



## Educational technology on developing humanistic character in midwifery education curriculum

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### ABSTRACT

Various aspects of life, including education, have been significantly impacted by technological advances. The principles of humanistic learning are applied to achieve quality and meaningful learning outcomes. Curriculum development has become a crucial factor in enhancing the quality of midwifery education and research. Strengthening regulations in the development of midwifery policies has influenced the evolution of midwifery education curricula. This article aims to review the role of educational technology in developing humanistic character in the midwifery curriculum. The method used is a scoping review. Data were obtained from 9 articles accessed through the Google Scholar databases. The results of the study show that the role of educational technology in developing humanist character in the midwifery education curriculum includes flexibility and accessibility of learning, empowerment of social and emotional skills, simulation development and practical learning in a professional context, increased collaboration and student involvement, and providing direct feedback. In conclusion, the integration of technology into the midwifery education curriculum is an important step in preparing a generation of professionals who are not only technically skilled, but also have high moral character in facing future professional challenges.

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### ABSTRAK

Berbagai aspek kehidupan, termasuk pendidikan telah terpapar kemajuan teknologi. Prinsip-prinsip pembelajaran humanistik diterapkan untuk mencapai hasil pembelajaran berkualitas dan bermakna. Pengembangan kurikulum telah menjadi faktor yang berperan penting dalam meningkatkan kualitas pendidikan dan penelitian kebidanan. Penguatan regulasi dalam pengembangan kebijakan di bidang kebidanan telah mempengaruhi pengembangan kurikulum pendidikan bidan. Artikel ini bertujuan untuk meninjau peran teknologi pendidikan dalam pengembangan karakter humanis pada kurikulum kebidanan. Metode yang digunakan adalah scoping review. Data diperoleh dari 9 artikel yang diakses melalui database google scholar. Hasil penelitian menunjukkan peran teknologi pendidikan dalam pengembangan karakter humanis pada kurikulum pendidikan kebidanan meliputi fleksibilitas dan aksesibilitas pembelajaran, pemberdayaan keterampilan sosial dan emosional, pengembangan simulasi dan pembelajaran praktis dalam konteks profesional, peningkatan kolaborasi dan keterlibatan peserta didik, dan pemberian umpan balik secara langsung. Kesimpulannya, integrasi teknologi dalam kurikulum pendidikan kebidanan merupakan langkah penting dalam mempersiapkan generasi profesional yang selain terampil secara teknis, juga berkarakter moral yang tinggi dalam menghadapi tantangan profesi di masa depan.

**Kata Kunci:** karakter humanis; kurikulum; teknologi pendidikan

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## **INTRODUCTION**

Technological advances have impacted every aspect of life, including the field of education (Niyarci, 2022). The principles of Ki Hajar Dewantara Education that have been applied in the modern context seem relevant to the challenges in the 21st century where future generations are required to have a high sense of social responsibility in addition to being intellectually intelligent. The Ki Hajar Dewantara Education Principles focus on holistic education, which includes cognitive, affective, and psychomotor aspects (Hasibuan *et al.*, 2024). Holistic education aims to ensure that students develop not only in the academic field, but also in their emotional and social aspects, which is important in forming a complete and balanced personality (Fitrah *et al.*, 2024). Of course, this is also in line with the function of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

The digital era provides easy access to the online learning process and digital-based educational resources. In this case, students will get information and materials taught from various places, and make the teaching process more flexible because it can adjust to the needs of each student (Noi & Lukum, 2024). While it offers a wide range of benefits, the digital era also brings challenges, such as privacy, security, and accessibility (Muzakky *et al.*, 2023). Ever-advancing technology has encouraged individuals to learn and learn, adapt and interact with the outside world, foster new opportunities, and highlight changes in daily life (Noi & Lukum, 2024).

The use of information technology in the education sector also plays a significant role in increasing the scope and effectiveness of the learning process. The dissemination of educational materials that emphasize humanist values can be done using online learning platforms and social media (Zumrud, 2024). Humanism education emphasizes more on an approach that prioritizes humanitarian and communication aspects, where its application can be an important bridge in the formation of students' character (Fitrah *et al.*, 2024). UNESCO affirms that true education is rooted in the concept of learning, which is reflected through the four pillars of education: *Learning to know, Learning to do, Learning to live together, and Learning to be*. Each pillar reflects efforts to develop individuals holistically, including in intellectual aspects, practical skills, social relationships, and spiritual values (Handayani, 2023).

