



Holistic Education in Forming Integral Human Beings

Much. Misbah Assa'di¹, Benny Kurniawan², Atim Rinawati³, Moh. Agus Salim⁴, Ali Mahfud⁵, Sukataman⁶

Institut Agama Islam Nahdlatul Ulama (IAINU) Kebumen, Indonesia

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Correspondence:

Phone:

Abstract: Education is a milestone in developing and advancing a country, superior human resources are born from education. The importance of education has become the state's main stream in providing attention through the budget and so on. Good education not only forms people who are competent in science, but also capable in morals and have social competence. Social skills are very necessary to make life peaceful for one another. This research aims to describe holistic education as a whole and explain the important role of implementing holistic education for society. The research method used by the research is a qualitative research method with a research library approach. Data sources are obtained through primary and secondary data, such as scientific journals or related research results, books, magazines or other sources that provide data answers that researchers need. The results of this researcher are that holistic education leads a person to become a complete person, with a deep understanding of religion, critical thinking skills, good social skills, and maintained physical and emotional health. This education not only emphasizes knowledge, but also the formation of attitudes and values that enable individuals to interact positively with the surrounding environment.

Keywords: Education, holistic, human, integral

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Introduction

Holistic education is an approach that focuses on overall development, covering the intellectual, emotional, spiritual, social and physical aspects of students (Widyastono, 2012). In this approach, education not only aims to master academic knowledge, but also to form character and moral values that are important in social interactions. The goal of holistic education is to produce individuals who are not only intelligent in academics, but also have good morals, a strong spiritual awareness, and the ability to relate to other people positively. (Wulandari et al., 2021).

In facing an increasingly complex and challenging world, holistic education becomes very relevant because it helps students to be ready to face the various dynamics of life more wisely. This approach also emphasizes the important role of parents, teachers and society in helping to shape the character of students, so that they can become complete individuals, competitive and beneficial to society. With holistic education, it is hoped that students will not only master knowledge, but also develop social skills, spiritual depth, and the ability to care physical and emotional balance in living life.

This complex challenge is in the form of delinquency committed by teenagers who still hold

Email: muchassady@gmail.com

student status. Even though students also commit a lot of mischief, this research will describe delinquency in general terms. The unstable teenage years make teenagers vulnerable to various negative behaviors, including mild and acute juvenile delinquency. According to Kartono, juvenile delinquency (juvenile delinquency) is a pathological social symptom that occurs in adolescents due to social neglect, which encourages behavior that deviates from the values and norms that apply in society, so that it can harm themselves and others around them. (Jasmira & Herdiansah, 2021).

Juvenile delinquency is often influenced by various interrelated factors in their lives. Adolescence is a period full of physical, emotional and social changes, where teenagers are looking for their identity. The factors that cause juvenile delinquency involve aspects of the family, social environment, psychology, and media influence. One of the main factors is family. Family is the first place where teenagers learn life values. Family instability, such as divorce or unresolved arguments, can trigger emotional tension which ultimately drives teenagers to negative behavior. In addition, the lack of attention and communication between parents and children makes teenagers feel neglected, so they tend to look for the wrong way to overcome their problems (Andriyani, 2020).

Peer factors also play an important role in influencing adolescent behavior, the desire to be accepted in a peer group is very strong, which makes them tend to follow the behavior of their friends even though it is detrimental. Peer pressure, or what is usually called peer pressure, often forces teenagers to engage in risky actions, such as smoking, consuming alcohol, or trying drugs, in order to gain recognition or a sense of community. Friends who don't want to do this seem to feel like they don't have solidarity with other friends. So, sometimes this delinquency is forced due to pressure from friends or because he himself wants to be called cool by other people (Artini, 2018).

The next factor is the social environment. The social environment also has a big impact. Adolescents who grow up in harsh environments, full of poverty or violence, can be affected by these conditions and feel that deviant behavior is a way to survive or adapt. In addition, the lack of facilities that support positive activities, such as sports or the arts, makes teenagers more vulnerable to seeking pleasure through risky behavior (Prasasti, 2017).

