

A HUMANISTIC APPROACH TO EDUCATION: A SYSTEMATIC REVIEW OF THE BOOK THE BEST SCHOOLS BY THOMAS ARMSTRONG

Muhammad Assyauqi Zam Zami^{1*}, Asriana kibtiyah²

¹²Program Studi Pendidikan Agama Islam, Universitas Hasyim Asy'ari Jombang, Jombang, Indonesia

*Correspondence Email: zmuhammadassyauqi@gmail.com

ABSTRAK

*Thomas Armstrong's book, *The Best Schools*, offers a profound critique of the conventional education system, which places excessive emphasis on academic achievement and standardized test results while neglecting the holistic development of students. Armstrong proposes a humanistic educational paradigm that prioritizes the comprehensive growth of learners, encompassing physical, cognitive, social, emotional, and spiritual dimensions. The book elaborates on how principles of human development can be translated into practical and relevant educational practices across different levels of schooling, from early childhood to senior high school. This study systematically reviews Armstrong's educational concepts and practices, examining their relevance and potential application in the context of Indonesian education. The findings indicate that a humanistic approach, which values the uniqueness and developmental needs of each individual, effectively enhances learning motivation, socio-emotional skills, and students' psychological well-being. Furthermore, this approach fosters an inclusive, supportive, and democratic learning environment, which is essential for nurturing students who are not only academically competent but also emotionally mature and prepared to face global challenges. The study recommends the integration of Armstrong's principles into Indonesian educational policies and practices as part of a more humane and meaningful educational reform.*

*Keywords: humanistic education; holistic development; Thomas Armstrong; *The Best Schools*; learning motivation.*

INTRODUCTION

The paradigm of modern education today still tends to be oriented toward grades, scores, and exam achievements alone. An excessive focus on cognitive aspects and academic results often neglects the true purpose of education, which is to develop the full potential of the human being. As a result, many students experience psychological pressure, lose intrinsic motivation, and even perceive the learning process merely as an obligation to obtain grades rather than as a means to discover the meaning of life or to develop personal abilities. This phenomenon creates serious problems, such as diminished curiosity, lack of creativity, weakened social empathy, and the marginalization of humanistic values in the field of education. (Supandi et al., 2024).

As an alternative to these problems, Thomas Armstrong, in his book *The Best Schools*, offers an educational paradigm based on the Discourse of Human Development, which places students as unique individuals with diverse developmental needs. Armstrong emphasizes that education should not merely target academic success, but also address physical, cognitive, social, emotional, and spiritual aspects. This paradigm aligns with the principles of humanistic education, which seek to create a more humane learning environment by valuing individual uniqueness, fostering intrinsic motivation, and providing meaningful learning experiences for students.

Several studies in Indonesia have also shown that a humanistic approach can have positive impacts on the learning process. For instance, the application of humanistic education in Islamic religious instruction at SDN Sukaraja I succeeded in building a warm and inclusive classroom climate. Such a learning environment encourages students to be more open, confident in expressing their opinions, while simultaneously instilling moral values on a personal level. Another example can be found at SD Kanisius Mangunan, where teachers successfully developed harmonious relationships with students through a humanistic approach that balanced firmness with compassion. This created a family-like learning atmosphere in which every student felt accepted and valued as an individual with unique potential.

In the context of globalization and increasingly complex global competition, the humanistic education paradigm becomes highly relevant to implement. Indonesia, as a country with a large school-age population, requires an education system that not only produces individuals who excel academically but who also possess emotional intelligence, social skills, and mature personalities. Such human resources are those capable of competing healthily while simultaneously contributing positively to society.

Therefore, it is important to systematically examine Thomas Armstrong's ideas on humanistic education and their relevance to current educational practices. This study seeks to provide a deeper understanding of how the humanistic paradigm can serve as an alternative foundation for reforming Indonesia's education system, particularly amid ongoing efforts for reform that demand a balance between academic achievement and the development of character and humanity. (Khoirunisa & Sutrisno, 2022).

