

# LEARNING THEORY ACCORDING TO HUMANISTIC PSYCHOLOGY AND ITS IMPLEMENTATION IN STUDENTS

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## ABSTRACT

This research describes learning theory according to Humanistic Psychology and its implementation. Through the application of library research or library research (study) methods, the implementation of this research begins with problem formulation, focus preparation, study and then reading various reference libraries sourced from e-journals and digital books by understanding and studying them seriously until reaching the writing and organizing process. material. The research results show that humanistic learning theory places great emphasis on the importance of the content of a series of learning activities. The aim of learning according to humanistic theory is to make people more humane. Students are expected to be independent, brave, and not constrained by other people's opinions. They are also expected to manage their personality responsibly while adhering to all rules, norms, discipline, and ethical standards. Thus, the integration of humanistic psychology into education can help students understand themselves as humans.

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## 1. INTRODUCTION

Learning is the activity of reading with a purpose. Learning is different from "ordinary reading" because learning is related to the need to carry out specific cognitive and procedural tasks. Exploring, acquiring, and understanding knowledge can also be described as learning. Many skills are helpful when studying. Most textbook definitions of learning describe a modification of behaviour brought about by experience. In this case, learning is seen as a function that maps experience into behaviour; this is essentially a fundamental functional definition of learning. In other words, the impact of experience on behaviour is how learning is defined (Lachman, 1997).

Knowledge is acquired and explored using reading, writing, speaking, and listening skills. Several different learning styles can be applied simultaneously when studying, namely visual, kinesthetic, auditory, active and passive learning styles. Each child has a unique combination of these learning styles. Theories of seeking knowledge and studies based on review or direction can be categorized into cognitive (reflex), behavioristic, humanistic, and social (Aunurrahman, 2018). Several theories regarding learning and studying must be recognized and explored by educators at all levels in order to create ideal students. The humanistic learning theory is one of the four theories the researcher wants to describe.

Humanistic theory emerged in the 1940s but began to be published at the end of the 1950s by psychology experts, some of whom were Abraham Maslow, Carl Rogers Clark Moustakas, and several other

experts (Mujahidah, 2021). This theory originates from the parallelism of psychology with personality theory. As a school of psychology, humanistic is relatively young, so its experts are constantly creating concepts that are in harmony with the world of psychological analysis so that it deepens the urgency of understanding, self-actualization and the good things related to humans. Then, as time moved, namely science and technology, humanistic theory was put into practice in the educational sphere, especially in formal and non-formal types, because it could better overcome existing problems.

Humanistic theory believes that a series of activities seeking knowledge must be initiated and directed towards the needs of humanism or humanizing humans (Sulaiman & S, 2021). Learning is limited to improving cognitive quality and a series of events within each student, including their environment. Therefore, the theory of studying humanistic knowledge rather than studying the psychology of learning is more intangible (abstract) and tends to study philosophy, temperament or character theory, and psychotherapy.

The focus of humanistic psychology is on the individuality of each person and considering the whole person. Humanistic psychology develops its theories from the existential premise that humans have free will and are driven to realize their potential and self-actualize. In the 1970s and 1980s, the influence of humanistic psychology grew. Three main areas can be used to understand the impact, namely: first, humanistic psychology provides a new set of principles to consider when trying to understand human nature and the human condition; second, providing a broader methodology for viewing human behaviour; third, providing a wider choice of superior techniques for psychotherapy practice (McLeod, 2023).

In order to achieve humanistic learning goals when studying, students should not be tied to the study program (curriculum) but rather to the teaching syllabus that matches or harmonizes with their conditions. This causes the direction of learning intentions to be more focused on disseminating knowledge content rather than the results. This article explores and provides in-depth insight into humanistic learning theory and places more emphasis on concrete applications than previous articles. So this can be used as a reference in developing a more effective and humane learning approach for students.

## 2. METHOD

The method applied by researchers in this research is library research or library research (study). This research was carried out through collecting library data from e-journals which can be searched on the Sinta website, Google Scholar, and Google Books or digital books. This research starts from formulating the problem, preparing the focus, reviewing and then reading various reference literature by understanding and studying them seriously until reaching the process of writing and organizing the material.

