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Techno-Humanistic Paradigm in Physical Education: Integrating Love-Based Curriculum and Digital Technology in Islamic Schools

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ABSTRACT

The rapid integration of digital technology in physical education has transformed teaching and learning practices while simultaneously raising concerns regarding the dehumanization of educational interactions. This study investigates the implementation of the Techno-Humanistic Paradigm through the integration of a Love-Based Curriculum and digital technology in physical education learning at MTsN 1 Bandung Ciparay, Indonesia. Employing a qualitative case study design, data were collected through classroom observations, semi-structured interviews with three physical education teachers, two school administrators, and twenty-four students, as well as document analysis. The data were analyzed using thematic analysis supported by source and method triangulation to ensure credibility and trustworthiness. The findings indicate that the Techno-Humanistic Paradigm is manifested through student-centered digital learning, compassion-oriented teacher–student interactions, reflective learning practices, and the incorporation of empathy, cooperation, sportsmanship, and respect into technology-enhanced physical education activities. Despite challenges related to maintaining interpersonal relationships, balancing technological efficiency with humanistic values, and disparities in digital literacy, the integration process generated positive outcomes, including increased student engagement, personalized learning experiences, improved digital competence, emotional awareness, collaboration skills, and character development. This study contributes to the literature by proposing the concept of Digital Compassion in Physical Education, a novel framework that integrates technological innovation with human dignity, empathy, and care. The framework offers an alternative model for developing holistic and value-based physical education practices in Islamic schools within the digital era.

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1. INTRODUCTION

Physical education has long been recognized as an integral component of holistic education, contributing not only to the development of students' physical competencies but also to their emotional, social, moral, and psychological growth. Through movement experiences, cooperation, sportsmanship, and reflective learning, physical education provides a unique pedagogical space for nurturing the whole person (Zhang & Li, 2025). However, contemporary educational transformation driven by digital technology has fundamentally altered the nature of teaching and learning, including in physical education. Digital platforms, wearable fitness devices, artificial intelligence-based assessment systems, virtual coaching applications, and data-driven learning environments are increasingly integrated into physical education practices worldwide (Meier, Rode, & Ruin, 2023). While these innovations offer significant opportunities for improving learning effectiveness and accessibility, they also raise critical concerns regarding the growing mechanization of educational experiences (Perdima, Lobo, & Dehasen, 2025).

A major challenge emerging from the digitalization of physical education is the phenomenon of dehumanization. The increasing emphasis on performance metrics, automated assessment, algorithmic monitoring, and technology-mediated interactions risks reducing learners to measurable data rather than recognizing them as holistic human beings with emotional, social, and spiritual dimensions (Houser & Kriellaars, 2023). In many cases, digital technologies prioritize efficiency, standardization, and quantification of physical performance while diminishing opportunities for empathy, meaningful teacher-student relationships, and character formation. Consequently, physical education faces a paradox: technological advancement enhances instructional capabilities but simultaneously threatens the human values that constitute the essence of education itself (Ferreira, Luguetti, & Kirk, 2023).

Within the broader context of Islamic education, this challenge becomes even more significant. Islamic educational philosophy emphasizes the development of balanced human beings through the integration of intellectual, physical, emotional, moral, and spiritual dimensions (Putri & Bhakti, 2025). Educational processes are expected not only to transmit knowledge and skills but also to cultivate compassion (rahmah), empathy, dignity, mutual respect, and social responsibility (Masykuri et al., 2025). Therefore, the adoption of digital technology in Islamic schools requires pedagogical approaches that ensure technological innovation remains aligned with humanistic and ethical values rather than replacing them (Aris Risyanto & Amung Ma'mun, Nuryadi, 2024).

One educational innovation that addresses this concern is the Love-Based Curriculum. Emerging from the need to humanize educational practices, the Love-Based Curriculum places compassion, empathy, care, respect, and positive interpersonal relationships at the center of learning (Hartanto, 2025). This curriculum responds to educational tendencies that are increasingly mechanistic, competitive, and outcome-oriented (Masykuri et al., 2025). Through caring pedagogical relationships, students are positioned not merely as academic performers but as individuals whose emotional and moral development is equally important (Brekke Mandelid, Thurston, Reinboth, Resaland, & Tjomsland, 2023).

Simultaneously, recent developments in educational technology have transformed physical education into more interactive, personalized, and adaptive learning environments. Digital learning platforms, augmented reality applications, virtual coaching systems, and fitness-tracking technologies have demonstrated their potential to increase student motivation, participation, and learning outcomes (Setiawan, Marshanda, & Surawan, 2025). However, existing studies generally focus on technological

effectiveness and motor-skill development while paying limited attention to the ethical, relational, and affective dimensions of learning (Susilo, Anwar, & Masuwd, 2026). As a result, the literature remains fragmented, with humanistic education, digital technology, and physical education often discussed as separate domains rather than as interconnected elements of a holistic educational paradigm.