RESEARCH METHODS

This research was conducted using a systematic literature review method, an approach aimed at collecting, examining, and analyzing various sources comprehensively to obtain a holistic picture of the topic under study. In this case, the primary source serving as the focal point of the review is Thomas Armstrong's book *The Best Schools*. The book was chosen because it specifically offers an alternative educational paradigm based on the Discourse of Human Development, emphasizing the physical, cognitive, emotional, social, and spiritual aspects of learners. Through a systematic review, Armstrong's ideas are not only analyzed as normative texts but are also positioned in dialogue with various empirical studies and contemporary humanistic education theories.

The stages of this study began with content analysis of *The Best Schools*. Content analysis was employed to trace the key concepts proposed by Armstrong, such as student-centered education, the development of intrinsic motivation, the importance of warm teacher-student relationships, and the emphasis on meaningful learning processes. These concepts were then linked to other literature addressing humanistic psychology, human development theory, and the implementation of humanistic education at different levels of schooling. Thus, this study does not merely elaborate Armstrong's ideas theoretically but also assesses the extent to which these concepts can be integrated with findings from contemporary research.

Supporting data sources were obtained from various scholarly journals, academic articles, and relevant research reports, both domestic and international. In the Indonesian context, selected

literature highlights the practice of humanistic education implemented in elementary to secondary schools. This aims to demonstrate that Armstrong's approach is not merely an idealistic concept born from a Western context but has practical relevance that can be applied in Indonesia with its socio-cultural complexities.

The analysis process was carried out in a descriptive-critical manner, describing the contents and findings of the various reviewed sources and then critically examining them based on relevance, strengths, and limitations. This approach allowed the researcher to identify intersections between theory and practice, as well as to determine the potential for applying Armstrong's humanistic education concepts in contemporary educational realities. Through this analysis, the study seeks to provide a theoretical contribution in the form of strengthening the concept of humanistic education, as well as a practical contribution in the form of recommendations for educational models that are more suitable for developing students' potential holistically.

RESULTS AND DISCUSSION

Criticism of Conventional Education Paradigm

One of the fundamental problems in modern education is its tendency to measure student success solely based on academic achievement, as reflected in grades, exams, and standardized tests. This paradigm is rooted in traditional educational approaches that emphasize only the cognitive aspect, so that the learning process is often narrowed down to memorizing information and completing assignments. Students are pushed to achieve high scores, while the true meaning of learning an effort to understand the world, discover one's identity, and develop personal potential is often overlooked.

The consequences of such an educational pattern are quite complex. First, students experience excessive psychological pressure. The demand to achieve perfect grades leads to stress, anxiety, and in some cases even a decline in children's mental health. Second, the orientation toward exam results causes the learning process to lose its context as an enjoyable and meaningful experience. Many students view learning as a mere formal obligation, rather than as a means of exploring knowledge and nurturing curiosity. (Susilowati et al., 2024).

Third, this rigid educational paradigm tends to overlook the diverse potentials of students. In practice, learners with non-academic intelligences such as artistic skills, athletic abilities, leadership, or social competence are often marginalized because these talents are not reflected in the existing assessment system. Yet, such potentials are equally important in shaping a well-rounded human being. Fourth, an excessive focus on academic competition weakens the aspects of collaboration and social empathy. Students are encouraged to compete against one another rather than learning to work together and respect differences.

Another critique arises concerning the relevance of education to real life. Learning materials that are narrowly focused on exam preparation often fail to connect with students' daily life experiences. This creates a gap between what is taught in school and the skills actually needed in society. For instance, a student may excel at solving mathematical problems but struggle with communication, emotional regulation, or navigating social conflicts.

Within this framework emerges an urgent need to seek an alternative educational paradigm that emphasizes balance between academic achievement and holistic human development. Through his work *The Best Schools*, Thomas Armstrong delivers sharp criticism of the conventional, mechanistic, and dehumanizing education system, while offering a more humanistic approach. Armstrong stresses that education must not stop at intellectual attainment alone, but should also embrace the physical, emotional, social, and spiritual dimensions so that students may grow as whole individuals (Lesmana et al., 2024).

Thus, the critique of the conventional educational paradigm is not merely a rejection of the existing system, but also an invitation to reflect and reconsider the direction of education in a way that is more aligned with human needs. Education should no longer serve as a machine for producing grades, but rather as a space for shaping individuals who are prepared to face the complexities of modern life with both academic intelligence and emotional as well as social maturity. This critique forms the primary foundation for the relevance of Armstrong's humanistic approach in the context of contemporary education.

