still a significant gap in research examining how humanistic philosophy can be effectively applied in religious education on campus. Most studies only discuss humanistic theories and basic concepts, without delving deeper into concrete classroom and campus life implementation. This research is important to fill this void by explaining how religious education that promotes humanity and empathy can be directly applied in the campus environment.

This research examines the application of humanistic philosophy in religious education on campus, focusing on how human values and empathy can be translated and applied in religious practice. In particular, this study explores how humanistic-based religious education can shape students' characters to be more inclusive, respectful of differences, and able to apply religious values in a more humanistic way in their social lives. This study is expected to contribute to developing a religious education curriculum that is more friendly, humane, and relevant to the needs of students living in an increasingly pluralistic society.

2. METHOD

2.1 Research Design

This study uses a qualitative approach with a field study design. The qualitative approach was chosen because it allows researchers to holistically explore phenomena in the field and understand participants' perspectives on applying humanistic philosophy in religious education. This study aims to explore students' and lecturers' under-

standing, experiences, and views in applying humanistic values and empathy in religious education on campus, particularly at the Islamic University of Indonesia.

2.2 Research Object

The object of this research is religious education at the University of Islam Indonesia campus, focusing on applying humanistic philosophy in the curriculum and social interactions among students. This study also highlights the influence of applying humanistic values on students' understanding of religion and how this can shape students' characters to be more inclusive and empathetic.

2.3 Data Collection

Data was collected through three primary methods: observation, in-depth interviews, and document analysis.
a) Observation: Researchers will conduct direct observations of religious education activities on campus, such as lectures, group discussions, and social interactions between students and lecturers. These observations aim to understand the extent to which humanistic values are applied in religious learning and social interaction on campus.
b) In-depth Interviews: Interviews will be conducted with students, lecturers, and teaching staff involved in religious education at the Islamic University of Indonesia. These interviews aim to explore their views, understanding, and experiences regarding applying humanistic philosophy in religious education and its impact on developing empathy and humanity among students.
c) Document Analysis: Researchers will also analyse relevant documents, such as religious education course syllabi, teaching materials, and educational policy documents related to applying humanistic values in religious education on campus. This analysis aims to understand the theoretical and practical framework for the application of humanistic philosophy in religious education on campus.

2.4 Data Analysis

Data obtained through observation, interviews, and document analysis will be analysed using thematic analysis methods. Thematic analysis is carried out by identifying and grouping the main themes that emerge in the data. The researcher will categorise the findings based on existing patterns in terms of religious understanding, the application of humanistic values, and their impact on student character development. The results of this analysis will provide a deeper understanding of how humanistic philosophy is applied in religious education on campus and how it influences the formation of a more inclusive and empathetic student character.

2.5 Data Validity Check

To ensure the validity and credibility of the data obtained, this study will use several verification techniques as follows:
a) Source Triangulation: Researchers will compare data obtained from various sources, such as interviews with students, lecturers, and document analysis. A more holistic and valid understanding can be obtained by comparing the results of observations and interviews from various perspectives.
b) Method Triangulation: Researchers will use various data collection methods, such as observation, interviews, and document analysis, to ensure that the data obtained does not come from just one approach. The use of these various methods will enrich and strengthen the research findings.
c) Member Checking: After the interviews are conducted, the researcher will provide a summary of the findings or interview transcripts to the participants to verify the accuracy of the information provided. This process will ensure that the information collected accurately reflects the participants' views.
d) Audit Trail: Researchers will record and document the data collection and analysis process in detail. This documentation will make tracking the steps taken during the research easier and ensure transparency in the data analysis process.
e) Diversity of Perspectives: To increase data validity, researchers will involve various parties from diverse backgrounds, experiences, and roles in religious education. This approach allows researchers to obtain a broader view and enrich data interpretation.

By using these verification techniques, the validity and credibility of the data obtained can be maintained, so that the research results can make a valid contribution to the development of humanistic-based religious education on campus.