To address this gap, this study introduces the concept of the Techno-Humanistic Paradigm in Physical Education, a framework that integrates the principles of the Love-Based Curriculum with digital technology within Islamic educational settings. Unlike technology-centered approaches that prioritize efficiency and performance, or humanistic approaches that often underutilize technological innovation, the Techno-Humanistic Paradigm seeks to harmonize technological advancement with compassion, empathy, and human dignity. In this model, technology functions not as a substitute for human interaction but as a medium for strengthening meaningful relationships, personalized learning, reflective engagement, and character development. Thus, the paradigm offers a novel conceptual solution to the contemporary tension between technological mechanization and human values in education.

2. METHODS

This study employed a qualitative case study approach to explore the implementation of the Techno-Humanistic Paradigm in physical education through the integration of the Love-Based Curriculum and digital technology in an Islamic school setting. The research was conducted at MTsN 1 Bandung Ciparay, West Java, Indonesia, which has implemented educational innovations emphasizing both character development and the utilization of digital learning technologies. The case study approach was selected because it enables an in-depth examination of educational phenomena within their real-life context and facilitates a comprehensive understanding of the interaction between technology, humanistic values, and physical education practices (Sahir, 2022).

The participants were selected using purposive sampling based on their direct involvement in the implementation of the Techno-Humanistic Paradigm. The participants consisted of three physical education teachers, two school administrators responsible for curriculum implementation, and students who actively participated in technology-supported physical education learning. These participants were chosen because they possessed relevant experiences and insights regarding the integration of the Love-Based Curriculum and digital technology in physical education (Tamaulina Br. Sembiring, Irmawati, Muhammad Sabir, 2023).

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations focused on teacher–student interactions, the implementation of compassion-based learning practices, the use of digital technologies, and student participation during physical education activities. Semi-structured interviews were conducted with teachers, administrators, and students to explore their experiences, perceptions, challenges, and strategies related to the implementation of the Techno-Humanistic Paradigm. Document analysis was undertaken to examine curriculum documents, lesson plans, school policies, learning materials, and digital learning resources that supported the implementation of the Love-Based Curriculum and technology-enhanced physical education (Rukminingsih, Adnan, & Latief, 2020).

The collected data were analyzed using thematic analysis following the procedures proposed by Braun and Clarke. The analysis involved data familiarization, coding, theme generation, theme review, theme definition, and interpretation. Through this process, major themes related to the implementation of the Techno-Humanistic Paradigm, strategies for balancing technology and humanistic values, and the resulting challenges, opportunities, and educational outcomes were identified and interpreted (Hikmawati, 2020).

To ensure the trustworthiness of the findings, the study employed source triangulation, method triangulation, and member checking. Source triangulation was conducted by comparing information obtained from teachers, students, and administrators. Method triangulation involved cross-checking data from observations, interviews, and documents. Member checking was conducted by returning preliminary findings to participants for verification and confirmation. These procedures enhanced the credibility, dependability, and validity of the research findings (N. Harahap, 2020).

Through this methodological framework, the study provides a comprehensive understanding of how the Techno-Humanistic Paradigm is implemented in physical education and how the integration of the Love-Based Curriculum and digital technology contributes to balancing technological innovation with humanistic educational values in Islamic schools.

3. FINDINGS AND DISCUSSION

Implementation of the Techno-Humanistic Paradigm in Physical Education

The findings of this study reveal that the implementation of the Techno-Humanistic Paradigm in physical education at MTsN 1 Bandung Ciparay is realized through the integration of the Love-Based Curriculum and digital technology within a humanistic learning environment. Rather than positioning technology merely as an instructional tool, teachers utilize digital resources to strengthen compassionate interactions, personalized learning experiences, and students' holistic development. This approach reflects the core principle of the Techno-Humanistic Paradigm, which seeks to harmonize technological innovation with human values, including empathy, care, respect, and human dignity.

The implementation of this paradigm is evident in several instructional practices. First, teachers employ student-centered learning strategies supported by digital media, such as instructional videos, fitness applications, and interactive learning platforms, enabling students to learn according to their abilities and learning preferences. Second, technology is utilized not to replace teacher-student interaction but to enhance communication, motivation, and feedback processes. Teachers regularly provide personalized encouragement and emotional support through both face-to-face and digital interactions (Baso Syafaruddin, Sarda, Mawaddah, & Agustinanda, 2025).

Third, the principles of the Love-Based Curriculum are integrated into learning activities through the cultivation of compassion, cooperation, sportsmanship, discipline, and mutual respect. These values are reinforced during both physical activities and technology-assisted learning tasks. Fourth, teachers ensure that technology-supported learning remains inclusive by adapting activities to students' diverse physical abilities and learning needs. Finally, reflective practices are incorporated through digital and classroom-based reflection sessions, allowing students to evaluate their physical performance, emotional experiences, and personal growth(Susilo et al., 2026).

The findings indicate that the Techno-Humanistic Paradigm transforms physical education from a performance-oriented model into a holistic educational process that integrates physical competence, emotional intelligence, character development, and digital literacy(Anggun Widyawati, Amilda Muhammad Fauzi, 2025). In this context, technology functions as a medium for strengthening human relationships rather than mechanizing the learning process.

