

Implementation of Humanistic Learning Theory in Islamic Religious Education Learning

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ABSTRACT

This study aims to find out how the application of humanistic learning theory in learning Islamic religious education in one of the State Middle Schools in Ogan Ilir Regency. The method used in this research is descriptive qualitative. The research instruments used were observation, interviews and documentation. Researchers used the snowball sampling technique or snowballs. To increase the validity of qualitative research data, a process of credibility, transferability, dependability, and confirmability is carried out. The results of this study indicate that students can maximise their potential or abilities by applying humanistic learning theory in Islamic religious education. For this reason, humanistic education is essential: each student has their own unique personality and skill set, and it would be unfair to expect each student to learn in the same way. The implementation of this humanistic theory has been successful. This is evident in the kids' daily life, as they worship in congregations with order, respect their elders, memorise large portions of the Al-Qur'an, and have warm, friendly relationships with their teachers. Teachers help pupils learn and develop strategies for overcoming challenges.

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1. INTRODUCTION

The humanistic concept is the basis for a series of humanisations in education. The basic meaning of humanistic understanding as human education is relevant to this. In accordance with the nature of Islam as a humanist religion, the Islamic education system has been built from the beginning on human values. The philosophy of Islamic education emphasises the human condition. The process of education and learning in schools is considered less democratic. There is not enough space for students to express

themselves and develop their imagination and creativity. In fact, children can greatly benefit from their critical thinking skills and creative powers to overcome obstacles and become more competitive (Arbaya, 2013). Education in the global era is indeed very complex and heterogeneous, again with various kinds of institutions that often pay little attention to or even add to the educational factor in carrying out the educational process (A. Fitriani & Yanuarti, 2018).

The world of education must be able to prepare students to face the real world in the era of the industrial revolution 4.0. Students need to be made aware of the expectations to be achieved, the challenges to be faced, and the skills to be mastered (Sutedja, 2019). Education is a form of conscious and planned effort that functions to develop the potential that exists in humans so that it can be used for the perfection of their lives in the future. If seen from an Islamic perspective, it is to shape humans to become whole humans (humans) and create an ideal form of society in the future (Yanuarti, 2016).

According to the Islamic view, education is a noble activity and contains values of goodness and virtue for humans. Therefore, human activities can make humans beings with moral values, both in their functions as *mu'abbid*, *khalifah fil ardh* and *immara ardh* file (Frimayanti, 2017). Islamic education is expected to produce human beings who are always trying to perfect faith, piety, and noble character, including ethics, character, or character as an embodiment of education (Ainiyah, 2013).

Learning does not ignore the characteristics of students and learning principles. Therefore, teachers are required to formulate goals, manage, analyse, and optimise matters relating to student attention and motivation, student activities, optimise student involvement and manage the learning process according to individual student differences, various messages contained in teaching materials, learning improvement skills and the process of gaining experience (Mudjiono, 2013).

Learning is a business process carried out by individuals to get new behaviour changes as part of their experience interacting with their environment (Slameto, 2010). Meanwhile, according to Durton in Mutadi (2007), learning is a change in a person as a result of interaction with his environment to meet his needs and make him more able to adapt to life in his environment. Then, learning is focused on knowledge or cognitive aspects and various affective and psychomotor aspects. Learning will be said to be successful if it experiences a process characterised by changes in the individual himself, and these changes are not only changes in knowledge. However, overall a good understanding of attitudes (morals), and changes in behaviour, habits, and skills (Main, 2020). So that students can socially interact well with anyone and anywhere.

Islamic religious education is physical and spiritual development based on Islamic law which leads to the formation of the main personality according to Islamic standards (Marimba, 2003). In terminology, Abudin Nata emphasised that Islamic education is the process of forming individuals based on Islamic teachings to achieve a high degree to carry out their *khilafah* functions and succeed in realising happiness in the world and the hereafter (Nata, 2004). The learning process is a series of interactions between students and teachers in a series of achieving its goals (Mamun, 2004). According to the definition above, the learning process emphasises the interaction between the teacher as an educator and students as learners. In other words, learning can be interpreted as an interactive relationship between teachers and students to achieve learning goals.

Previously, researchers had found previous studies that could be used as references and comparisons, including Budi Agus Sumantri and Nurul Ahmad. Implications of Abraham Maslow's Theory in Islamic Education. Rogers' flow of humanistic theory and its implications for Islamic Religious Education lessons. The humanistic theory aims to humanise humans as humanely as possible. The learning process is considered effective when students understand themselves and their environment. Students in a series of learning must try so that sooner or later, they can actualise themselves as well as possible (Sumantri & Ahmad, 2019). Anzora's research shows that the level of student independence by applying humanistic learning theory to the process of learning mathematics on the material of quadratic equations and inequalities is in the independent category on the five indicators of student independence, namely independence from other people 73.9%, discipline 86.95%, responsibility 73.9%, 86.95% initiative, and 78.25% self-control. While the self-confidence indicator of 65.2% is in the quite independent category,

