



Implementation of Abraham Maslow's Humanistic Learning Theory in the Learning Process

Abdul Rahman¹, Nurfarida Deliani¹, Juliana Batubara¹, Rahmat², Samsurizal³, M. Hidayat Ediz⁴

¹Universitas Islam Negeri Imam Bonjol Padang, Padang, Indonesia

²STAI Pengembangan Ilmu Al-Quran Sumatera Barat, Indonesia

³STAI Balaiselasa YPPTI Pesisir Selatan Sumatera Barat, Indonesia

⁴STAI Solok Nan Indah, Indonesia

✉ Rahman.der29082000@gmail.com *

Abstract

This research aims to examine the implementation of Abraham Maslow's humanistic learning theory in the learning process. The method used in this research is the Systematic Literature Review (SLR) method. This research data uses the main source of information by analyzing documents related to Abraham Maslow's Humanistic learning theory in the learning process. The research results show that the implementation of Abraham Maslow's humanistic learning theory is very relevant to the learning process where there are five human needs that can be applied in the learning process, namely: first, physiological needs where parents must pay attention to children starting from nutrition and other needs because this will relate to development a child; second, the need for safety and security where educators such as parents and teachers must provide a sense of security and safety for children; third, the need to be loved and loved, where the need to love and have someone, parents must create good closeness to their children and a teacher must provide motivation; fourth, the need to be respected. In the learning process, every effort made by students should be respected and the attitude must be equal to all children and there should be no favoritism between students because each child has their own strengths; fifth, the need to increase self-actualization where in implementing humanistic learning theory students are given the opportunity to actualize themselves according to their talents and interests.

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INTRODUCTION

Learning is an effort to change a person's personality, by learning it can also make someone from not knowing to knowing. This is also the same as what Utami said, Learning is an effort process carried out by individuals in order to obtain a new change in behavior as a whole, as part of from the results of his experience in interacting with his environment (Utami, 2020; Utami et al., 2020; Putro et al., 2020).

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The learning process is the empowerment of students which is achieved through interaction between teachers and students, both in the classroom and outside the classroom. Therefore, the focus is not just gaining knowledge about the material, but also internalizing the values taught so that they can be applied in everyday life. Humanistic education is important for all teachers to understand so that teacher-student interaction patterns run well (Zaifullah et al., 2021; Fitrah 2022). In the world of education, there are many facts about teachers' attitudes that are not humanistic. Teachers still treat students like robots, not giving them the opportunity to maximize their potential. Many teachers still blindly demand that their students follow the rules. such as assigning a large number of assignments and homework every day, which does not take into account study time. The doctrine of exonerating teachers. Students will be punished or punished even if they make mistakes or do not complete assignments. This has become a habit for most teachers when implementing learning in schools (Aryanti et al., 2022; Sultani et al., 2023; Mawardi & Sabarudin, 2023).

Inhumane treatment of children is still a problem for teachers and education providers in Indonesia. Teachers still commit violence against their students and burden them with heavy tasks, so ideas arise regarding how to follow up on this (Faisol, 2021; Efendi et al., 2022). In general, the idea of learning is always associated with the field of psychology. Furthermore, discussing learning issues also means discussing the human figure. This shows that there are several areas that need attention. Cognitive, affective, and psychomotor are these three domains. The existence of a learning theory is also needed to support learning. Four groups or schools of learning theory generally consist of: i) Behavioristic Learning Theory, ii) Cognitive Learning Theory, iii) Constructivist Learning Theory, and iv) Humanistic Learning Theory (Nast & Yarni, 2019).

Of the four theories, they have their own characteristics, where behavioristic learning theory places more emphasis on behavior and cognitive learning theory places more emphasis on intellectuals, while humanistic learning theory places more emphasis on a person's way of learning, where it places more emphasis on feelings of comfort or humanism, so humanistic theory tries to making humans fully aware of changes in the universe and themselves. According to humanistic education, every human being has the same nature as Allah SWT's creatures. Humanistic education sees humans as humanitarian philosophically, so that the educational paradigm believes that the pragmatic value of technology cannot eliminate humanity and interests. to protect students from the negative effects of technology and make human life conditions safe and conducive (Anidar, 2017; Ismail & Mudjiran, 2019). Based on the description above, the author considers that in the learning process there is a need to implement humanistic learning theory in creating a humanistic learning process environment between educators and students to create human beings, so the research aims to examine the implementation of Abraham Maslow's humanistic learning theory in the learning process.