Table 1. Implementation of the Techno-Humanistic Paradigm in Physical Education

No.	Dimensions of the Techno-Humanistic Paradigm	Implementation at MTsN 1 Bandung Ciparay
1	Student-Centered Digital Learning	Teachers utilize digital learning media, instructional videos, and interactive applications to accommodate students' diverse learning needs and abilities.
2	Compassion-Based Teacher–Student Relationships	Teachers combine face-to-face interaction and digital communication to provide motivation, emotional support, and personalized feedback.
3	Integration of Love-Based Curriculum Values	Learning activities emphasize empathy, compassion, cooperation, discipline, sportsmanship, and respect for others.
4	Inclusive Technology-Supported Learning	Digital and physical learning activities are adapted to students' physical conditions, abilities, and learning characteristics.
5	Reflective and Holistic Learning	Reflection sessions are conducted through classroom discussions and digital platforms to promote self-awareness and personal growth.
6	Humanization of Educational Technology	Technology is used to strengthen interpersonal relationships, student engagement, and character formation rather than merely measuring performance outcomes.

The findings of this study demonstrate that the implementation of the Techno-Humanistic Paradigm in physical education at MTsN 1 Bandung Ciparay is achieved through the integration of the Love-Based Curriculum and digital technology in ways that promote the holistic development of students. The results indicate that physical education teachers do not merely function as instructors of motor skills but also serve as learning facilitators, emotional mentors, and character educators. This finding reflects a paradigm shift from traditional performance-oriented physical education toward a more humanistic and student-centered approach that recognizes students as whole persons with physical, emotional, social, moral, and spiritual needs.

From a theoretical perspective, these findings are consistent with the concept of Humanistic Physical Education, which emphasizes that physical education should contribute not only to physical competence but also to the development of personal identity, emotional well-being, social relationships, and character formation. David Kirk argues that contemporary physical education should foster the development of the "whole child" through meaningful movement experiences and positive social interactions rather than focusing exclusively on motor performance and athletic achievement(Kirk, 2019). The findings of this study support this perspective, as teachers provided students with opportunities to explore learning activities, make choices based on their abilities, engage in reflective practices, and participate in a learning environment that values diversity and individual growth. Consequently, physical education was positioned not merely as a medium for physical training but as a holistic educational process aimed at human development (Carney, 2022).

The study further reveals that the strengthening of teacher–student emotional relationships constitutes a central component of the Techno-Humanistic Paradigm. Teachers established warm communication, provided individualized encouragement, appreciated students' efforts, and created psychologically safe learning environments. These practices can be explained through Maslow's theory of human motivation, which suggests that meaningful learning occurs when learners' psychological

needs, including safety, belonging, esteem, and self-actualization, are fulfilled (Maslow & Get, 2017). By acknowledging students' efforts rather than focusing solely on outcomes, teachers helped students develop intrinsic motivation, self-confidence, and a stronger sense of personal value. As a result, the humanistic dimension of physical education contributed not only to student participation in physical activities but also to emotional and personal development (Hartanto, 2025).

One of the most significant findings of this study is that the use of digital technology did not diminish human values within the learning process. Instead, technology functioned as a tool for strengthening interpersonal relationships and enhancing students' learning experiences. This finding is particularly important because it challenges concerns regarding the dehumanizing effects of educational digitalization (Aisyah, 2025). Contemporary scholars have argued that increasing reliance on digital technologies may reduce learners to measurable data points, emphasizing efficiency, standardization, and performance indicators while neglecting the relational and ethical dimensions of education (Meier et al., 2023). In physical education, this tendency often appears through the use of fitness-tracking applications, digital assessment systems, and performance-monitoring technologies that prioritize quantifiable outcomes over human interaction (Setiawan et al., 2025).

However, the findings of this study suggest a different reality. At MTsN 1 Bandung Ciparay, digital technologies such as instructional videos, interactive learning platforms, and digital communication tools were used to support teacher–student interaction, facilitate personalized feedback, and encourage reflective learning. Rather than replacing teachers, technology enhanced their capacity to guide, motivate, and support students throughout the learning process (Perdima et al., 2025). These findings indicate that the challenge of dehumanization does not originate from technology itself but from the educational paradigm that governs its use. When technology is guided by humanistic values, it can become a powerful instrument for fostering meaningful educational relationships and promoting student well-being (Masykuri et al., 2025).

These findings can also be interpreted through Nel Noddings' Pedagogy of Care, which emphasizes that caring relationships are the foundation of effective education (Noddings, 2025). According to Noddings, students learn best when they feel respected, valued, and genuinely cared for by their teachers. The findings of this study demonstrate that caring relationships remained central even within technology-enhanced learning environments. Teachers expressed empathy, responded to students' individual needs, and used digital communication tools to maintain supportive relationships beyond traditional classroom interactions (Bergman, 2004). Consequently, technology did not weaken human connections; rather, it expanded opportunities for care and meaningful engagement. This finding supports the central argument of the Techno-Humanistic Paradigm, namely that technological innovation and humanistic values can coexist and mutually reinforce one another within educational practice (Anggun Widyawati, Amilda Muhammad Fauzi, 2025).