The influence of media and technology is also no less significant as a factor in juvenile delinquency. Social media and easily accessible entertainment often display behavior that does not conform to social norms. Shows that glorify violence, drugs or other bad behavior can influence the mindset of teenagers who

are not yet able to differentiate between good and bad. Easy access to the internet also allows teenagers to be exposed to harmful content that worsens their behavior. Therefore, there is a sentence that says "the show will be a guide". This sentence suggests to us that what people see will be stored in memory and then have the potential to do something similar from what they see (Afriliani et al., 2023).

There are those who argue that the economy is also an influence on youth delinquency. When families experience economic difficulties, teenagers can fall into negative behavior as a response to the pressure they face. Unstable economic conditions can give rise to feelings of frustration, anxiety, or even hopelessness, which then influence their behavior. Teenagers who grow up in families with difficult economic conditions may feel they do not have the same access as their friends, such as decent clothing, adequate education, or even other basic needs. The inability to meet these needs can lead to feelings of low self-esteem and deep dissatisfaction. To deal with these feelings, some teens choose to engage in unlawful acts, such as theft or fighting, to get what they want or simply to seek attention. Additionally, in families facing economic pressures, parents are often too busy earning a living and may not have enough time to give their children their full attention. Lack of supervision and good communication can make teenagers feel neglected and more vulnerable to bad influences from the surrounding environment, including friends who are also involved in deviant behavior. Adolescents who feel they are not cared for enough may seek escape by joining peer groups that engage in negative behavior, such as drug use or violence. Economic pressure can also encourage teenagers to make money in the wrong way, for example by getting involved in drug trafficking, theft, or working in a place that is not suitable for their age. In this condition, they may feel that delinquency is the only way to gain financial freedom or fulfill basic needs that are difficult for them to get from their family. (Een et al., 2020).

Of the several factors explained above, in fact the education curriculum is also a factor if it ignores the problems of knowledge and morals of the nation's children. A good educational curriculum is an educational curriculum that understands the needs of the nation's children. If knowledge becomes the main thing without balancing it with attitude, morals, then what will happen is that intelligent and immoral children will be born. Therefore, holistic education must be the wheel and at the same time the locomotive of the course of education which gives birth to the nation's children who have good morals (Aufarel & Prasetyo, 2023). Holistic education is very important because it helps create balanced individuals, both in

intellectual, emotional, social, physical and spiritual aspects. With a comprehensive approach, this education not only produces individuals who are academically intelligent, but also those who have good character and are able to play a positive role in society.

Method

This research is qualitative research with a literature study approach or review (Karuru, 2013). By taking data from previous research results and having a strong correlation and clear relevance. This literature review research or library research refers to various sources obtained comprehensively and then discusses the conclusions and then the researcher outlines the conclusions. In this literature, researchers are not just "compilers" but act as "analytical and critical thinkers". Researchers also combine data into a partly modified or fully modified theory.

Result and Discussion

What is holistic education and upbringing?

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 36 Ayat 3.*, n.d.). This understanding is actually, in essence, part of a unity found in the definition of holistic education. However, from the definition stated in the law, educators, parents and students are not aware of the nature of educational achievement.

Awareness that never arrives means that education is only limited to a person's requirement to follow the state's mandatory school regulations. So the formalities followed by the community make them ignore the development of their children's educational outcomes. However, the role of various parties is an important role in the success of students' education. Educators as facilitators, educators, communicators and innovators must be fulfilled in educational units. Most recently, teachers are burdened with education administration which takes up so much energy and attention. The confiscation of energy and attention that is the teacher's responsibility makes him tired and exhausted from his energy and attention to student development. Therefore, restoring the full role of teachers without burdening them with administration is a common task, especially for education policy makers (Sukataman et al., 2023).