METHODS

The method used in this research is method *Systematic literature review* (SLR) (Triandini et al., 2019; Afsari et al., 2021; Gucandra et al., 2021; Nova et al., 2022; Rahmi et al., 2023), which aims to map previous research on Abraham's humanistic learning theory Maslow in the learning process. This is aimed at understanding how to implement Abraham Maslow's humanistic learning theory in the learning process. Systematic Literature Review (SLR) is a type of literature review that has developed rapidly in recent years. and interpret all available evidence related to a particular research question in an unbiased and repeatable manner (Latifah & Ritonga, 2020; Hakam et al., 2023). This research data was taken from 20 December 2023 to 31

December 2023 from the Google Scholar database. Researchers use Google Scholar as the main source of information because it is considered to have wider coverage than other indexes. In this study, researchers analyzed documents related to Abraham Maslow's learning theory in shaping children's character which were collected using the Zotero application (Rahardiansyah et al., 2022; Rahman et al., 2023). Researchers collected data by searching for journal articles with the keywords "Abraham Maslow's learning theory" OR "humanistic learning theory" OR "implementation of humanistic learning theory" OR "education" in the Google Scholar database and stored in the Zotero application.

RESULT AND DISCUSSION

Humanistic Learning Theory

Humanistic learning theory was first proposed in the 1940s by social workers, counselors, and clinical psychologists as a result of research on the learning process. Humanistic educational psychology only emerged in the 1960-1970s (Umam, 2019). The word humanistic comes from the word human which means human, then was absorbed into the word humanism which means humanity. Adherents of humanism are often called humanists. Humanistic is viewing humans as humans, meaning living creatures created by God with certain traits. As a living creature, he must live, maintain and develop his life with the potential he has (Mujib & Suyadi, 2020). Humanistic theory argues that learning must begin and be aimed at humanizing humans. This learning theory talks more about educational concepts to form the ideal human being and about the learning process in its most ideal form. In other words, this theory is more interested in understanding the learning process in its most ideal form rather than understanding the learning process as it really is, as studied by other learning theories (Aradea & Harapan, 2019; Manik et al 2022). Humanistic theory argues that any learning theory can be used because the aim is to humanize humans, namely to achieve optimal self-actualization, self-understanding and self-realization of the individual learning. With an understanding of idealized learning, humanistic theory can be applied to any learning theory that has the aim of humanizing humans. This makes humanistic theory very flexible (Asikin, 2016; Hestiana, 2021).

Educators as facilitators in humanistic psychology Educators are humane people who understand how students learn and their attitudes. Educators encourage students to develop according to their intellectual abilities. Although teachers do not burden students in the learning process, they teach them positive and negative values or behavior. According to the Humanist Learning Theory, students are given the opportunity to increase their potential in terms of their intelligence and talents. People can be responsible for their choices to carry out positive and negative actions in their lives; positive actions are used to improve themselves and identify their best potential (Widiandari & Hamami, 2022; Sasmita & Wantini, 2023).

Humanistic theory seeks to make humans fully aware of changes in the universe and themselves. According to humanistic education, every human being has the same nature as Allah SWT's creatures. Humanistic education sees humans as humanitarian philosophically, so that the educational paradigm believes that the pragmatic value of technology cannot eliminate humanity and interests. to protect students from the negative effects of technology and make human life conditions safe and conducive (Aisyah & Muhimmah, 2023; Rahmah et al., 2023). The humanistic concept teaches humans that a teacher must have a deep sense of humanity towards his students during the learning process. Eliminates feelings of selfishness, authoritarianism and individualism and does not intentionally force the person we are talking to to understand or be involved in our conversation.

Humanistic education views humans as creatures created by God who have certain features to develop optimally (Wulandari, 2023).