THE CONCEPT OF HUMANISTIC EDUCATION ACCORDING TO THOMAS ARMSTRONG

In his work *The Best Schools*, Thomas Armstrong presents a new paradigm that differs from conventional models of education. According to him, quality education should not merely focus on academic outcomes but must be directed toward the holistic development of the human being through what he calls the Human Development Discourse. This paradigm places learners at the center of education, rather than as passive objects who simply receive knowledge transferred from teachers. Within this framework, students are viewed as individuals with unique characteristics, needs, and potentials that deserve recognition and support.

One of Armstrong's key principles is the importance of education that emphasizes five dimensions of human development: physical, cognitive, social, emotional, and spiritual. The physical dimension highlights the significance of motor activities and bodily health to support learning processes. The cognitive dimension relates to intellectual capacity, critical thinking, and problem-solving skills. The social dimension encompasses the ability to build relationships, collaborate, and appreciate diversity. The emotional dimension focuses on self-awareness, emotional regulation, and empathy. Meanwhile, the spiritual dimension involves the search for meaning, life values, and an individual's connection to something greater than themselves. By balancing these five dimensions, Armstrong believes that education can truly serve as a means of shaping whole and well-rounded human beings (Ana Rato et al., 2024).

Furthermore, Armstrong critiques the traditional approach that tends to be uniform and standardized. According to him, every child has different learning styles, interests, and potentials. Therefore, humanistic education requires recognition of individual uniqueness. Teachers are no longer viewed merely as instructors who transfer knowledge, but rather as facilitators, mentors, and learning partners who are able to create an inclusive classroom climate and foster intrinsic motivation in students.

From Armstrong's perspective, intrinsic motivation is the key to meaningful learning. Children should learn out of curiosity, joy, and a desire for self-development, not merely because of exam pressure or external commands. Education that emphasizes intrinsic motivation has been proven to be more effective in cultivating resilient, creative, and independent character. Consequently, the humanistic approach rejects overly rigid, competitive, and repressive education systems, as such systems suppress children's natural potential to grow.

In addition, Armstrong underscores that ideal education must create a learning environment filled with meaning and positive emotional experiences. Classrooms should not be places of fear or burden, but rather spaces that resemble a family, where every student feels safe, valued, and accepted. Such an atmosphere not only facilitates knowledge transfer but also builds strong social bonds between students and teachers, while simultaneously strengthening the internalization of values (Sativa et al., 2024).

With this concept, Armstrong essentially offers a transformative framework of education. Humanistic education does not merely prepare children to face academic examinations, but also equips them with life skills that are relevant to the dynamics and challenges of the modern world. This paradigm emphasizes the importance of balancing intellectual, emotional, social, and spiritual aspects, so that education is not confined to the attainment of grades alone. Therefore, Armstrong's ideas serve as a significant foundation in the pursuit of educational reform, both in theory and practice, particularly in countries striving to break free from conventional paradigms that are mechanistic, uniform, and overly oriented toward numerical achievement.

IMPLEMENTATION OF HUMANISTIC APPROACH IN THE CONTEXT OF INDONESIAN EDUCATION

The application of the humanistic approach in Indonesian education has begun to receive growing attention in line with increasing criticism of the national education system, which is still dominated by cognitive paradigms and exam-oriented practices. Curriculum reform efforts, such as the 2013 Curriculum and the Merdeka Curriculum, reflect an emerging awareness that education should be directed toward character building and the holistic development of students' potential. This aligns with Thomas Armstrong's ideas, which emphasize the importance of education grounded in the discourse of human development.

In practice, various schools in Indonesia have adopted the humanistic approach by adapting it to local cultural contexts and needs. For instance, the implementation of Islamic education at SDN Sukaraja I demonstrates that a humanistic approach can foster a warm, welcoming, and inclusive

classroom climate. Teachers serve not only as instructors but also as moral guides and facilitators of dialogue. Through this approach, students are more likely to internalize religious values personally, as they feel respected and actively engaged in the learning process. Such a learning environment also reduces psychological tension, enabling students to express themselves more freely (Dhera et al., 2024).