After all the library data has been combined, a critical and intensive analysis is carried out regarding various meanings regarding emergence, the characters, and the basic concepts of learning theory according to humanistic psychology theory, as well as their applications. This is useful to support literature that can be evidence of learning theory according to humanistic psychology and its implementation with students. This article is arranged sequentially starting from a general review of the definition of humanistic psychology theory, its relationship to learning, then the basic concepts of learning theory according to humanistic psychology along with figures, implementation for students in the learning process, as well as strengths and weaknesses. This is done to clarify the reader's picture of the subsequent discussion.

## 3. RESULT & DISCUSSION

### 3.1. Humanistic Psychological Theory

The beginning of the psychological theory of humanism was in 1940, which coincided with the emergence of a new understanding. Anyone involved in psychology contributed to the development of this theory. For example, counsellors, social workers, and psychologists in clinics are not the result of research on learning activities. The humanistic, external, perceptual, and phenomenological psychology movements developed from this theory and were later introduced. This psychological theory aims to understand a person's behaviour from a behavioural perspective, not an observer's. Herpratiwi also believes that the issue of how each person is influenced and led is central to humanistic psychological theory (Sulaiman & S, 2021). Following Maslow's opinion, humans have a hierarchy of needs from physical and spiritual needs that demand fulfilment. If all of this has been fulfilled, they will feel safe, as if their health needs are protected from danger.

Students can understand the environment around them and recognize themselves if they want to apply humanistic psychology theory (Dahar, 2011) successfully. In addition, this psychological theory tends to identify or understand learning behaviour from the perpetrator's perspective rather than from the observer's perspective. Apart from that, one of the duties or roles of teachers is to help students realize their potential. To do this, learners must first help each student recognize their value as human beings.

Meanwhile, according to (Aradea and Harapan, 2019), humanistic psychological theory is a theory that emphasizes educators to look at higher needs and also design education and learning curricula to meet the needs of students. Both assume that humans have the will to develop into something better through this psychological theory, which includes the ability to recognize one's identity, freedom to determine one's fate, and freedom and responsibility as essential elements of search. Hazam B Uno believes that humanistic psychological theory is an individual's self-development, which arises based on the uniqueness of each individual and focuses on how and what the individual will become in the future. This psychological theory, which focuses on understanding learning behaviour from the perspective of the perpetrator, not the observer, can help students discover and use their own lives (Nursikin, 2016).

Humanistic psychological theory is a psychological learning theory that focuses on humans' capacity to recognize themselves and discover their talents based on various psychological definitions offered by several experts. In addition, this theory places greater emphasis on understanding learning behaviour from the perspective of the perpetrator rather than the observer. This theory also includes the capacity to develop oneself through virtue, which is crucial in education.

### 3.2. Humanistic Psychology in Learning

Dasmita, in her book "Psychology of Student Development: A Guide for Parents and Teachers in Understanding the Psychology of Elementary, middle and High School children", explains that humanistic theory emphasizes the importance of subjective and self-directed conscious experience. According to proponents of humanistic theory, learning must begin and end with the individual. The content of the series of learning activities is emphasized in theory. However, this theory tends to lead to ideal education and learning processes. In other words, this theory is more interested in learning in its purest form rather than the learning that occurs, which we usually see in everyday life. For Dr. Hamzah B Uno, to achieve self-actualization and other goals, "humanizing humans" is a goal that can be achieved using any theory (Mokalu et al., 2022).

Humanistic psychology focuses on human experience, individual development, progress, and self-actualization. When this is applied in learning, the focus will be on holistic individual development, recognizing their unique personal needs, motivations and potential (Stangor & Walinga, 2014). Likewise, in the view of McKenna (1995), education aims to facilitate the development of students to achieve self-actualization. This aligns with the humanistic psychology theory in learning, which shifts the focus and guide from the previous classroom to educators (teachers) so that considering their students is the key to the learning process. Humanism in learning is crucial because apart from focusing on psychological conditions, using students as the key to learning can help prepare optimal learning conditions, optimize abilities, creativity and the growth of their critical thinking.