Abraham Maslow's Learning Theory

Abraham Maslow was born in 1908 in New York and died in 1970. The hierarchy of needs, or Maslow's theory, is the most famous. This theory applies to all fields of science, including education. Abraham Maslow is considered the creator of humanistic psychology, which combines elements of psychoanalytic psychology and behavioral psychology (Bagas, 2020). According to Maslow, people behave to fulfill their needs in a hierarchical manner. Everyone has various feelings of fear, such as being afraid to do something or change, afraid to take a chance, or afraid of what they already have. However, a person is also encouraged to be better, be unique, use all their abilities, be confident when facing the outside world, and accept themselves. Maslow created a hierarchy of human needs like a pyramid, which explains the motivation or basic needs that drive a person (Insani, 2019; Jauhari & Karyono, 2022).

The hierarchy of needs is as follows: 1) Physiological needs 2) Needs to feel safe, comfortable and at ease 3) Needs to be loved and cherished 4) Needs to be appreciated 5) Needs for self-actualization. Hierarchy of a person's needs according to Abraham Maslow: First, physiological needs. The most basic needs are the needs that must be met first and are the most urgent because they are directly related to human biological maintenance and survival. These include the needs for food, water, sleep, a place to live, sex, and freedom from pain. The second need is to feel safe, comfortable and at ease. First level needs must be met before the next level needs arise. There is a need for safety, security and safety from the environment.

The third need is to be loved and cherished. The need to love and have someone encompass one to create intimacy or closeness with others, friendship, and support. Individuals will be motivated to establish emotional and affective relationships with other people, both of the same and opposite sex, both in the family and in society. The fourth is the need to be appreciated. Needs related to self-esteem are the need to gain respect and appreciation from oneself and also from others. A person must know that he is valuable and can overcome the various challenges that exist in his life. The fifth need for self-actualization. In self-actualization, a person has developed his overall potential and has fulfilled all his needs. This includes the need for beauty, truth, and justice according to one's desires and potential. If someone has reached this stage, he has become a complete human being and has the ability to fulfill needs that are never seen by other people (Sumantri & Ahmad, 2019).

Abraham Maslow's Learning Theory

The application of humanism theory emphasizes that students have the freedom to understand and acquire knowledge in their own way. In this theory, students are considered as learning subjects, and teachers function as facilitators of humanistic learning. In humanist learning, students are at the center of learning activities. It is hoped that students will become actors in interpreting their own learning experiences, so that they can discover and develop their own potential. They are also expected to be active in their learning process and participate actively in their learning process, rather than just receiving information from the teacher. The teacher's role is to help students by encouraging them to learn and using learning strategies that make them actively involved in the learning process. According to Sadullah, several processes that are usually carried out in humanist theory are as follows: a. Explain learning objectives; b. Increase active participation of students; c. Encouraging them to think critically and interpret the learning process independently; d. Encourage them to freely express their opinions and choose what they want; f. Teachers accept and understand students' thoughts, do not judge normatively, and encourage students to be responsible for all risks related to their

actions or learning processes; g. Provide opportunities for students to progress at their own pace; h. Evaluation is given independently based on student learning outcomes (Syarifuddin, 2022).

Maslow's theory is very relevant to the learning process. For example, teachers must pay attention to this theory during the teaching and learning process. If teachers have difficulty understanding why some students do not complete homework, experience dissatisfaction in class, or even have no desire to learn. Maslow said that teachers cannot blame children directly for these events. Instead, they must understand that there may be a process of inability to meet the child's needs known as the need to know and understand. It could be that children don't eat enough breakfast, don't sleep well at night, or there are personal or family problems that make them afraid (Boiliu et al., 2022). In implementing Abraham Maslow's Humanistic learning theory, the hierarchy theory can be implemented in the learning process, including: First, physiological needs. Parents as the first educators, even in Islam, are also called Al-Ummu madrasatul Ulla (Mother is the first madrasa). Children begin to learn about the world of education starting from their parents, from the time they are in the womb to the next stage of development. Parents are in charge of educating. In general, in this case, both psychomotor, cognitive and affective potential, apart from that, parents must also take care of the physical, starting from providing food and a decent living. And all of this is a complete burden and responsibility that must be borne by parents as mandated by Allah SWT (Nisa & Muhid, 2020).