The midwifery education curriculum in Indonesia is structured based on integrated competencies, both horizontally and vertically, and focuses on midwifery care for individuals, families, and communities. The development of a midwifery curriculum is very important, because a curriculum that does not meet standards can graduate graduates who are incompetent and contrary to the needs of the job market, which has the potential to increase the unemployment rate (Susanti, 2021). In the era of globalization where various fields of technology and science are advancing rapidly, awareness of basic human identity remains fundamental and very important, depending on the understanding of the individual himself (Purwosaputro & Sutono, 2021).

Rapid changes in society demand individuals to adapt and deep learning is the solution to meet those demands (Al Akhyar, 2024). However, this rapid change brings one of the

challenges, namely the individualistic character of individuals who tend to be individualistic which is further strengthened by the presence of social media and technology. Conventional character education emphasizes values such as cooperation and empathy, but the digital era tends to foster excessive individualistic attitudes (Hasan *et al.*, 2024). Technology plays an important role in equipping obstetric students with better knowledge and skills and fostering their clinical practice readiness in maternal and child health care.

Six articles concluded that technology affects the improvement of knowledge, ten articles stated that technology can improve students' skills, and four articles stated that technology can improve students' clinical readiness (Ladjar & Susanti, 2024). Other research shows the importance of curriculum implementation showing how the Rimba School curriculum is designed to create a holistic and contextual learning environment. The findings show that the educational methods used not only improve students' academic understanding, but also shape their morals and ethics, thus producing individuals with noble character and making a positive contribution to society (Muhtar *et al.*, 2024). Therefore, this study aims to review the role of educational technology in the development of humanist characters in the midwifery curriculum. This research can be a source for future research related to the midwifery education curriculum that answers other, more complex challenges.

## **LITERATURE REVIEW**

### **Educational Technology**

Educational technology refers to the systematic application of technological resources and processes in accordance with teaching activities, with the main goal of increasing the effectiveness of student performance. This process includes an approach to identifying student needs, integrating technology into teaching methods, and monitoring learning progress (Cholilah *et al.*, 2023). Educational technology can be integrated into most subjects with consideration of the different age levels of students. The great potential of educational technology lies in its ability to improve the learning process and make it easier to design curriculum and choose efficient and effective teaching strategies. Educational technology also contributes to improving the efficiency of the education sector, by formulating new approaches tailored to the needs of students. The concept of technology application and education has grown positively into a *Society 5.0* model that can overcome challenges continuously. In the *era of Society 5.0*, society increasingly emphasizes the role of the system replaced by human contribution in supporting educational activities (Subandowo, 2022).

### **Humanist Character Development**

The importance of cognitive and affective processes in learning is a characteristic of the philosophy of humanist education. The theory of humanism integrates human potential and opportunity to enable them to make choices and organize their lives independently. A meaningful teaching and learning process can be achieved through the application of humanistic learning principles, which include aspects of learning, self-motivation, independent learning, *mood building*, and affective aspects. The principles of humanism,

which include empowering students, holistic self-development, socialization, character education, and lifelong learning processes, are the reference for curriculum design, learning methods, evaluation processes, and fostering an inclusive educational environment. Through this approach, students are expected to become individuals who are active in the teaching and learning process, focus on developing potential holistically, be able to socialize, form good character, and be enthusiastic about learning throughout life (Nahdiyah et al., 2023).

## **Midwifery Education Curriculum**

In improving the quality of education and the quality of research in the field of midwifery, it is highly dependent on a curriculum that is developed effectively. The process of developing the educational curriculum in midwifery is inseparable from the role of increasing the influence of regulations in formulating relevant laws and regulations in the field of midwifery. Cooperation in building good relationships with stakeholders including the government, non-governmental organizations, academics, United Nations agencies, professional associations, and donors has played a role in developing the professional competence of midwives. This collaboration aims to achieve common goals, namely the prevention and reduction of maternal and child mortality using the role of education, the formulation of laws, supporting guidelines and policies, as well as midwives placed in the field (Susanti, 2021).

The development and implementation of curriculum innovations in midwifery programs must be based on a framework that reflects the integration of evidence obtained from research and the expertise of curriculum managers. This aims to increase the feasibility and validity of the strategy implemented. The design of strategies for higher education institutions in maintaining and implementing innovations in the curriculum must be based on reactions and feedback between aspects of reality and existing empirical evidence. Higher education institutions need to examine in detail the challenges related to the implementation of the curriculum and propose an approach in accordance with the existing reality. The curriculum implementation process involves aspects that are implied in the midwifery education curriculum, namely midwifery services to clients as interprofessional communication by involving various health professions based on sympathy and empathy for patients (Susanti, 2021).