3. RESULT AND DISCUSSION

3.1 Result

In-depth interviews conducted with students at the Islamic University of Indonesia provide deep insights into the application of humanistic philosophy in religious education and its impact on the development of humanity and empathy among students. Interviews were conducted with 15 students from various majors taking religious education courses on campus. The following are the main findings based on the interview results:

a) Understanding of Humanistic Religious Education

Most students expressed that they felt religious education on campus gave them the space to understand religion more openly and inclusively. One student, A (21 years old), said: *"In class, I feel more valued for expressing my opinion, even if it differs from that of the lecturer or my friends. The lecturer always encourages us to think about how religious teachings can be applied in a more humane and empathetic way."*

Another student, B (22 years old), stated that they feel the religious education they receive not only focuses on dogmatic knowledge, but also on humanity: *"I feel I better understand how religion teaches us to care for others, not just about rituals or obligations. We are taught to be more aware of other people's needs and to help without regard to differences."*

b) Development of Empathy and Social Awareness

Many students feel the humanistic approach to religious education has increased their empathy towards others. One student, C (23 years old), stated: *"Since I took a religious course with this approach, I have become more concerned about the people around me, especially friends who may have different views. I find it easier to empathise and understand how they feel."*

Student D (20 years old) also said: *"In the past, I only focused on religious teachings that I thought were correct, but I have become more open-minded after learning this approach. I can appreciate different religious and cultural views and learn more from others."*

c) Appreciation for Diversity

Several students highlighted how humanistic-based religious education influenced their interactions with people of different religions or backgrounds. Student E (24 years old) said: *"The religious education I received taught me to be more appreciative of differences. Previously, I was less sensitive to people of different religions, but after learning about humanity in religion, I have become more accepting and appreciative of those differences. "*

Student F (22 years old) also added: *" Now I feel more that religion is not just a matter of personal belief, but also about how we treat others well, regardless of their background."*

d) Impact on Student Character Development

Several students expressed that they felt humanistic-based religious education had helped them develop better character. Student G (21 years old) said: *"I feel that the humanistic approach in religious education has helped me to be more patient and respect the rights of others. Previously, I may have been less concerned about other people's feelings, but now I feel more empathetic."*

Student H (23 years old) added: *"This approach also teaches me to be responsible for my actions. I learn about religious obligations and how to be a better person in interacting with others."*

5. Challenges in Implementation

Although many students feel the positive impact, some mention challenges in implementing humanistic-based religious education. Student I (22 years old) stated: *"Although lecturers often teach humanistic values in religion, sometimes there are still difficulties in applying them in daily life, especially in a very dogmatic context. Some friends still feel confused about how to relate these values to more formal religious teachings."*

Student J (20 years old) also mentioned a similar challenge: "Sometimes we feel stuck between a more open understanding of religion and a more rigid one still practised in some courses. There is a gap between the theory taught and its application in society."

The interview results show that humanistic philosophy-based religious education positively impacts increasing empathy, appreciation for diversity, and character development among students. Students feel more valued in expressing their opinions and tend to be more open to differences in beliefs and cultures. Although there are challenges in applying these values in daily life, especially regarding differences in more dogmatic religious practices, most students agree that humanistic-based religious education has significantly contributed to shaping a more

inclusive and empathetic character. This study shows that a humanistic approach to religious education on campus can shape individuals who are more sensitive to social issues and more tolerant of differences. However, further adjustments are still needed in its implementation.

3.2. Discussion

The humanistic approach in religious education is critical because it places humans at the centre of the learning process. This approach aims to holistically develop students' cognitive, affective, and moral aspects, taking into account the values of individuality, empathy, and respect for diversity. Through this approach, religious education is a means of transferring knowledge and transforming character to shape tolerant and socially responsible individuals.

The emphasis on human values and empathy in education is important in building students' moral and emotional balance. These values help students develop social awareness, the ability to interact with diverse individuals, and a sense of responsibility towards their social environment. Empathy allows students to understand other people's points of view, thereby increasing mutual respect and solidarity.

a) The Humanistic Approach in Philosophy and Its Relevance to Religious Education

Humanistic education in educational philosophy emphasises respect for individual dignity and potential, and the importance of personal experience in learning. This approach focuses on the comprehensive development of students, including cognitive, affective, and psychomotor aspects, to achieve self-actualisation and maximise potential.