Holistic Education Holistic education according to Jeremy Henzell-Thomas is an effort to develop completely and in balance for each student in all aspects of learning, which includes spiritual, moral, imaginative, intellectual, cultural, aesthetic, emotional and physical which directs all these aspects towards achievement. an awareness of his relationship with God who is the ultimate goal of all life in the world (Yogiswari, 2018).

History of holistic education

The history of holistic education can be seen from two main views. First, holistic education developed from an educational philosophy that emerged around 1979. At that time, a number of humanistic psychologists and educators held a conference in California. This concept continued to develop until the late 1980s, when John P. Miller, a Canadian education expert, published his book entitled **Holistic Curriculum**. In the United States, Ron Miller also publishes the journal **Holistic Education Review**. Since then, holistic education has become a topic that is widely discussed in various conferences, articles, books, dissertations and teacher training.

The second view argues that holistic education is the result of intellectual and cultural thinking that began to develop in the 1960s to 1970s. This movement attracted the attention of educators and parents who felt that traditional education was too narrow and limited children's natural potential. This holistic approach emphasizes spiritual aspects, respect for nature, and social justice. Overall, holistic education aims to shape individuals as a whole and help them realize that they are part of society and the natural environment.

The basic thinking of the pioneers of holistic education faded until major changes occurred in the cultural paradigm in the 1960s. In the 1970s, there was a push to reexamine science, philosophy, and culture with a holistic approach. Major advances in holistic education occurred when the University of California held the first national holistic education conference in July 1979, attended by The Mandala Society and The National Center for the Exploration of Human Potential. The proponents of holistic education put forward three basic principles in holistic education, namely relationships, responsibility and respect. These three principles are different from conventional education which usually only emphasizes reading, writing and arithmetic skills (*The Philosophical Underpinnings of Holistic Education*, n.d.).

Grades are not a priority in holistic education

Holistic education, which pays attention to students' overall development in intellectual, emotional, social and physical aspects, aims to create individuals who are not only smart, but also have character, are creative and are ready to face the challenges of the world. This approach seeks to provide a learning experience that involves all dimensions of students' lives. Apart from focusing on academic achievement, holistic education also emphasizes the development of life skills such as empathy, creativity and adaptability. Through holistic education, students are encouraged to explore and develop their potential in various fields, such as arts, sports, social skills and emotional intelligence, in order to create balance in their lives.

In holistic education, students are not pressured by numbers from learning outcomes. Values are not a priority scale in the teaching and learning process. In this holistic education, students are helped to recognize their own abilities. In contrast to education that focuses on values, in an education system that focuses on values, students will feel pressured in learning because they have to meet the expectations of a curriculum or values that they must achieve in learning. (Pare & Sihotang, 2023).

Syed Muhammad Naquib al - Attas' thoughts on holistic education

1. Biography of Syed Muhammad Naquib al - Attas

Muhammad Naquib al-Attas was born on 5 September 1931 in Bogor, West Java, and since childhood he has inherited an extraordinary spiritual and intellectual tradition. His descent, which can be traced to the Prophet Muhammad SAW through Sayyidina Husain, makes him a special figure in the Islamic world, with a deep influence on his life and thinking. His father, Syed Ali bin Abdullah al-Attas, was a respected figure among the Malay community, coming from Sayyid descendants who had great influence in the archipelago. Meanwhile, his mother, Syarifah Raquan Al-'Aydarus, came from a family of Sundanese kings. This combination of Arab and Malay blood makes al-Attas a unique figure and rich in cultural heritage.

Since childhood, al-Attas was raised in a very religious environment, with Islamic teachings received from an early age and encouragement to deepen religious knowledge. His formal education began in Johor Baru, Malaysia, where he studied Arabic and Islamic sciences. When the Japanese occupation occurred, al-Attas returned to Indonesia and continued his studies at an Islamic boarding school in Bogor. At this Islamic boarding school, he deepened his

understanding of Islam and Islamic scientific traditions (Syaiful Muzani, 1991).