The successful integration of technology and humanistic values in this study was strongly supported by the implementation of the Love-Based Curriculum. The findings reveal that values such as compassion, empathy, cooperation, sportsmanship, respect, and mutual care were consistently embedded within physical education activities. From the perspective of Islamic education, the principle of *rahmah* (compassion) serves as a fundamental educational value that guides interactions between teachers and students. Education is not merely intended to develop intellectual competence but also to cultivate moral character and social responsibility (Hikmatullah et al., 2026). In this context, the Love-Based Curriculum functions as an ethical framework that directs the use of technology toward human development rather than technological domination. The curriculum ensures that technological innovation remains aligned with educational values and contributes to students' holistic growth.

Furthermore, the findings indicate that technology-supported learning was implemented in an inclusive and student-centered manner. Teachers adapted learning activities according to students'

physical abilities, learning preferences, and individual needs. This approach aligns with student-centered learning theory, which positions learners as active participants in the educational process rather than passive recipients of information. According to Risyanto and colleagues, student-centered approaches contribute significantly to positive youth development, increased engagement, and character formation (Aris Risyanto & Amung Ma'mun, Nuryadi, 2024). The findings of this study demonstrate that technology was not used to standardize learning experiences but rather to accommodate diversity and provide equitable learning opportunities for all students. Such practices reflect one of the defining characteristics of the Techno-Humanistic Paradigm: the use of technology to support inclusion and personalized learning .

Another important finding concerns the role of reflective learning within the educational process. Reflection sessions were incorporated into physical education activities to encourage students to evaluate not only their physical performance but also their emotional experiences, social interactions, and personal growth (Nurhasnawati, Sawaluddin, 2025). This practice corresponds with Dewey's theory of reflective learning, which argues that meaningful education emerges when learners critically examine their experiences and derive personal meaning from them (Dewey, 1938). Through reflection, students were able to connect physical activities with broader lessons about cooperation, empathy, discipline, and self-improvement. Digital tools further supported this process by enabling documentation, feedback, and reflective communication (Lind, 2023).

Overall, the findings suggest that the Techno-Humanistic Paradigm offers a viable solution to the growing tension between technological mechanization and humanistic educational values in contemporary physical education. Rather than viewing technology and humanity as opposing forces, this paradigm demonstrates that digital innovation can be utilized to strengthen empathy, character development, and meaningful educational relationships. The study therefore contributes to the emerging discourse on digital transformation in education by proposing a model in which technological advancement is guided by compassion, care, and respect for human dignity. Through this approach, physical education becomes a space where students develop not only physical competence but also emotional intelligence, social responsibility, moral character, and digital literacy. Consequently, the Techno-Humanistic Paradigm provides an alternative framework for educational institutions seeking to embrace technological innovation without sacrificing the fundamental human values that define the purpose of education**.**

Strategies for Balancing Digital Technology and Humanistic Values

The findings of this study indicate that physical education teachers at MTsN 1 Bandung Ciparay employed various strategies to maintain a balance between digital technology utilization and humanistic educational values. Although digital technologies such as instructional videos, learning management systems, fitness applications, and interactive digital media were integrated into the learning process, teachers consistently ensured that technology functioned as a pedagogical support tool rather than a replacement for human interaction.

One of the primary strategies identified was the implementation of compassion-based digital pedagogy. Teachers used digital platforms not only to deliver instructional content but also to provide personalized encouragement, emotional support, and constructive feedback (Hidayatulloh et al., 2025). Through digital communication channels, teachers maintained continuous interaction with students, enabling them to monitor students' learning progress while also responding to their emotional and social needs (Aisyah, 2025).

Another important strategy involved combining technology-assisted learning with direct interpersonal interaction. Teachers intentionally integrated face-to-face discussions, collaborative physical activities, and reflective sessions alongside digital learning activities. This approach ensured

that students continued to experience meaningful social interaction, teamwork, empathy, and cooperation despite the increasing use of technology in the learning process (Putri & Bhakti, 2025).

The findings also reveal that teachers adopted inclusive and adaptive technology practices. Learning technologies were adjusted according to students' physical abilities, learning preferences, and access to digital resources. Rather than standardizing learning experiences, teachers utilized technology to provide flexible learning opportunities that accommodated individual differences among students.

Furthermore, the integration of Love-Based Curriculum values served as an ethical framework guiding technology utilization. Values such as compassion (*rahmah*), empathy, mutual respect, sportsmanship, responsibility, and cooperation were embedded into both physical activities and digital learning experiences. Teachers consistently emphasized that technological competence should be accompanied by moral responsibility and positive character development(Susilo et al., 2026).

Reflective learning practices emerged as another significant strategy. Following physical education activities, students participated in reflection sessions where they discussed not only their physical performance but also their emotional experiences, interpersonal relationships, and personal growth. Digital platforms were frequently used to facilitate reflective journals, feedback exchanges, and self-assessment activities, thereby promoting deeper learning and self-awareness (Aria Nur Farida Muslicha, 2026).