The humanistic approach in the philosophy of education focuses on respect for human dignity and potential (Roth et al.,2022), emphasising the importance of self-actualisation, individual freedom, and personal experience in the learning process. This approach is rooted in the thinking of philosophers such as Abraham Maslow, Carl Rogers, and Rollo May, who emphasised the importance of fulfilling basic human needs in order to reach one's full potential in life, including in the context of education.

The basic principles of the humanistic approach include: (1) respect for the individual. Each student is considered unique, with different potentials and needs. Therefore, education must be tailored to students' individual characteristics, providing opportunities to develop according to their uniqueness; (2) holistic education. This approach emphasises the comprehensive development of students, both cognitively, emotionally, socially, and spiritually, to form balanced individuals in various aspects of their lives; (3) active student involvement. The role of students in the learning process goes beyond being passive recipients of knowledge. This approach emphasises the role of students in determining the direction of their learning, including understanding human values and empathy.

A supportive learning environment. Education must create a safe, inclusive, and supportive environment to maximise individual development. This environment supports students in exploring themselves, including human values in the context of religion.

The humanistic approach has significant relevance in religious education, particularly in Islamic religious education, to shape students' characters to reflect human values and empathy (Abdullah, 2022). In religious education, this approach can be applied profoundly and personally, facilitating students to better understand and internalise religious values in a way that shapes them as individuals who care about and respect diversity in religion.

Some of the relevance of the humanistic approach in religious education are: (1) Character and spirituality development. Religious education aims to shape students' moral and spiritual character. The humanistic approach supports this character building by emphasising the importance of personal experience and reflection in understanding religious teachings, allowing students to relate religious values to their personal experiences; (2) Student-centred education. The humanistic approach emphasises the importance of attention to students' needs, interests, and potential. In the context of religious education, this allows each student to explore religious teachings in a way that is appropriate for their personal development. This approach also provides space for students to develop an inclusive and tolerant understanding of differences in religious beliefs and practices; (3) Increased empathy and tolerance. One of the core values in religious education is teaching empathy and tolerance. A humanistic approach to religious education allows students to understand the feelings and views of others better, as well as to appreciate diversity in religion. Education that emphasises these human values can shape individuals who are more sensitive to the difficulties and differences of others.

Encouraging active learning and self-reflection. A humanistic approach to education involves teaching students to question their own religious beliefs and the practical implications of those beliefs (Aldridge, 2015). This self-reflection process allows students better to understand themselves in a spiritual and social context and apply religious values in appreciating diversity and strengthening solidarity among religious communities.

The humanistic approach in educational philosophy is highly relevant to supporting religious education, as it emphasises human values and empathy (Mayseless & Kizel, 2022). In Islamic religious education, applying this approach can help shape students' characters to be more inclusive by promoting respect for differences and diversity in religion. The humanistic approach encourages students to not only understand religious teachings in theory but also to internalise the human values that underlie these teachings, such as empathy, tolerance, and respect for the dignity of each individual.

Through this approach, religious education can become a means of shaping individuals who are not only intellectually knowledgeable but also emotionally and socially sensitive to the needs and feelings of others and able to interact harmoniously in a multicultural and multireligious society. As a result, students will have a more inclusive character, prioritise human values in religion, and be able to contribute positively to social life and religious diversity in society.

b) Integration of Human Values and Empathy in the Religious Education Curriculum

Religious education must prioritise the development of students' humanity and empathy so that they can become citizens who are not only intelligent but also sensitive to the unique experiences, perspectives, and viewpoints of those around them. Students can better understand religious doctrines and learn how to apply these ideals in their daily lives through religious education that incorporates the principles of humanity and empathy.

Humanity refers to the fundamental values that prioritise respect for the dignity of each individual. In religious education, this concept is related to teachings that emphasise respect for fellow human beings, such as in Islamic teachings that emphasise the importance of doing good to others, helping one another, and avoiding actions that harm others. Humanitarian values in the religious curriculum can translate into brotherhood, compassion, justice, and social welfare lessons (Chandra, 2017).