Technology in education can use learning theory to analyse a series of events seen from how students learn personally (Irham & Wiyani, 2013). By establishing effective classroom procedures, learning theory can also develop scientific learning principles that can be used in the classroom. Applying learning materials that prioritize the development of students' personalities, both in terms of behaviour and the development of superior cognitive structures, also benefits teachers' use of learning theories. This helps students realize their full potential and become independent and creative in all aspects of their development (Suratmi & Salamah, 2018).

Furthermore, a holistic approach to the entire student's personality, including feelings (emotional) and social and cognitive aspects in learning, which adheres to humanistic psychology, has several technical applications. One is an approach with individual students as the centre (student-centred approach), allowing them to guide their learning process based on their interests and needs (Gandhi & Mukherji, 2023). In the learning process in class, students are allowed to be intensely active (Khatib et al., 2013). Educators must be aware of, provide space for and respect their students as independent thinkers with diverse grasping powers and skills, such as those more inclined towards analytical activities, concluding or interpreting something, and harmonizing or evaluating their subject matter.

### 3.3. Basic Concepts of Learning Theory According to Humanistic Psychology

An explanation of the world of education or knowledge that must implement basic humanistic foundations so that in its implementation it must humanize its students, always with a holistic unity, proposed by the theory of humanism. This concept is anticipated so that all designed elements related to education in all places and levels become diverse and more colorful. Humanism theory has characteristics that prioritize the idea of humanizing humans, in line with humanist education. The event of ongoing education or humanism studies itself has the interpretation that when the learning process occurs it is based on the capability to research and develop all abilities, not just an increase in intelligence (Muali, 2017).

In essence, each student has his own learning tempo. Learning success can be achieved if the process and results produce students who are aware of their personality and environment. This means that there is no requirement for a study time limit in order to capture the material as desired. However, it focuses more on the meaning or purpose of the material learning process so that a complete human being is realized (Utami, 2020).

Following humanistic theory, study or seeking knowledge must begin and be directed at the need to humanize humans, namely for achievements related to actualization, understanding and self-realization of the best learning. In fact, this theory is noetic (abstract) and close to philosophical studies, however, according to the previous thing, the nature of this theory is eclectic, making the whole theory useful for humanizing humans (Andalas, 2020). Not a few topics regarding concepts are also discussed in it. One of the essential concepts in humanist learning theory is the ability of students to guide their own attitudes when learning or self-regulated learning in terms of learning materials and level limits, as well as time and how they use it. Students can also provide encouragement for themselves when learning, not just as passive participants. In addition, they can measure the value of the benefits of studying this knowledge for each individual.

Humanists hold the view that learning has a role, namely a process for each individual that includes all domains related to cognition, feelings (emotive), and something related to physical activity that links mental and psychological reactions (Rahmasari, 2012). So it can also be interpreted that the series of learning processes for the approach focuses on the essence of feelings, openness of interaction, and the values of each student. The direction of the learning method is more on the ability to hone the human values being taught.

Sumanto (Abdah, 2019) provides an opinion regarding the aim of humanistic theory in aiming at the spirit when seeking knowledge, which gives colour to the ways of applying it. Educators provide knowledge facilities to seek knowledge and accompany their students to achieve educational goals. Students are the main actors who explain their meaning from a series of events in their experience of studying or student centre. This is intended so that student's can understand their abilities while increasing positivity and reducing the opposing side. This learning theory prioritizes educators as providers (facilitators) who are considered excellent or brilliant if they can shape their students as fully human beings. This humanistic direction guides the improvement of one's abilities and intellect to answer international challenges. Educators provide free guidance but in a positive sense, so that students in their learning activities can fully and perfectly accept values, norms, and differences in correct attitudes that are permissible and those that are prohibited.

Humanistic in its understanding, prioritizing the humanist aspect without forcing students to understand the expected material because the learning content is the focus. This series of activities is carried out to understand the real purpose of learning or Ausubel calls it meaningful learning, namely the association of new with prior knowledge (new insight with initial knowledge) of students. Each student has a different learning tempo, making understanding personal and environmental matters critical to learning success. Because humans are unique in their own way, educators' role is to help students recognize their uniqueness and manifest their abilities (Suprihatiningrum, 2017).