## **METHODS**

The method used is a *scoping review*. Data was obtained from articles accessed through the *Google Scholar database* which was considered the most complete according to the inclusion criteria of this article review. The analysis process consists of five steps outlined in the Arksey & O'Malley framework: 1) Drafting the research questions, 2) Identifying appropriate studies, 3) Selecting studies, 4) Mapping data, and 5) Collecting, summarizing, and reporting the results. The question prepared in this study is "What is the role of educational technology in the development of humanist character in the midwifery education curriculum?". The article search process refers to the *Population, Concept, and Context (PCC)* framework, with inclusion criteria that include articles that discuss the role of educational technology in the development of humanist characters in the higher education and midwifery curriculum, types

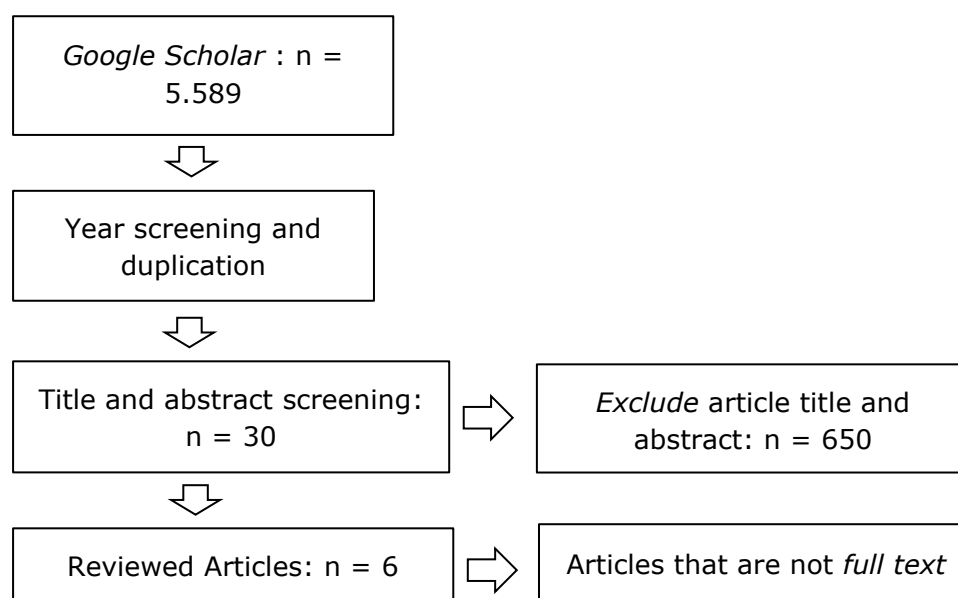
of original research, published between 2020 and 2024, and using Indonesian. Articles that do not fall under the inclusion criteria and are not fully accessible are excluded from this coverage review.

**Table 1.** PICO

| PICO Elements | Search Terms           |
|---------------|------------------------|
| Population    | Midwifery students     |
| Intervention  | Educational technology |
| Comparison    | -                      |
| Outcome       | Humanist character     |

*Source: Researcher Documentation, 2025*

At the stage of identifying relevant studies, the article search also refers to the PICO (*Population, Intervention, Comparison, Outcome*) framework (**Table 1**). Titles and abstracts are selected to eliminate irrelevant publications, and then proceed to read the full text of the study that fits the inclusion criteria. The collected data was analyzed by identifying the research theme or topic, research method, and results obtained from the research. Furthermore, the data is extracted and organized in a table based on relevant categories for easy further analysis. The following are the stages of study selection carried out (**Figure 1**).



**Figure 1.** Study Selection Diagram  
*Source: Researcher Documentation, 2025*

Based on the results of the literature search (**Figure 1**) through the *Google Scholar database*, 5,589 articles were found. After conducting a year of screening and duplication, 680 articles were obtained. Furthermore, screening was carried out based on titles and abstracts, and then 30 articles were selected. Furthermore, articles that are not *full-text* and irrelevant are removed so that 6 articles are reviewed.

## RESULTS AND DISCUSSION

Based on the data in **Table 2** with 6 articles using a qualitative study design, it was found that the role of educational technology in the development of students' humanist character is relevant to the midwifery education curriculum in higher education.