Empathy is empathising with others and expressing sincere concern for their well-being (Schoofs et al., 2022). Practising empathy in religious education can help students grow in their faith by showing them the importance of caring for others. Among Islamic beliefs, for example, the Prophet Muhammad emphasised the importance of loving one another, caring for others, and paying attention to those in need, tangible forms of empathy.

The concepts of humanity and empathy in the religious education curriculum play an important role in shaping students who not only master religious knowledge but also have high social sensitivity and can interact positively with society, respect differences, and have a caring attitude towards others (Bakar, 2020). Implementing strategies to integrate the values of humanity and empathy into the religious education curriculum can be done through several steps and approaches that encourage inclusive, value-based, and experience-based learning. Integrating humanitarian values into learning materials. The religious education curriculum can include material that discusses the importance of empathy and humanity in daily life, in the context of interactions between fellow believers and individuals. For example, in Islamic religious education, teaching about the role of zakat, almsgiving, and other forms of social care can be emphasised to shape students' character to care for others.

Project-based learning approach. Students' application of empathy and humanitarian principles can be facilitated through project-based learning strategies (Jonasson & Ingason, 2022). Orphanages are one type of social activity that students can participate in, providing assistance to those in need or carrying out other community service activities. These activities will strengthen their understanding of religious values and develop empathy towards others.

Reflective learning and group discussions. This approach provides opportunities for students to discuss and reflect on their experiences regarding their feelings and understanding of others, especially those with different opinions or backgrounds. Through discussion, students can learn to listen to other people's views, appreciate differences, and feel compassion for the suffering of others. In addition, this provides important life skills for interacting with others. The role of teachers as role models. Teachers play an important role in teaching human values and empathy (Aldrup et al., 2022). As respected figures, teachers can be role models who demonstrate empathy and respect for others inside and outside the classroom. Through the daily behaviour of teachers, students can learn how to respect differences, show empathy to others, and do good without expecting anything in return.

Application of character education. Religious education based on character education can integrate human values and empathy into students' lives (Ene & Barna, 2015). Through programs that focus on character, students learn the meaning of religious texts and how to practice these teachings in their daily interactions with others. Thus, students' inclusive, compassionate, and tolerant personalities can develop ideally.

Integrating humanity and empathy values into the religious education curriculum is highly relevant to shaping students who are not only cognitively intelligent but also able to appreciate diversity and empathise with others. Through various strategies, such as integrating humanitarian material, project-based learning approaches, reflective

discussions, and the role of teachers as role models, these values can be internalised by students and applied in their daily lives. Those who graduate from here will be fluent in religion and have the interpersonal skills necessary to live peacefully in a multicultural world and bring positive change to their social environment.

c) The Impact of the Humanistic Approach on Student Character Building

The humanistic approach in education emphasises the importance of recognising the dignity and potential of each individual and supporting the holistic development of students. In religious education, this approach plays a significant role in shaping students' inclusive and empathetic character, which is highly relevant in forming a harmonious and tolerant understanding and practice of religion. The humanistic approach focuses on appreciating individual differences in background, beliefs, or abilities (Michael et al., 2019). This creates a more inclusive educational environment, where students feel valued, accepted, and treated fairly without discrimination. Teaching based on humanistic principles in religious education greatly supports understanding religious, cultural, and belief diversity. By providing opportunities for students to recognise and respect differences, this approach helps shape an inclusive character that can accept, appreciate, and work with others, even if they have different views or backgrounds.

The humanistic approach builds mutual respect and helps students build a positive identity as valuable individuals. Students who are respected for who they are and given space to grow to their full potential tend to be more accepting of others and have strong self-confidence. This is very important in religious education, as it teaches students to treat others fairly and compassionately. Empathy is the ability to feel and understand the feelings of others, which is very important in religious education. The humanistic approach facilitates the development of empathy through attentive interaction between teachers and students and among fellow students (Wang et al., 2020). The importance of developing empathy in religious education. In religious education, teaching about compassion, caring for others, and social justice are core teachings that must be applied daily. Religious education with a humanistic approach supports students in understanding these concepts and applying them through concrete actions. Practising empathy in daily life. Through educational practices, students are taught to feel and understand the circumstances of others, especially those who may have difficulties or challenges in life. In religious education, empathy can be practised through social activities, such as sharing with others, helping people experiencing poverty, and paying attention to those around us.