The findings suggest that the successful implementation of the Techno-Humanistic Paradigm depends on the ability of teachers to humanize technology by ensuring that digital innovation remains grounded in compassion, care, and meaningful human relationships. Consequently, technology serves as a medium for strengthening educational values rather than replacing them.

Table 2. Strategies for Balancing Digital Technology and Humanistic Values in Physical Education

No.	Strategy	Implementation at MTsN 1 Bandung Ciparay
1	Compassion-Based Digital Pedagogy	Teachers provide personalized feedback, motivation, and emotional support through digital communication platforms.
2	Integration of Digital and Face-to-Face Interaction	Digital learning activities are combined with direct discussions, collaborative physical exercises, and interpersonal engagement.
3	Inclusive and Adaptive Technology Use	Digital tools are adjusted according to students' abilities, learning needs, and access to technological resources.
4	Embedding Love-Based Curriculum Values	Compassion, empathy, cooperation, respect, and sportsmanship are integrated into both digital and physical learning activities.
5	Reflective Learning Practices	Students engage in reflection sessions through classroom discussions and digital journals to evaluate personal growth and learning experiences.
6	Humanization of Educational Technology	Technology is utilized to strengthen relationships, character development, and student well-being rather than merely measuring performance outcomes.

The findings reveal that teachers at MTsN 1 Bandung Ciparay implemented several strategies to maintain equilibrium between technological innovation and humanistic educational values within physical education learning. These strategies included compassion-based digital pedagogy, the integration of digital and face-to-face interactions, adaptive technology utilization, the embedding of Love-Based Curriculum values, reflective learning practices, and the humanization of educational technology. Collectively, these findings demonstrate that the successful integration of technology in physical education depends not merely on technological availability but on the pedagogical framework guiding its implementation (K. S. Harahap & Sawaluddin, 2025).

One of the most significant findings concerns the application of compassion-based digital pedagogy. Teachers utilized digital platforms not only for instructional delivery but also for providing personalized feedback, emotional support, and continuous communication with students. This finding aligns with Noddings' theory of the Pedagogy of Care, which emphasizes that effective education is fundamentally rooted in caring relationships between teachers and learners. According to Noddings, educational success is determined not solely by academic achievement but by the extent to which learners experience care, empathy, and recognition as unique individuals (Noddings, 2025). The findings suggest that digital technology can strengthen rather than diminish caring relationships when used intentionally to support communication and emotional engagement. This challenges the common assumption that technology inevitably creates emotional distance between teachers and students (Bergman, 2004).

The findings also indicate that teachers deliberately combined digital learning activities with direct interpersonal interaction. Students participated in collaborative physical activities, group discussions, and reflective dialogues alongside technology-assisted learning experiences. This practice is consistent with Vygotsky's social constructivist theory, which argues that learning is fundamentally a social process occurring through interaction, dialogue, and collaboration (L.S.Vigotsky, 1978). Although digital technology provides access to information and instructional resources, meaningful learning continues to depend upon social engagement and human interaction. Therefore, the integration of face-to-face communication within technology-supported environments represents an important strategy for preserving the social dimension of physical education (Tiara Ramadhani et al., 2024).

From the perspective of Humanistic Physical Education, these findings demonstrate that technological innovation should not replace embodied experiences and interpersonal relationships. Kirk argues that physical education should prioritize meaningful movement experiences that contribute to students' personal growth, identity formation, and social development (Kirk, 2019). The findings indicate that teachers consciously ensured that digital tools complemented rather than substituted physical participation and social interaction. Consequently, technology became a facilitator of holistic learning rather than a mechanism for reducing students to measurable performance indicators (Sawaluddin, et.al, 2024).

Another important finding concerns the implementation of inclusive and adaptive technology practices. Teachers adjusted digital learning activities according to students' abilities, learning preferences, and access to technological resources. This finding reflects the principles of student-centered learning, which emphasize responsiveness to individual differences and the active involvement of learners in educational processes. According to Risyanto and colleagues, student-centered approaches contribute significantly to positive youth development because they acknowledge students' diverse needs, abilities, and learning trajectories (Aris Risyanto & Amung Ma'mun, Nuryadi, 2024). The adaptive use of technology observed in this study prevented the emergence of digital exclusion and ensured that technological innovation remained accessible to all students (Siregar, 2020).

The integration of Love-Based Curriculum values emerged as a critical mechanism for balancing technological advancement with humanistic educational principles. Values such as compassion, empathy, cooperation, responsibility, and mutual respect were consistently embedded within both physical and digital learning activities. This finding supports the argument that technology requires an ethical framework to guide its educational use. In Islamic educational philosophy, the concept of *rahmah* (compassion) serves as a foundational principle for educational interactions and character development. Hikmatullah and colleagues argue that educational practices grounded in compassion promote not only academic achievement but also moral and social development (Hikmatullah et al., 2026). The findings suggest that the Love-Based Curriculum functions as a moral compass that directs technological innovation toward human flourishing rather than technological domination.