**Table 2.** Article data abstraction

| Author and Year                 | Title   | Study Design | Content  |
|---------------------------------|---|--------------|--|
| (Taufik, 2023)                  | Innovation in Educational Curriculum Development in the Perspective of a Humanistic Curriculum              | Qualitative  | The humanistic curriculum has several general characteristics, including: integralistic, non-authoritative teacher roles, cooperative learning processes, and learning evaluations that do not have achievement criteria.  |
| (Khumaini <i>et al.</i> , 2022) | Islamic Education Curriculum Development Policy: Curriculum and Humanistic Approach in the Digital Era      | Qualitative  | Currently, referring to the digital era, there is a goal of a humanistic-based curriculum that seeks to realize students playing a role as subjects in the teaching-learning process, helping students get their character and talents, students are directed so that they are aware of their social environment, and wise in using technology while still playing the role of social beings.  |
| (Maulana & Insaniyah, 2023)     | Integration of Humanist Values in Multicultural Education Curriculum: Challenges and Opportunities          | Kualitatif   | <p>Nilai-nilai humanis adalah seperangkat prinsip dan karakteristik yang menekankan martabat, kemanusiaan, empati, dan perasaan hormat terhadap individu.</p> <p>Salah satu novelti pada artikel ini yaitu di mana teknologi dapat digunakan untuk mendukung pelatihan guru dan penerapan pendekatan multikultural humanis dalam pengajaran. Teknologi dapat memberikan akses ke sumber daya beragam dan mendukung kolaborasi antarbudaya.</p>                 |
| (Ekaputri <i>et al.</i> , 2024) | Menggali Peran Filsafat Pendidikan Dalam Membentuk Karakter Peserta Didik Pada Kurikulum Merdeka Tahun 2024 | Qualitative  | The philosophy of education is the basis for studying the goals of education, choosing effective teaching methods, and applying moral principles to the teaching process. The Merdeka Curriculum supports an active, creative, and student-centered teaching and learning process that follows pragmatic principles in educational philosophy. Education helps learners become individuals with noble, environmentally friendly, and responsible personalities |



| Author and Year                | Title  | Study Design | Content  |
|--------------------------------|--|--------------|--|
|                                |  |              | by integrating moral principles into the curriculum.<br>One of the implications of the philosophy of education is its relevance to the digital era.  |
| (Mokalu <i>et al.</i> , 2022)  | The Relationship of Learning Theory with Educational Technology  | Qualitative  | In humanistic-based learning theory, the teaching process must be centered on the individual himself as a human being. Although it focuses on the importance of the content of the learning process, realistically the theory discusses education and the most ideal learning process. Educational technology and learning theory are the units needed in the learning flow, so that students' interests are centered on the teaching and learning process delivered by educators. |
| (Hujaeri <i>et al.</i> , 2025) | Evaluation of the Role of Independent Learning in Preparing the Golden Generation 2045 through Character Education | Qualitative  | There are challenges in infrastructure and teacher training in implementing character- and technology-based education policies. However, Merdeka Belajar has the potential to strengthen the character of students with a project- and technology-based approach, so as to create a generation that is not only intelligent in the academic field, but also has integrity and is ready to face global challenges.  |

Source: Research, 2025

The roles discussed in these articles in **Table 2** include flexibility and accessibility (Khumaini *et al.*, 2022; Maulana & Insaniyah, 2023), empowerment of social and emotional skills (Mokalu *et al.*, 2022; Ekaputri *et al.*, 2024), simulation Development and Practical Learning (Taufik, 2023), increased collaboration and engagement of learners (Hujaeri *et al.*, 2025), and the provision of direct feedback.

### The Essence of Education as Humanization

Education as humanization has the main focus on humanizing students, meaning that education must develop human potential in moral, social, and intellectual aspects, not only in terms of academic knowledge. Education seeks to produce individuals who are able to respect human dignity, both themselves and others, and are able to contribute positively to society (Barkah & Robandi, 2024).

An educational curriculum based on humanization plays a role in the formation of moral attitudes and values, including responsibility, honesty, and integrity (Mokalu *et al.*, 2022).

One example of its implementation is through character development in a curriculum that prioritizes value-based learning and strengthening social skills (Hujaeri *et al.*, 2025). In the midst of the challenges of globalization and rapid technological development, humanistic education is important to maintain a balance between technical skills and the formation of moral character, with the hope that students can develop into individuals who are not only intelligent but also virtuous (Khumaini *et al.*, 2022; Taufik, 2023).