Integration of empathy values in learning. The humanistic approach in education also involves learning that is not only based on cognitive knowledge but also on the development of positive attitudes and behaviours (Ou et al., 2024). Through discussion activities, collaborative projects, or experience-based activities, students are allowed to understand and feel the emotional conditions of others, which encourages the strengthening of their empathy values.

The humanistic approach in religious education has a significant impact on shaping students' character, especially in terms of inclusivity and instilling the value of empathy. By promoting respect for individual differences and prioritising the development of empathy, this approach can shape students who are more open, caring towards others, and ready to live harmoniously in a diverse society.

d) Challenges and Opportunities in Implementing a Humanistic Approach

Implementing a humanistic approach in education, particularly religious education, presents challenges and opportunities that need to be thoroughly understood to achieve holistic educational goals. The humanistic approach, which emphasises student character development, acceptance of differences, and the instilling of values of empathy, has its own challenges in its implementation. It also offers excellent opportunities to create positive change in education. One of the main challenges in implementing a humanistic approach is the limited resources in teaching staff and educational facilities (Kobritz et al., 2023). There may not be many teachers trained in humanistic approaches and character education, and the educational infrastructure that supports student character development using this approach may be limited. It is not easy to effectively integrate this approach into the educational curriculum without adequate support.

Some educators and education stakeholders may not fully understand the basic principles of the humanistic approach, such as recognising the uniqueness of students and the importance of empathy. Without a deep understanding of this philosophy, it is not easy to integrate it into religious education. In addition, if the education curriculum does not support this approach, it will be more difficult for religious education to implement optimally. Religious education, which often focuses on cognitive or doctrinal learning, may face difficulties adapting to a humanistic approach that emphasises the development of students' character, emotional values, and social skills. Teachers and education administrators may resist this change, especially in more conservative environments (Blanco-Portela et al., 2017)

Implementing a humanistic approach in the context of cultural and religious diversity can also be challenging. In some areas, religious or cultural differences may hinder the development of inclusive attitudes and empathy, requiring a more sensitive approach to the existing social context. The humanistic approach has the potential to shape students' characters more comprehensively (Deng et al., 2024). Students are not only taught religious knowledge, but are also given space to develop moral values, empathy, and social skills that will influence their lives outside of school. This allows for a more mature, empathetic, and inclusive generation. With a focus on human values and respect for differences, the humanistic approach helps students understand and respect their differences in beliefs, cultures, and backgrounds. This provides an excellent opportunity to create a more tolerant and harmonious society, especially in schools with diverse religious and cultural backgrounds. The humanistic approach is highly relevant to the demands of 21st-century education, which emphasises social skills, character development, and concern for others (Van Laar et al., 2017). By integrating this approach into religious education, students are equipped with religious knowledge, critical thinking skills, the ability to work together, and empathy in facing global challenges.

Applying a humanistic approach provides opportunities for the professional development of teachers and education managers. With training and workshops to understand humanistic principles, religious education can be more flexible and adaptive and touch on various aspects of students' lives more deeply (Uyuni & Adnan, 2024). This also has the potential to improve the overall quality of teaching. One of the main benefits of adopting a humanistic perspective is a better learning atmosphere where all students feel respected, loved, and safe. By creating such an atmosphere, students are more likely to actively participate in learning in religious discussions and other social activities.

Although the challenges in implementing a humanistic approach are significant, especially regarding resources and changes in the teaching paradigm, the opportunities it offers for student character development, increased social tolerance, and the quality of religious education are enormous. This approach allows religious education to develop not only as a transfer of religious knowledge but also as a strong, empathetic, and inclusive character builder, which is highly relevant to the challenges of education in the 21st century.

e) Philosophical and Practical Implications of the Humanistic Approach

The humanistic approach in education has significant philosophical and practical implications. The philosophical implications relate to a basic understanding of human beings and how education should be directed to support holistic individual development. Meanwhile, the practical implications relate to concrete ways that can be applied in the education system to realize these humanistic principles. The humanistic approach in the philosophy of education is based on the view that humans have the potential to develop and grow positively in an environment that supports freedom, rewards diversity, and instils values of empathy (Rahmi et al., 2021).