The purpose of learning is that it focuses on the series of events, not the results (Sylvia, Anwar, & Khairani, 2019) through a number of general processes, including; first, clearly determine the purpose of learning; second, seeking active involvement of students with a learning agreement that is firm, clear, definite and accurate without cheating; third, provide encouragement to students so that their ability to learn of their own accord can develop; fourth, mobilize students' sensitivity to think critically so that they can formulate the meaning of their own series of learning activities; fifth, encourage students to be accessible to express opinions, determine options and carry out what they want but also bear the effects of their own attitudes; sixth, educators accept their students in a modest manner and strive to understand opinions and foster responsibility regarding the various effects of their attitudes or activities in seeking knowledge; seventh, distributing turns or opportunities so that students can develop based on their tempo; and the last eighth, namely individual assessment following students' performance achievements (achievements).

Education based on humanistic theory is suitable to be implemented. The success of its application is that students become happy and enthusiastic, desire to learn independently and change their mindset (thinking), behaviour and actions according to their own will. Students are expected to become brave, independent, and neutral about other people's comments and organize themselves consistently, so they do not override other authorities (rights) or violate existing rules, etiquette and morals.

### **3.4. Figures in Learning Theory According to Humanistic Psychology**

The number of humanistic psychology figures, this research will mention three (Rachmahana, 2008), including:

#### **1. Carl Rogers**

The theories of humanistic psychologist Carl Rogers impacted educational theory and practice. He encouraged educators to approach teaching and learning in a more humane, individual and meaningful way in

his widely read books *Freedom to Learn* and *Freedom to Learn for the 80's*. According to Rogers, every human being is born motivated to fully realize their goals and consistently act according to their unique personality. In his capacity as a psychotherapist, Rogers created person-centred therapy. This approach, which is non-judgmental or aimless, encourages students to define themselves to improve their conditions, and (Husamah, 2016) thinks this is what is expected in education.

According to Rogers, there are two categories of learning: cognitive, or meaning-based, and experimental, or experience-based. A teacher or educator conveys the cognitive meaning that learning can cause flooding. Educators in this situation must connect academic knowledge with meaningful knowledge. In addition to seeking to engage students personally, experimental learning encourages initiative and self-evaluation. Carl Rogers' free learning theory states that there is absolutely no pressure or coercion in learning. According to UCI Sanusi (2013), an educator makes plans for his students' learning, refrains from lecturing or criticizing students, and only grades their work if they specifically ask for it.

## 2. Abraham Maslow

Abraham Maslow was a theorist who greatly influenced personality theory. He was born in 1908, to be precise, April 1 and died 62 years later, namely 1970, the eighth of June (Insani, 2019). Additionally, he is an American psychologist and founder of the humanistic school of psychology. Abraham Maslow proposed that a person acts in a way that satisfies their hierarchical needs. One of the founders of the humanistic school of thought was Abraham Maslow. Maslow thought that people strive to understand and accept who they are (Arbayah, 2013).

Maslow's hierarchy of needs is a well-known or popular theory. Maslow thought that people were actually driven to satisfy their needs. These needs are ordered from the most basic (self-actualization) to the least basic (basic/physiological). From a humanistic perspective, this theory demands that students have the freedom to find their own way of life as they grow and develop. Maslow views students as autonomous individuals who can determine their own life goals. The nature of responsibility for one's own life and that of others is taught to students.

## 3. Arthur Combs

As an educator or psychologist, Arthur W. Combs (1912-1999) began his academic career as a professor of biological sciences and a school psychologist at Alliance Public Schools, Ohio (1935-1941). According to Arthur, learning can occur if each person's learning is meaningful to them. Teachers or educators cannot make students study material they reject (do not like), which is very different (unrelated) to their routine life. Children struggle with math and history not because they are less intelligent but because they feel forced to learn them and see no good reason to do so. The inability to do something that will not satisfy someone is the real cause of bad behaviour. To change the beliefs or thoughts already present in the student, educators must try to deepen the student's behaviour by trying to understand their world of perception.