Furthermore, the findings reveal that reflective learning practices played a crucial role in sustaining humanistic values within technology-enhanced physical education. Reflection sessions encouraged students to evaluate their physical performance, emotional experiences, social relationships, and personal development. This finding is consistent with Dewey's theory of reflective learning, which emphasizes the importance of critical reflection in transforming experience into meaningful knowledge (Dewey, 1938). Through reflection, students moved beyond technical skill acquisition and engaged in deeper consideration of values, emotions, and interpersonal relationships. Digital platforms further supported this process by facilitating reflective journals, feedback exchanges, and self-assessment activities (Lind, 2023).

Perhaps the most significant contribution of this study lies in the finding that teachers actively sought to humanize educational technology. Rather than using technology primarily for monitoring, assessment, or performance measurement, teachers employed digital tools to strengthen relationships, support student well-being, and foster character development. This finding directly addresses contemporary concerns regarding the dehumanization of education in the digital era. Meier, Rode, and Ruin argue that increasing digitalization risks transforming learners into objects of datafication, where educational success is measured primarily through quantifiable indicators (Meier et al., 2023). The findings of this study challenge this tendency by demonstrating that technological innovation can be guided by humanistic values and ethical considerations (Meier & Poweleit, 2023).

These findings collectively support the conceptual foundation of the Techno-Humanistic Paradigm. The paradigm proposes that technology and humanity should not be viewed as opposing forces but as complementary elements within educational practice (Booth, 2000). While technological tools enhance learning efficiency, accessibility, and engagement, humanistic values ensure that educational processes remain centered on empathy, dignity, care, and personal growth. This perspective resonates with UNESCO's vision of a human-centered digital transformation in education, which emphasizes that technological innovation must serve human development rather than replace human relationships (Carney, 2022).

The findings also contribute to contemporary debates regarding the future of physical education in increasingly digitalized educational environments. Rather than asking whether technology should be used in physical education, the findings suggest that the more important question concerns how technology can be used in ways that preserve and strengthen human values. The strategies identified in this study demonstrate that the integration of digital technology and compassion-based education can generate learning environments that are simultaneously innovative, inclusive, and humane.

Based on these findings, this study proposes the concept of Digital Compassion in Physical Education as a practical extension of the Techno-Humanistic Paradigm. Digital Compassion refers to the intentional use of digital technologies to promote empathy, care, inclusion, emotional well-being, and meaningful human relationships within educational settings. Through this framework, technology becomes a medium for nurturing humanity rather than a mechanism for replacing it. Consequently, the study contributes not only to the literature on educational technology and physical education but also to broader discussions concerning the ethical and humanistic dimensions of digital transformation in education.

Challenges, Opportunities, and Educational Outcomes Emerging from the Integration of the Love-Based Curriculum and Digital Technology in Physical Education

The findings of this study indicate that the integration of the Love-Based Curriculum and digital technology in physical education at MTsN 1 Bandung Ciparay generated various challenges, opportunities, and educational outcomes. The implementation of the Techno-Humanistic Paradigm

was not without difficulties; however, these challenges simultaneously created opportunities for innovation and contributed to positive educational transformations.

One of the primary challenges identified was the difficulty of maintaining human interaction and emotional connection within increasingly digitalized learning environments. Teachers reported concerns that excessive reliance on digital media could potentially reduce direct communication, empathy, and social interaction among students. Furthermore, variations in students' digital literacy skills and access to technological resources created disparities in learning participation. Teachers also faced challenges in balancing instructional efficiency provided by digital tools with the need to preserve humanistic values such as compassion, care, cooperation, and personal attention (Aria Nur Farida Muslicha, 2026).

Despite these challenges, the integration of technology and the Love-Based Curriculum created significant opportunities for enhancing educational practices. Digital technology enabled teachers to provide personalized learning experiences, facilitate continuous communication, and offer individualized feedback to students. Interactive learning platforms, instructional videos, and digital assessment tools increased student engagement and motivation in physical education activities. Simultaneously, the Love-Based Curriculum ensured that technological innovation remained grounded in empathy, respect, and character development (A'yun, Musfiroh, Romlah, & Abdurrahman, 2025).

The findings further reveal several positive educational outcomes resulting from the implementation of the Techno-Humanistic Paradigm. Students demonstrated increased participation in physical education activities, stronger collaboration skills, greater self-confidence, improved digital literacy, and enhanced emotional awareness (Muslim, 2024). Teachers observed that students became more reflective regarding their learning experiences and more capable of demonstrating empathy, sportsmanship, and mutual respect during physical activities. The integration of compassion-based values with digital learning environments also contributed to a more inclusive and supportive educational climate (Rosidin, Herpratiwi, Sutiarso, Nurwahidin, & Firdaus, 2024).

Overall, the findings suggest that although technological integration presents practical and pedagogical challenges, the incorporation of Love-Based Curriculum principles enables schools to transform these challenges into opportunities for holistic educational development. The resulting learning environment promotes not only physical competence and technological skills but also emotional intelligence, character formation, and meaningful human relationships.