The humanistic approach views humans as beings with dignity, the potential to develop, and the ability to make good choices. This aligns with the philosophical view that education's primary goals are individual freedom and human potential development. Education is about transferring knowledge and helping individuals reach their maximum potential, intellectually, socially, and emotionally. According to Carl Rogers, a leading figure in this humanistic approach, schools should view each student as an individual with specific needs, emotions, and abilities (Bryan et al., 2015). Therefore, schools should prioritize fostering an environment that allows children to become responsible and independent adults. This approach also assumes that education should focus on developing moral and ethical values, including empathy, tolerance, and a sense of responsibility towards others. This aims to create individuals who are not only intellectually intelligent but also have high emotional intelligence and can relate to others through respect and empathy.

This philosophy is very much in line with the concept of religious education, which emphasizes the importance of good character and understanding among fellow human beings in religion. In the context of diversity, the humanistic approach teaches that education must accommodate differences in culture, religion, and the social backgrounds of students. The philosophy leads to respect for each individual and the values they bring. This can encourage the creation of inclusive and non-discriminatory schools, which is important in an advanced society like Indonesia.

1) In practical terms, the application of a humanistic approach in education can involve various strategies and changes in the teaching, learning, and assessment methods used in the classroom. Some of the practical implications are as follows:
2) Student-centred education. The humanistic approach requires a change in teaching methods, with students at the centre of the learning process. Teachers are not just providers of information. However, as an educator who guides students to realise their full potential, positive relationships between students and instructors are essential

to the learning process. This encourages discussion-based teaching, question and answer sessions, and exploring ideas that allow students to think critically and independently. In religious education, this can mean encouraging students to understand religion as a doctrine that must be accepted and as values that can develop their character.

3) Development of social and emotional skills. Another practical implication is focusing on developing students' social and emotional skills. Teachers need to introduce activities that allow students to practice their social skills, such as sharing experiences, collaborating in groups, and respecting others' opinions. In religious education, interfaith discussions, inter-community visits, and religious value-based social projects help students develop empathy and understand others' perspectives regarding religious and cultural differences.

4) Implementation of value-based learning. The combination of humanistic methods and value-based education can profoundly impact students' lives. In this education, students learn facts, figures, and important moral principles such as integrity, tolerance, and compassion. Religious education with this approach can provide space for students to develop a deeper understanding of religious teachings while respecting and understanding differences among fellow human beings.

5) Assessment that emphasizes self-development. The humanistic approach also influences the way assessment is carried out in education. Instead of only assessing based on exams or test results, this approach emphasises assessment based on student development. The learning process is measured in terms of personal improvement, empathy, and the ability to work together in groups. In religious education, this assessment can involve observing students' attitudes and behaviour in interacting with classmates, teachers, and the wider community, as part of a holistic evaluation of educational character.

The humanistic approach to religious education, both philosophically and practically, makes many positive contributions to shaping students' character. Its philosophy of respecting human dignity and emphasizing moral and ethical values aligns with the goals of holistic religious education. Practically, applying this approach allows for more inclusive, value-based learning that focuses on character development, so that students can grow into individuals who are not only intelligent but also empathetic, responsible, and able to appreciate diversity.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This research has important implications for developing religious education curricula on campus, particularly at the Islamic University of Indonesia, by integrating humanistic values into every aspect of learning. The study results show that a humanistic approach can enrich students' understanding of religion, shape a more inclusive and empathetic character, and increase tolerance and appreciation for diversity. Therefore, the application of humanistic philosophy in religious education needs to be strengthened and more widely integrated into the curriculum and teaching methods on campus to create a more open environment that values differences and shapes individuals who are intellectually intelligent and sensitive to social and humanitarian issues around them.