student responses to the application of humanistic learning theory in the learning process are positive, with a percentage of 72% (Anzora, 2017). Muchamad Chairul Umam and Carl R. Rogers argue that a humanistic approach to education should make learning and teach more humane, humane, personal, and meaningful (Umm, 2019). This approach emphasises the importance of developing students' attitudes and social skills alongside their academic knowledge. Learning with a humanistic approach, as defined by the work of Fikri Armedyatama (Armedyatama, 2021), has numerous positive outcomes, including the development of character traits like empathy and compassion. Then the research of Sulaiman Sulaiman and Neviyarni. Humanistic psychology is very relevant to the world of education because this school always encourages human quality improvement through an appreciation of the positive potential that exist in every human being. Along with the changes and demands of the times, the educational process is always changing. With changes in educational strategies from time to time, humanism provides a significant direction in achieving educational goals (Sulaiman & Neviyarni, 2021).

Several previous studies show that there has been a discussion about humanistic learning theory and Islamic religious education. However, until now, the authors have not found previous literature and research that discusses the application of humanistic learning theory to Islamic religious education learning theory so that it can be said to be worthy of study. Further, this research is still original because no literature specifically discusses it.

2. METHODS

The method used in this research is descriptive qualitative, using an objective approach to explain and explain the data according to the situation. Subjects or informants are part of the overall research that is considered representative of those being studied. The research instruments used were observation, interviews and documentation. Researchers used the snowball sampling technique or snowballs. Snowball sampling is an informant withdrawal technique, and this pattern starts with the first informant meeting. The next informant is determined based on the first information and so on (Mile, 1992). To increase the validity of qualitative research data, a process of credibility, transferability, dependability, and confirmability is carried out (Sugiyono, 2011).

This study involved several research subjects, namely the Deputy Head of Curriculum and PAI Teachers at SMP N 2 Tanjung Raja. This study describes the application of humanistic learning theory in learning Islamic religious education at SMP Negeri 2 Tanjung Raja, Ogan Ilir Regency. The data collection technique used was through observation of the research object, interviews with the Deputy Head of Curriculum and Islamic Education teachers at SMP N 2 Tanjung Raja, and data documentation was obtained from SMP N 2 Tanjung Raja.

3. FINDINGS AND DISCUSSION

3.1 Humanistic Learning Theory

Based on an interview with the Principal of SMP Ogan Ilir, he stated:

This humanistic theory is very important to apply in schools because this theory can make students aware of self-change and changes in their environment

This was also supported by the PAI teacher at SMP Ogan Ilir, who stated:

In learning with humanistic theory, it can make students more active so that the learning carried out becomes student-centred; by learning this humanistic theory, students can also provide opportunities for students to have their own characteristics in learning.

Based on the interview results, humanistic theory is a theory that can stimulate student creativity so that students are more active in learning. Theories are arguments based on discoveries and research (El Rais, 2012). According to Agus Suprijono's view, the theory is a structured principle about certain

events that exist in the environment. Theory can be expressed as a causal relationship of propositions such as buildings (Suprijono, 2011).

Conceptually structured theory, causality is based on facts, and propositions. While learning is a process that individuals go through to acquire new knowledge from those who do not know to know, from those who do not understand to understand. Self-learning occurs in many ways, some on purpose or in everyday behaviour (Djiwodono, 2006). So learning theory is a series of concepts in which there are procedures for implementing teachers and student learning processes that will take place (Main, 2020).

Humanist psychology is a school of psychology based on existentialism, namely the notion that it refuses to place humans solely as the result of heredity or environment. This flow assumes that each individual has the freedom to choose his actions, determine his own fate or existence (Human, 2019). Humanistic theory is psychology which is almost the same as personality theory. This theory emerged around the 1950s as a result of behaviourism and psychoanalysis (Sugiharto, 2013). With the development of science and technology that was very advanced at this time, humanistic theory is important to learn and apply in the world of education, both formal and non-formal.

This humanistic theory encourages students to become knowledgeable about self-development and environmental transformation processes. From a humanistic stance, encouraging pupils to reach their full potential as they mature and providing them with the leeway to determine their own path in life (Mujib & Suyadi, 2020). According to humanistic ideology, educators should play no more than a facilitative role. In other words, the instructor has no say over which comments are praised and which are criticised. Humanism is the view that each individual possesses the resources necessary for their own flourishing and innovative growth. By taking charge of his own life, an individual can reach his full potential and rise above the sway of his parents' and society's expectations (Yunailis, 2019).

Humanism believes that the centre of learning is in students, while educators only act as facilitators. Attitudes and knowledge are prerequisites for achieving self-actualisation goals in a supportive environment. Basically, humans are special creatures and have the potential and motivation in self-development and behaviour, therefore, every individual is independent in efforts to develop and actualise himself (Idris, 2017). Humanistic learning theory is more abstract and closer to the fields of study of philosophy, personality theory and psychotherapy than the field of study of learning psychology. Humanistic theory is very concerned with the content being learned rather than the learning process itself (Perni, 2019).