Table 3. Challenges, Opportunities, and Educational Outcomes of the Techno-Humanistic Paradigm in Physical Education

No.	Dimension	Research Findings
1	Challenges	Maintaining empathy and interpersonal relationships in technology-supported learning environments.
2	Challenges	Variations in students' digital literacy and access to technological resources.
3	Challenges	Balancing technological efficiency with humanistic educational values.
4	Opportunities	Personalized learning experiences through digital platforms and instructional technologies.
5	Opportunities	Enhanced communication, feedback, and learning engagement through digital media.
6	Opportunities	Integration of compassion-based values into technology-enhanced learning activities.

7	Educational Outcomes	Increased student participation and motivation in physical education.
8	Educational Outcomes	Improved collaboration, sportsmanship, and interpersonal skills.
9	Educational Outcomes	Development of digital literacy alongside character formation.
10	Educational Outcomes	Strengthened emotional awareness, empathy, and self-reflection.
11	Educational Outcomes	Creation of a more inclusive, supportive, and student-centered learning environment.

The findings of this study reveal that the integration of the Love-Based Curriculum and digital technology in physical education generates a dynamic interplay of challenges, opportunities, and educational outcomes. These findings demonstrate that the implementation of the Techno-Humanistic Paradigm is neither a purely technological process nor a purely humanistic endeavor; rather, it represents a continuous effort to balance technological innovation with educational values centered on compassion, empathy, and human dignity. The results indicate that while digital technologies provide substantial opportunities for enhancing learning effectiveness, they simultaneously create tensions that require deliberate pedagogical intervention to prevent the erosion of humanistic educational principles (Mintasih, Sukiman, & Purnama, 2024).

One of the primary challenges identified in this study concerns maintaining empathy and interpersonal relationships within increasingly digitalized learning environments. Teachers expressed concerns that excessive reliance on digital platforms could potentially reduce face-to-face communication, weaken social interaction, and limit opportunities for emotional engagement among students (Houser & Kriellaars, 2023). This finding reflects broader concerns within contemporary educational discourse regarding the dehumanization of learning in the digital era. Meier, Rode, and Ruin argue that the rapid digitalization of education has introduced a tendency toward datafication, where students are increasingly viewed through measurable indicators, performance analytics, and technological metrics rather than as holistic human beings with emotional and social needs (Meier et al., 2023). In physical education, this risk becomes particularly significant because the subject fundamentally relies on embodied experiences, social interaction, and collaborative participation (Baso Syafaruddin et al., 2025).

The findings suggest that the challenge is not technology itself but the pedagogical orientation governing its use. This perspective aligns with Biesta's argument that education should not be reduced to processes of efficiency and measurement, as the ultimate purpose of education is the formation of human subjects capable of ethical judgment, responsibility, and meaningful social participation (Anderegg, 2018).[2] Therefore, the concern raised by teachers regarding the preservation of empathy and human connection reflects a deeper educational challenge: ensuring that technological innovation serves human development rather than replacing the relational dimensions of teaching and learning (Anderegg, 2018).

Another challenge identified involves disparities in students' digital literacy and access to technological resources. Although digital tools create opportunities for innovation, unequal access and varying levels of technological competence can generate new forms of educational exclusion. This finding supports UNESCO's observation that digital transformation often reproduces existing inequalities unless accompanied by inclusive educational policies and adaptive pedagogical strategies (Carney, 2022). In response, teachers in this study adapted digital learning activities according to

students' needs and circumstances, demonstrating that equity and inclusion must remain central considerations within technology-enhanced learning environments .

Despite these challenges, the findings reveal substantial opportunities emerging from the integration of technology and the Love-Based Curriculum. One notable opportunity involves the creation of personalized learning experiences. Through digital platforms, teachers were able to provide individualized feedback, monitor student progress, and adapt learning activities according to students' abilities and interests. This finding aligns with contemporary theories of personalized learning, which emphasize that technology can facilitate learner-centered educational experiences when appropriately implemented (Bakia, 2022). Rather than standardizing instruction, digital tools enabled teachers to recognize individual differences and provide targeted support, thereby enhancing student engagement and participation.

The findings also indicate that digital technology expanded opportunities for communication and interaction beyond the traditional classroom setting. Teachers utilized digital platforms to maintain communication with students, provide encouragement, and offer academic and emotional support. From the perspective of Noddings' Pedagogy of Care, such practices represent an extension of caring educational relationships into digital spaces (Noddings, 2025). Noddings argues that meaningful learning emerges when students perceive that they are genuinely cared for by their teachers. The findings demonstrate that digital technologies can facilitate rather than hinder caring relationships when they are intentionally used to support empathy, responsiveness, and personal connection (Malik, M., Alwi, Z., Ilyas, A., Ahmad, L. O. I., & Fatmal, 2025).