4.1 Research Contributions

his research makes an important contribution to the development of a more humanistic religious education on campus, emphasising the importance of integrating humanistic values and empathy into the religious education curriculum. The results of this study can be used as a reference for designing religious education programs that focus not only on teaching religious doctrine but also on shaping students' characters to be more inclusive, tolerant, and caring towards diversity. In addition, this research also offers insights into how humanistic philosophy can be implemented in religious education on campus, which is expected to positively impact the development of students as more empathetic and socially responsible citizens.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

4.1 Research Limitations

This study has several limitations that need to be considered. First, this study is limited to one university, the Islamic University of Indonesia, so the results may not be fully generalizable to other educational institutions with different characteristics. Second, although data were obtained through various data collection methods such as interviews, observations, and document analysis, the limited sample size (15 students) may not comprehensively cover the entire range of student experiences and views. Third, this study focuses more on the perspectives of students and lecturers. At the same time, the involvement of other parties, such as administrative staff or alums, who

also play a role in religious education on campus, is not analysed. Finally, the challenges in applying humanistic values that emerged in this study indicate that integrating humanistic philosophy in religious education on campus requires more time and deeper adjustments, which were not fully covered in the scope of this study.

5.1 Recommendation for Future Research Direction

Based on the results of this study, several recommendations for further research can be made to deepen the understanding of the application of humanistic philosophy in religious education on campus. First, further research can expand the scope of the study by involving more universities, especially those with different religious backgrounds, to see the variations in the application of humanistic values in a broader context of religious education.

Second, further research could involve parties other than students and lecturers, such as administrative staff, alums, or the community around the campus, to obtain a more comprehensive view of the influence of humanistic-based religious education on student character. Third, further research can also explore in greater depth the challenges and obstacles faced in integrating humanistic values into the religious education curriculum and identify effective strategies to overcome these obstacles. Finally, research that measures the long-term impact of humanistic religious education on students' social and moral lives after graduation can provide deeper insights into the effectiveness of this approach in shaping character and empathy in the wider community.

6. CONCLUSION

This study highlights the significant role of the humanistic approach in philosophy in enriching religious education, focusing on doctrine while also emphasizing the cultivation of human values such as empathy, freedom, and responsibility. By integrating these humanistic concepts into religious learning, students are encouraged to approach religion in a more inclusive, critical, and dynamic manner. This approach transforms religious education from a traditional focus on rituals and doctrine into a more personal and contextual tool for character development, fostering deeper self-awareness and reflection on one's role within society. The integration of humanistic principles allows students to see religion not just as a set of beliefs but as a means to shape their ethical outlook and inter-personal relationships.

The incorporation of humanistic values into religious education has proven effective in shaping students who appreciate diversity in all its forms religious, cultural, and social. As students engage with these principles, they learn to embrace differences, fostering an environment where compassion, tolerance, and respect thrive. This inclusive learning approach not only encourages positive interpersonal relationships but also helps students avoid the pitfalls of extremism and dogmatism. By promoting open-mindedness, empathy, and dialogue, this approach prepares students to navigate the challenges of religious pluralism and globalization, equipping them with the tools necessary to live harmoniously in a diverse world.

Furthermore, the humanistic approach to religious education is instrumental in shaping individuals with strong moral character and contributes significantly to building a more harmonious society. The focus on human values lays the foundation for creating a social community that values tolerance, empathy, and critical thinking. Through the application of humanistic principles in religious education, students develop a deeper understanding of human dignity, which in turn fosters a society where differences are respected and coexistence is prioritized. This approach not only helps cultivate an inclusive and thoughtful community but also prepares individuals to contribute positively to the broader social fabric, ensuring that human values continue to thrive in everyday life.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Hanifatun Jamil: Conceptualization and Design, Methodology, Writing - Original Draft; Rahma Diana Sayidah: Writing - Review & Editing, Performed data collection and Analysis, Interpretation of the results.

Declaration of GenAI in Scientific Writing

The authors declare that Generative Artificial Intelligence (GenAI) tools were used to refine the academic language and accuracy of the work, improving its academic tone and language accuracy, including grammatical structures, punctuation, and vocabulary. The work was then further modified to better reflect the authors' own tone and writing style. All instances of Generative AI usage in this article were conducted by the authors in accordance with the IJRIS Generative AI (GenAI) Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict Of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript

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