After the war ended, Al-Attas returned to Malaysia and continued his education at secondary school. He shows a deep interest in various fields of science, such as history, languages and literature. This broad interest led him to continue his studies in various corners of the world. Al-Attas succeeded in obtaining a doctorate in Islamic studies from the University of London.

After completing his education, Al-Attas entered the academic world, with the National University of Malaysia being the first place for his career. Here, he not only teaches, but also plays an active role in formulating the university's vision and mission. As a visionary leader, Al-Attas succeeded in developing an educational institution capable of producing quality graduates who have a deep understanding of Islam and modern science.

One of Al-Attas' greatest contributions to Universitas Kebangsaan Malaysia was the development of a curriculum that combined Islamic values with modern science. This curriculum does not only focus on teaching knowledge, but also on forming students' character and moral values.

Apart from a career in the academic field, Al-Attas is also known as a productive writer. His works covering Islamic philosophy, Sufism, history and culture have become important references for many generations. His works are not only rich in thought, but also very relevant to the challenges faced by Muslims in the modern era.

2. Thoughts of Syed Muhammad Naquib al - Attas

Some of Syed Muhammad Naquib's thoughts in responding to holistic education are;

- a. Human concept
Humans are creatures consisting of physical, intellectual and spiritual dimensions. The spirit is an essential part of human existence, and the aim of education is to develop humans in a balanced manner in physical, moral and spiritual aspects, so that they can carry out their role as caliphs of Allah.
- b. Reason and knowledge
According to al-Attas, reason functions as the main tool in understanding revelation and carrying out spiritual roles. The concept of Islamization of science emphasizes that reason must be able to differentiate between knowledge that is in accordance with Islamic principles.

- c. Educational goals
Al-Attas set the goal of education to produce insan kamil - perfect humans, who are balanced in the spiritual, moral, intellectual and physical dimensions. Education is focused on adab as a basis for understanding the role of humans in the cosmic structure created by Allah.
- d. Education
According to al-Attas, education is a process of ta'dib - namely the cultivation of manners and ethics - which helps humans to understand their position in the cosmic order of God's creation. The term ta'dib was chosen because it has a broader scope compared to tarbiyyah and ta'lim, which are considered more limited.
- e. Classification of sciences
Al-Attas divides knowledge into two main types: Farḍu 'Ain (obligatory for individuals), which includes religious knowledge such as the Qur'an and Sunnah, and Farḍu Kifayah (obligatory for communities), which includes world knowledge such as science and technology. These two categories of knowledge must be studied in a balanced manner.
- f. Curriculum
The al-Attas curriculum covers physical, intellectual, moral and spiritual aspects, with the main emphasis on teaching adab as the basis of every knowledge presented. This curriculum also combines religious knowledge and world knowledge with a monotheistic approach and uses metaphors to help students understand spiritual concepts.
- g. Teaching methods
Al-Attas applies the monotheism method which integrates sensory experience, reason and intuition. This method also includes the use of metaphors and analogies to facilitate understanding of difficult spiritual concepts.
- h. The role of educators and students
According to al-Attas, educators function as guides in spiritual and moral aspects, who not only teach knowledge but also instill manners. Students are directed to become human beings who are aware of their obligations to Allah SWT. Educators are seen as spiritual and intellectual guides who have a major influence on the development of students. Al-Attas emphasizes the role of adab and spirituality in education, while Ikhwān al-Ṣafā focuses more on the balance between rational knowledge and morality (Syafa'ati & Muamanah, 2020).

Conclusion

Education has the aim of forming humans in a balanced manner in physical, intellectual and spiritual aspects, so that they are able to carry out their role as caliphs of Allah. The holistic education curriculum taught prioritizes adab as the basis of knowledge, and combines religious knowledge and world knowledge through a monotheism approach. Educators function as spiritual and moral guides, not only teaching knowledge but also instilling manners, while students are directed to become perfect or integral human beings who understand their responsibilities to Allah SWT.

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