And parents must also pay attention to their children's nutrition and other needs because this will relate to a child's development as much research on stunting concentrates on food intake, but more and more evidence has shown how important the natural and physical environment is. The interaction between the environment and nutrition, especially food insecurity, has long-term effects on cognitive, social-emotional development, and ultimately interferes with academic achievement (Widiyanto et al., 2019; Yafi et al., 2023). The second need is to feel safe, comfortable and at ease. After the first need, namely the fulfillment of physical ones such as adequate nutrition, what needs to be fulfilled after that is that educators such as parents and teachers must provide a sense of security and safety for children. The Quran also emphasizes that parents should be close to children, especially fathers. so that it makes the child comfortable in the family, but now many parents are busy with their work so that the child is looked after by a household assistant, if you look deeper it will make the child not feel safe and comfortable at home, they are looking for more attention outside the home. And now there are many cases where a teacher lets go when a child bullies another child, the teacher should be able to provide a sense of security and safety for the child as in the Quran it is explained about the prophet Abraham who gave a sense of security to his people, which we can see in Surah An-Nur verse 55 which means: *"And God has promised those who believe among you and do righteous deeds that He will make them powerful and indeed He will establish for them their religion which He is pleased with for them and He will truly replace (the situation) they after them in fear become safe forever. They still worship Me without associating anything with Me. And whoever (remains) disbelieving after that (promise), then those are the wicked"*.

Children who have built secure relationships with their parents or primary caregivers also usually find it easier to build secure relationships with their teachers as well. "When a child believes, he transfers his affection from parents to teachers," Balaban said. Children who have a sense of security tend to consider their teachers worthy of respect and love. Give personal and positive attention if the child still doesn't feel close to the teacher. Make sure the teacher always smiles and cares by taking a physical and mental (psychological) approach for a few minutes before returning to his duties (Mutmainnah, 2019; Diananda, 2020; Rahmad et al., 2021).

The third need is to be loved and cherished. During children's growth and development, they need attachment from parents, especially mothers, in different forms according to their age needs. This starts from babies and even from the womb to adolescence (Widyastuti, & Munthe, 2019; Pasaleron et al., 2023). The need to love and have someone encompass them to create closeness with others, friendship, and support. Parents must create a good closeness to their children and a teacher must provide motivation to students because motivation will make students enthusiastic about learning. In fact, Allah motivates people to want to learn as stated in Surah Al-Mujadilah verse 11 which means: "*Allah will elevate those who believe among you and those who are given knowledge to several degrees*" The fourth is the need to be appreciated. In the learning process, every effort made by students should be appreciated and the attitude must be equal to all children and there should be no favoritism between students because each child has their own strengths, so we as teachers can bring out the child's talents and interests. In psychological studies there is something called Multiple Intelligences, namely the awareness of educators that they treat all students with equal and special treatment during the educational development process. Almost all activities in the world require a combination of intelligence.

To be a good soccer player, a person must have high kinesthetic and interpersonal intelligence, as well as being a good piano player. In the film *Forrest Gump* teaches that everyone has their own destiny, and that behind a person's shortcomings there must be advantages that differentiate him from other people, this can be seen from the many schools that reject him because of his low IQ but thanks to his parents appreciating him, he makes him a great person. The fifth need for self-actualization. In implementing humanistic learning theory, students are given the opportunity to increase their potential in terms of their intelligence and talents and the teacher as a facilitator in supporting learning achievement where the teacher provides direction according to the student's strengths so that children can discover their respective talents and interests in several multiple intelligences.

CONCLUSION

Humanistic theory is a theory that is very relevant in the world of education. This theory really emphasizes how to humanize humans so that it can encourage the improvement of human quality and develop the potential of students. The concept of humanistic learning theory looks more at the personality development side of each individual with experiences in the surrounding environment which will result in changes. The teacher's role in humanistic learning is to be a facilitator for students. The application of humanism theory emphasizes that students have the freedom to understand and acquire knowledge in their own way. In this theory, students are considered as learning subjects, and teachers function as facilitators of humanistic learning. Maslow's theory is very relevant to the learning process. For example, teachers must pay attention to this theory during the teaching and learning process. If teachers have difficulty understanding why some students do not complete homework, experience dissatisfaction in class, or even have no desire to learn. The five human needs presented by Maslow that can be applied in learning are: Physiological needs, needs for safety and security, needs to be loved and cherished, needs to be appreciated, needs to increase self-actualization.

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