### **The Essence of Educational Technology**

The essence of educational technology lies in its ability to modernize and augment learning experiences, allowing for more flexible and inclusive teaching and learning methods (Mokalu *et al.*, 2022). Educational technology, through the use of hardware and software, provides links to a wider range of educational resources, bringing learning materials closer to learners in a variety of locations and social conditions (Khumaini *et al.*, 2022). Learning can be more interactive and competency-based by using technology, this is also very useful in preparing students to understand clinical concepts and skills in a more practical and applicable manner (Rosyiddin *et al.*, 2023; Taufik, 2023).

### **The Utilization of Educational Technology in the Development of Humanist Character of Students**

Supporting Individual Empowerment as Learners through Learning Flexibility and Accessibility: Technology provides opportunities for learners to access the material from the learning process flexibly, anytime and anywhere. This allows learners to learn at a pace tailored to their needs. Digital *platforms* such as *Learning Management Systems* (LMS) and educational applications make learning more personalized, so that students can have relevant and meaningful experiences. This is important in forming a humanist character, where learners feel empowered to manage their time and the way they learn (Khumaini *et al.*, 2022; Taufik, 2023). As an example of the application of technology in midwifery education, there is research that emphasizes the importance of *Virtual Reality* (VR) as one of the technological and evidence-based media to improve learning abilities in the midwifery curriculum. Analysis of various studies shows that VR assessment from quantitative, to qualitative research can increase learning capacity in midwifery education. This shows that VR can be well implemented in midwifery education, but it can also develop the evaluation and practice of midwifery students (Kusteja *et al.*, 2024). This also provides opportunities for the implementation of other similar technologies so that the learning experience obtained can be further improved, as well as become an interesting and innovative learning method concept (Hasannah *et al.*, 2024).

Social and Emotional Skills Empowerment: Educational technology, including the use of digital learning platforms and social media, not only teaches technical skills, but also develops learners' social and emotional skills. Educational applications often facilitate learning that is based on collaboration and interaction, allowing learners to learn about empathy, effective communication, and tolerance (Mokalu *et al.*, 2022). Effective communication is important to achieve the goals of service in the world of health, especially in midwifery. Effective communication is able to produce a change in attitude because it



successfully conveys the message in a clear, precise, and efficient way, so that the message can be received and understood well. This certainly plays an important role in shaping character, because students not only learn to understand academic concepts but also social values for life together/community (Mokalu *et al.*, 2022).

**Development of Simulation and Practical Learning in a Professional Context:** Simulation is a learning method that provides real experience to students in cognitive, psychomotor, and affective aspects, and functions as a means to support the learning process. In the context of midwifery education, simulations are used to represent midwifery cases that are close to real conditions, by displaying the main characteristics of the situation and environment, but still prioritizing safety and safety aspects. Technology allows for the development of simulations that are close to real-life experiences in the context of practical education. The use of digital simulations helps students understand the technical and emotional aspects of their profession. Technology provides the opportunity to practice in safe and controlled situations, which contributes to the formation of a responsible and empathetic character towards others. This is very important in the context of building a humanist character that includes empathy and a sense of responsibility towards the profession (Taufik, 2023).

**Increased Collaboration and Student Engagement:** The results of the study stated that midwifery students showed high readiness in participating in *Interprofessional Education* (IPE) learning which aims to build cooperation in solving patient problems. This learning provides benefits in understanding the limitations of roles between professions, improving communication skills, teamwork skills, and collaboration through activities in small learning groups (Susanti *et al.*, 2025). Technology improves collaboration between students. For example, a learning platform allows learners to work together on completing assignments or projects from different locations. This transforms learning into a more collaboration-based process, where learners learn to solve problems together and reinforce values such as solidarity and a sense of responsibility. Technology-based learning also provides learners with opportunities to share ideas, work in teams, and collaborate which reinforces the social and emotional aspects of their character development. Technology supports access to resources, collaboration tools, and communication, all of which reinforce project-based learning that emphasizes moral values (Hujaeri *et al.*, 2025).

**Giving Feedback in a Direct Manner:** Among the great advantages of technology in education is the ability to provide direct feedback. In technology-based learning, learners can receive feedback instantly after completing an assignment or exam which allows them to immediately understand their mistakes and correct them. This feedback is essential in character development, as it helps learners develop self-awareness, improve the reflection process, and improve their skills on an ongoing basis. This process not only improves their academic understanding, but also reinforces a sense of personal responsibility for their learning (Mustoip *et al.*, 2023).