According to Combs, quite a few mistakes are caused by educators needing to be willing to carry out what they are required to do because the presentation of the material is less attractive than something outside the classroom (Sulistiyono, 2018). However, what is most important is how a teacher instructs students so that they can relate the material to their own lives and find personal meaning in it. Combs describes a person's perception of themselves as two circles (large and small) centred on one circle. The large circle (2) represents the perception of the outside world, and the small circle (1) represents self-perception (Mayasari, 2017). The smaller the impact of an event on behaviour, the farther the event from self-perception. Therefore, the more impersonal something is, the easier it is for us to forget it.

### **3.5. Implementation of Learning Theory According to Humanistic Psychology for Students in the Learning Process**

Learning theories according to humanistic psychology for students can be implemented into the learning process in a number of ways, namely:

#### 1. *Open Education*

A form of education known as "open education" allows students to move freely in the classroom and choose the educational activities they want to participate in. Students can work alone or form small groups during this process, which is its main characteristic. This requires learning facilities that enable students to investigate specific areas of study, topics, abilities or interests. In addition to tracking student participation and progress for review by educators, these centers can also provide guidance on how to study a subject without the instructor present.

#### 2. *Cooperative Learning*

A strong foundation for increasing students' motivation to achieve is cooperative learning. Cooperative learning has the following three characteristics in practice: 1) Over several weeks, assemble small learning teams (generally consisting of four to six people) on a permanent or consistent basis; 2)

Encourage students to work together as a group by helping each other in studying academic material; 3) Students receive awards based on joint success.

### 3. *Independent Learning*

As subjects of their own learning, students engaged in independent learning must responsibly plan, coordinate and manage their own activities. This process depends on who is learning (the students), not on the subjects or methods used. This includes methods, sources, who is learning, and how to assess the effectiveness of learning initiatives.

This method works well in a series of learning activities at the tertiary level because there is a lot of independence required from students at this level. Here, the role of educator's changes from determining the learning process to becoming a facilitator. Although it is expected that educators are subject matter experts, educators must also be willing to be a forum for asking questions.

### 3.6. Strengths and Weaknesses of Learning Theory According to Humanistic Psychology

At the end of the discussion of this article is the strengths and weaknesses of learning theories according to humanistic psychology. Based on Budiningsih's (2005) understanding regarding the advantages of learning theory according to humanistic psychology, namely: (1) Contributes to the development of positive character, attitudes and conscience; (2) able to change attitudes and thinking patterns to be more independent; (3) foster creativity within a person; and (4) encourage someone to continue learning. Meanwhile, the weaknesses of learning theory according to humanistic psychology are: (1) students will be left behind who are reluctant to recognize their own abilities in their learning activities; (2) excessive freedom obtained by students; (3) provide opportunities for the emergence of selfish (individualistic) traits; and (4) allowing failure in learning outcomes to occur if it is not accompanied by the persistence and determination of each actor or supporting element (educators, students, schools, etc.).

## 4. CONCLUSION

Based on all the explanations above, it can be concluded that the main idea in humanistic learning theory is the idea that every person has the capacity to grow into the most ideal version of themselves. Thus, the integration of humanistic psychology into education will enable the identification of true human nature. The humanization process will be able to occur in the educational environment. Students are basically good and will make good decisions when their needs are met, which is in line with Maslow's views and humanistic psychology. The main principle of humanistic psychology is when a person learns to their full potential and is more motivated by their feelings than by rewards or punishments.

Likewise, in the educational context in Indonesia, educators play a crucial role as students' partners in a series of activities and their learning environment. However, the role of educators must also be supported by an educational system or curriculum that humanizes humans, facilitating a series of learning processes with a core focus on students' personal growth, creativity and critical thinking. Education is expected to take a cooperative, independent and open learning approach in order to give students the opportunity to choose learning activities in line with their interests and needs. However, in order to maintain harmony between freedom and guidance in learning, educators must provide direction in the form of a framework regarding clear expectations of students' learning, holding integrated evaluation and assessment activities to assess their learning progress. The activeness of educators in participating guides and facilitates a series of learning activities even though it is an open approach. Thus, learning theory according to humanistic psychology with the cooperative, independent and open approach mentioned previously, can still provide students with freedom in choosing their learning paths while still sharing the framework as needed to ensure a series of effective learning activities.

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