Another example can be seen in the learning practices at SD Kanisius Mangunan. This school is well known for its humanistic approach, which emphasizes personal relationships between teachers and students. Teachers not only deliver formal instruction but also create a classroom atmosphere that resembles a family. Firmness and compassion are applied in balance, allowing students to feel both safe and motivated. Such a learning environment encourages students to voice their opinions, collaborate with peers, and appreciate differences. This condition illustrates how Armstrong's principles on the importance of intrinsic motivation, warm relationships, and meaningful learning environments can be applied concretely within the Indonesian context.

Beyond the elementary school level, the humanistic approach is also relevant for secondary education and higher education. Research in Indonesia has shown that learning models based on discussion, reflection, and collaboration can enhance students' learning motivation, critical thinking skills, and socio-emotional competence. For instance, when teachers provide students with the opportunity to explore their interests and talents, the outcomes are reflected not only in improved academic performance but also in their ability to adapt to various social situations.

This implementation further demonstrates that the humanistic approach can serve as a solution to various challenges in Indonesian education, such as low learning motivation, high levels of academic stress, and students' limited capacity to cope with social issues. By integrating physical, cognitive, emotional, social, and spiritual aspects, this approach is more aligned with the character of Indonesian society, which upholds the values of togetherness, mutual cooperation (gotong royong), and religiosity (Yuniarti et al., 2024).

Thus, the practice of humanistic education in Indonesia demonstrates that Armstrong's ideas are not utopian concepts, but rather realistic approaches that can be applied. Its implementation does require a transformation of the teacher's role, a more flexible curriculum, and educational policies that place student well-being as the top priority. However, if carried out consistently, this approach has the potential to shape a generation that is not only intellectually intelligent but also emotionally mature and strongly grounded in character.

THE RELEVANCE OF THE HUMANISTIC APPROACH FOR CONTEMPORARY EDUCATION REFORM

In the current era of globalization and technological disruption, the education system is confronted with far more complex challenges than ever before. Competition among individuals is no longer determined solely by academic ability but also by social competence, emotional skills, and the capacity to adapt to rapid changes. This condition demands a more comprehensive educational paradigm, one that not only produces intellectually accomplished learners but also shapes individuals who are emotionally mature, possess strong character, and are able to live harmoniously within a diverse society (Gomes & Bello, 2013). Within this context, the humanistic approach proposed by Thomas Armstrong holds significant relevance.

First, the humanistic approach emphasizes the importance of balancing academic mastery with the development of non-cognitive aspects. An education system that focuses merely on examinations often fails to equip students with essential life skills such as critical thinking, creativity, empathy, and collaboration. By integrating physical, cognitive, social, emotional, and spiritual dimensions into the learning process, the humanistic approach has the potential to cultivate graduates who are better prepared to face real-world challenges, both in the workplace and in social interactions (Tria et al., 2023).

Second, this approach is relevant to the direction of Indonesia's recent educational reform, which emphasizes the importance of the Profil Pelajar Pancasila within the Merdeka Curriculum. Values such as faith and devotion to God, noble character, cooperation, independence, critical reasoning, and creativity are highly aligned with the principles of humanistic education. Thus, the implementation of Armstrong's ideas can reinforce national efforts to produce a generation that is not only intellectually capable but also possesses strong character in accordance with the nation's identity.

Third, the humanistic approach demonstrates a high degree of adaptability to changing times. Amid the rapid development of digital technology, students risk losing emotional closeness and social skills due to interactions that are increasingly fragmented by screens. Humanistic education can act as a counterbalance by emphasizing interpersonal relationships, empathetic communication, and meaningful learning experiences. In this way, technology can still be utilized as a tool, while ensuring that humanity is not lost in the process.

Fourth, the relevance of humanistic education can also be seen in the growing need for student well-being and psychological welfare. The rise of academic stress, burnout phenomena, and bullying cases in schools indicates that education focused solely on academic achievement is insufficient. Humanistic education, which places comfort, safety, and acceptance as the foundation of learning, can offer a solution to create a healthier school climate. Students are not only educated to succeed academically but also to become happy, confident individuals capable of leading meaningful lives.

With all these points of relevance, it is evident that Thomas Armstrong's ideas are not merely a theoretical alternative but a strategic direction for contemporary educational reform. This concept bridges the global demand for competitive human resources while preserving fundamental human values. Therefore, the implementation of the humanistic approach in Indonesia's education system is not just an option but a necessity in addressing the challenges of the future.