A particularly significant opportunity identified in this study is the integration of compassion-based educational values into technology-enhanced learning environments. The Love-Based Curriculum served as an ethical framework ensuring that technological innovation remained aligned with the principles of empathy, respect, cooperation, and mutual care. This finding resonates strongly with Islamic educational philosophy, which emphasizes the concept of *rahmah* (compassion) as a foundational principle of human interaction and educational practice. According to Hikmatullah and colleagues, compassion-centered education contributes not only to cognitive development but also to moral formation, social responsibility, and emotional well-being (Hikmatullah et al., 2026). The findings suggest that the Love-Based Curriculum functions as a moral regulator that prevents technology from becoming detached from educational values and human purposes (Sulisno, 2025).

The educational outcomes identified in this study further demonstrate the potential of the Techno-Humanistic Paradigm. Increased student participation and motivation emerged as prominent outcomes of the integration between digital technology and compassion-based learning. Students reported greater enthusiasm for physical education activities due to the interactive nature of digital learning tools and the supportive atmosphere created by teachers (Sawaluddin, Koiy Sahbudin Harahap, Imran Rido, 2022). These findings are consistent with research conducted by Rusmitaningsih, Saputra,et.al who found that technology-enhanced physical education significantly improves student engagement when integrated with effective pedagogical approaches (Rusmitaningsih, Saputra, Subarjah, Yustiana, & Indonesia, 2024). However, the present study extends this understanding by demonstrating that technological engagement becomes more meaningful when accompanied by humanistic values and emotional support.

The findings also indicate improvements in collaboration, sportsmanship, and interpersonal skills. These outcomes suggest that technology did not diminish social interaction but instead provided new opportunities for cooperative learning and collective participation. This result supports Vygotsky's social constructivist theory, which emphasizes that knowledge is constructed through social interaction and collaborative engagement. The integration of digital technology within group-based physical

activities allowed students to develop both technological competence and social skills simultaneously (L.S.Vigotsky, 1978) .

Another important educational outcome concerns the development of digital literacy alongside character formation. In many educational settings, digital literacy is treated primarily as a technical competency. However, the findings of this study suggest that digital literacy can be integrated with ethical and character education. Students learned not only how to utilize digital tools but also how to engage responsibly, respectfully, and empathetically within digital learning environments et.al, 2024). This finding supports the growing body of literature advocating for the integration of digital citizenship and character education in twenty-first-century learning contexts (Ribble, 2011).

Furthermore, the study found that students developed greater emotional awareness, empathy, and self-reflection. Reflective activities enabled learners to connect physical experiences with emotional and social learning, thereby contributing to holistic development. This finding corresponds with Dewey's theory of reflective education, which emphasizes that meaningful learning occurs when learners critically examine their experiences and derive personal meaning from them (Dewey, 1938). The use of digital journals and reflection platforms further enhanced students' capacity for self-assessment and emotional understanding.

Perhaps the most important contribution of these findings is the demonstration that the integration of the Love-Based Curriculum and digital technology can create an inclusive, supportive, and student-centered learning environment. Rather than reinforcing the mechanization of education, the Techno-Humanistic Paradigm transforms technology into a vehicle for strengthening human relationships and promoting holistic development. This finding directly addresses contemporary concerns regarding the tension between technological advancement and humanistic educational values. The study suggests that this tension can be overcome when technological innovation is guided by compassion, ethical responsibility, and a commitment to human flourishing.

Consequently, the findings support the proposition that the Techno-Humanistic Paradigm represents a novel educational framework capable of responding to the challenges of digital transformation in physical education. The paradigm demonstrates that technology and humanity are not inherently contradictory; instead, they can coexist in a mutually reinforcing relationship when educational practices are grounded in care, empathy, and respect for human dignity. Through this approach, physical education becomes a space where students develop not only physical competence and digital literacy but also character, emotional intelligence, and social responsibility.

4. CONCLUSION

This study concludes that the implementation of the Techno-Humanistic Paradigm through the integration of the Love-Based Curriculum and digital technology in physical education at MTsN 1 Bandung Ciparay has successfully created a learning environment that balances technological innovation with humanistic values. The findings show that technology can be utilized not only to improve learning effectiveness but also to strengthen empathy, teacher–student relationships, character formation, and students' holistic development. The study further reveals that balancing digital technology and humanistic values requires compassion-based digital pedagogy, adaptive technology use, reflective learning practices, and the integration of face-to-face and digital interactions. Although challenges were identified, particularly in maintaining meaningful interpersonal relationships and addressing disparities in digital literacy, these challenges also generated opportunities for personalized learning, increased engagement, and more inclusive educational experiences. The implementation of the paradigm resulted in positive educational outcomes, including improved participation, collaboration, sportsmanship, digital literacy, emotional awareness, empathy, and self-reflection among students. Theoretically, this study contributes to the development of physical education by

proposing the Techno-Humanistic Paradigm and the concept of Digital Compassion in Physical Education as frameworks for integrating technological innovation with compassion-based educational values. Practically, the findings provide guidance for schools and educators in implementing digital transformation while preserving the ethical, relational, and humanistic foundations of education.

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