## **Discussion**

Humanist values encourage attention to human rights, acceptance of cultural differences, tolerance of different views, and self-awareness of the personal values that underlie interactions with others. The application of humanist values aims to create a more inclusive,

harmonious, and civilized society (Maulana & Insaniyah, 2023). According to a humanistic-based curriculum, education aims to build a personality that is related to ideal states of integrity, autonomy, and personality development (Taufik, 2023). The application of moral values in technology-based curriculum provides a comprehensive and appropriate approach in the formation of students' character. The approach facilitates the involvement of learners in ethical discussions, moral reflection, as well as practical experiences that encourage increased growth of their character. Thus, the application of moral values in the technology-based curriculum is a sustainable and relevant strategy to ensure the development of students' character in line with technological advances (Qowim *et al.*, 2024).

Educational technology contributes several important roles in the process of achieving quality education, including: 1) providing educational facilities by organizing, developing, utilizing, managing, and reviewing educational resources; 2) as a means of solving educational challenges by creating comprehensive education; 3) utilizing technology in developing work efficiency and productivity; 4) providing alternative solutions to the challenges of the learning process; and 5) opportunities for new approaches in teaching and education to address current challenges. This opinion is in line with that conveyed by Erich Smith and Jaren Cohen, who identified seven positive benefits of technology, namely: 1) reducing complex barriers, such as limited learning and economic opportunities; 2) improve real-world efficiency through more widely developed digital accessibility; 3) expanding access to and use of information that continues to evolve over time; 4) improving the ability to collect and utilize data as an indicator of program success; 5) efficiency of daily tasks that are considered normal for the community; 6) facilitate the process of communication about important matters in the individual's daily life; and 7) supporting novelty and expanding business opportunities (Sihotang, 2021).

In addition to educational technology, teaching staff have an important role in integrating professionalism into the curriculum and teaching. Teachers also help students internalize behavior through daily interactions and actions. This will shape the ethical behavior of learners and support their transformation into competent and ethical health practitioners (Aprianti *et al.*, 2024).

Educational technology is the structured use of various processes and technological resources tailored to learning activities, this has the main goal of optimizing student learning outcomes. Online learning provides flexibility, but it also presents challenges related to direct interaction between teachers and learners, as well as limitations in the development of practical skills (Mokalu *et al.*, 2022). In midwifery, the limitation of physical interaction can affect students' ability to master clinical skills that require hands-on practice, so technology must be used to create simulations that are close to real conditions. Moreover, with the application of learning that is increasingly dependent on technology, technology is no longer an obstacle, but an opportunity to create an education that gives students and educators the freedom to take part in the rapid changes of an ever-evolving industry. Therefore, technology makes a great contribution in creating equal opportunities and spaces for educators as well as students for learning activities because technology functions as a way to provide new knowledge for humans (Mokalu *et al.*, 2022).

Education as humanization has the main focus on humanizing students, meaning that education must develop human potential in moral, social, and intellectual aspects, not only

in terms of academic knowledge. The root of the goals of a humanistic-based curriculum is the individual character that will be directed by the education or curriculum. The stage in organizing it is to use a value clarification model. Opinions about the curriculum design are the goals (development of students' personality traits), the source of goals (value education), the characteristics of students (unique personalities), and the nature of the learning process (*value clarification*). The main characteristics of curriculum design based on a humanistic approach include an emphasis on individual personality, personal experience, and the development of self-potential (Amalia, 2024). Values such as integrity, sense of responsibility, collaboration, care, discipline, and social empathy play a crucial role in character education (Hujaeri et al., 2025).

## CONCLUSION

The integration of educational technology plays an important role in the development of students' humanistic character, especially in creating a more personalized and interactive learning experience. In addition to providing opportunities to be able to carry out the learning process through a more relevant and meaningful process, educational technology, through the use of various digital tools, software, and online resources, allows for more flexible, interactive, and competency-based education in improving the learning experience of students. The use of technology in the midwifery education curriculum can enrich the learning process, provide practical simulations, and develop clinical skills that are critical for students. This allows students or learners to not only master technical skills, but also develop empathy and communication skills that are important in providing humanistic health care. Therefore, the integration of technology in the midwifery education curriculum is an important step in preparing a generation of professionals who are not only technically skilled, but also have qualified moral character when dealing with professional challenges in the future. Further research can be conducted related to the challenges of digital technology implementation in strengthening interprofessional communication as a form of collaboration in the field of midwifery.

## AUTHOR'S NOTE

There is no conflict of interest regarding the publication of this article and the author declares that the content and data in the article are free from plagiarism.

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