THE ROLE OF TEACHERS AND THE SCHOOL ENVIRONMENT

In the humanistic approach, the role of teachers and the school environment becomes a key factor that determines the success of the learning process. Teachers are no longer positioned merely as sources of knowledge or instructors who dictate material, but rather as facilitators, mentors, and learning partners who support students' holistic development. This aligns with Thomas Armstrong's view, which emphasizes that education should be student-centered and respect the uniqueness of each individual. Thus, teachers are required to be sensitive to diverse learning needs, understand students' emotional conditions, and create a classroom atmosphere that is safe, inclusive, and full of compassion.

The teacher's role in the humanistic approach also involves the ability to foster students' intrinsic motivation (Rozak, 2023). Teachers need to design meaningful learning experiences that are relevant to everyday life and provide space for students to explore their interests and talents. A humanistic teacher does not only teach cognitive knowledge but also guides students in developing social-emotional skills such as empathy, cooperation, and responsibility. The relationship between teacher and student in this context is personal, warm, and resembles family bonds, thereby fostering both self-confidence and a sense of belonging in students (Safitri et al., 2024).

In addition to the teacher's role, the overall school environment is also a crucial determinant in the success of humanistic education. Schools implementing this approach must be able to create a culture that supports openness, togetherness, and respect for differences. This includes more flexible school policies, rules that emphasize positive discipline, as well as learning spaces that encourage healthy social interaction. A conducive school environment allows students to feel safe in expressing themselves, voicing opinions, and learning directly from experience.

Furthermore, schools that adopt the humanistic approach must be able to build a learning community involving all elements, from teachers, students, and parents to the surrounding community (Stiyani et al., 2025). Such collaboration creates a broader educational ecosystem in which learning does not only occur within the classroom but also in everyday social interactions. In this way, education becomes an integral part of students' lives, not merely a formal activity confined to certain spaces and times.

From this perspective, it can be understood that teachers and the school environment serve as the main driving forces in bringing humanistic values to life in education. Without the support of humanistic teachers and a healthy school environment, Armstrong's idea of education based on human development would be difficult to realize. Therefore, educational reforms that prioritize the humanistic approach must place the development of teacher capacity and the creation of a humanistic school culture as top priorities.

CONCLUSIONS

Based on the discussion presented, it can be concluded that the humanistic approach in education, as proposed by Thomas Armstrong, makes a significant contribution to creating a more human-centered learning process that emphasizes the balance between cognitive, affective, and psychomotor

aspects. Education is no longer seen merely as the transfer of knowledge, but rather as a process of holistic self-development, in which every individual is regarded as unique, with different backgrounds, experiences, and learning needs. The humanistic approach highlights the importance of developing individual potential. Each student is encouraged to recognize their strengths, interests, and abilities, making education a medium for fostering independence and self-confidence. This aligns with the fundamental goal of education, which is not only oriented toward academic achievement but also toward the attainment of happiness, meaning, and self-understanding. In this context, student success is not measured by uniform standards, but by the extent to which they are able to achieve optimal development according to their own capacities. Furthermore, humanistic education also plays a crucial role in shaping students' personalities and character. By emphasizing values such as empathy, responsibility, cooperation, and respect for diversity, schools function as a place for nurturing individuals who are not only intellectually capable but also emotionally and socially mature. This aspect is especially important in today's ever-changing world, which requires individuals who can adapt, think critically, and build healthy relationships with others. In practice, the humanistic approach demands a paradigm shift in the education system, including curriculum design and teaching methods. Education must provide ample space for creativity, real-life experiences, and active student participation. In this context, teachers act as facilitators and motivators who create a conducive, inclusive, and student-centered learning environment that values individual uniqueness. Beyond that, the overall school environment also plays a vital role in cultivating a positive, open, and human-oriented learning culture. Thus, it can be affirmed that Armstrong's humanistic education is not merely a theoretical approach but also a vision for realizing an educational system that is more humane, relevant, and meaningful. The success of implementing this approach will greatly depend on the synergy between teachers, the school environment, the curriculum, and students' active participation. Therefore, if applied consistently, humanistic education has the potential to produce a generation that is not only knowledgeable but also strong in character, empathetic, and capable of making positive contributions to society.

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