Humanistic theory is a learning process that must be initiated and aimed at the interests of humanising humans, namely achieving self-actualisation, self-understanding, and self-realisation of students who learn optimally (Aradea & Hope, 2019). According to this theory, the most important thing in seeing human beings is their potential. This learning theory is comprehensive in providing one's self-development (Kurdish, 2018).

The existence of humanistic theory is a revolutionary thing in the world of education. This theory breaks the old paradigm in education, which tends to place students as objects. With the slogan of humanising students, this theory places students as subjects. Humanistic education is part of an effort to emphasise human values in education by presenting an educational approach that emphasises developing children's independence, the humanisation movement in education (Aziz, 2018).

The characteristics of humanism learning theory are very closely related to existentialism, where the first feature is that there are two kinds of human existence, namely existing within oneself and existing for oneself. Second, freedom, in this case, is the freedom to choose what to learn, develop potential, and create something new. Third, awareness, awareness makes humans able to imagine the possibilities that will occur and what they can do (Jahja, 2011).

The role of educators in humanistic theory is as learning facilitators. Educators are individuals who have the task of guiding learning as a problem-solving model, as a facilitator in starting the learning process, as a student's friend in learning and solving problems. There are 5 roles that educators must carry out in carrying out humanist learning activities, namely creating a learning climate, meeting

student learning needs, helping to express student emotions, helping students learn and helping learn (Jahja, 2011).

In line with the results of this study, in learning PAI at SMP Ogan Ilir, this humanistic theory can make students aware of changes in themselves and changes in their environment, and students are more active in learning and provide opportunities for students to have their own characteristics in learning.

3.2 Application of Humanistic Theory in Learning Islamic Religious Education

Based on the results of an interview with one of the students at SMP Negeri Ogan Ilir Regency, he stated:

Religion lessons are fun lessons, and the teacher explains the material in a very fun way and in a variety of ways.

This is also in line with the explanation of the Ogan Ilir District Middle School PAI Teacher's explanation, he stated:

In learning Islamic Religion, I try to keep students motivated to study religion, and I also facilitate students to develop multiple intelligences. Process evaluation must be more contextual so that the learning process can occur anywhere and anytime.

Humanistic psychology pays attention to the teacher as a facilitator to facilitate learning and the various qualities of a facilitator. The implications of multiple intelligences as part of humanistic theory are as follows: Education must pay attention to all intellectual abilities, education must be individual, motivate students, schools facilitate students to develop multiple intelligences, process evaluation must be more contextual, and learning processes can occur anywhere and anytime. Humanistic psychology is very relevant to the world of education, because this school always encourages human quality improvement by appreciating the positive potentials that exist in every human being. Along with the changes and demands of the times, the educational process is always changing (Sulaiman & Neviyarni, 2021).

Humanistic education is important for every teacher to understand, so the interaction pattern between teachers and students becomes harmonious. There are many facts that occur in the world where the teacher's attitude is less humane. Teachers treat students like robots that do not provide space for students to develop their potential. Many teachers still demand that their students follow the rules blindly. Like giving lots of assignments and homework every day, which doesn't take study time into account. Unparalleled teacher doctrine. Even when students do not complete or have not completed their assignments, they will receive punishment or sanctions. This has become the habit of most teachers in practising the learning process at school (Muhtadi, 2021).

Humanistic learning theory is very important to be applied in the teaching and learning process in schools, and has been applied by educators in teaching both directly and indirectly, basically, the concept of learning with humanistic theory is effectively applied to learning with the subject matter, namely personality, forming consciences, changing attitudes, and analysing social phenomena, one of which is the subject of Islamic religious education, because religion is one of the foundations for the formation of human personality and morals.

Humanistic learning is learning that frees children to learn according to their needs. Therefore, teachers try to facilitate and develop it without coercion with the concept of humanising humans and assuming that students have their own abilities based on each student's circumstances. With this understanding, schools try to implement learning systems that refer to humanistic concepts, especially in studying Islamic religious education. At SMP Negeri 2 Tanjung Raja, they have started to apply humanistic concepts because they see the ability of students interested in going to school. This can be seen from the conditions in the classroom when learning had not started, and students were asked to observe the environmental conditions around the class, such as in the desk drawers, whether there was

still paper waste or not. If there is still trash, students are asked to pick it up and throw it in the available bins so that the classroom conditions are clean and comfortable. After that, the lesson begins by reading together and memorising short verses first.

By providing empty space for students to understand learning, it can be further improved in understanding the material presented. Students are invited to be more courageous in expressing opinions, confident and responsible. Students can also dig deeper into the material presented. Humanistic theory aims to humanise humans as humanely as possible. The learning process is considered effective when students understand themselves and their environment. Students in a series of learning must try so that sooner or later, they can actualise themselves as well as possible (Mujib & Suyadi, 2020).

According to Valentino Keykliv Moku's research results, learning theory and educational technology have the right correlation in the application of learning carried out by teachers to their students. In other words, learning theory and educational technology are the units needed in a learning cycle so that students' learning positions can remain focused on the learning provided by existing teachers or educators. Especially now that the application of learning all depends on technology, technology is no longer a stumbling block, but rather the potential to create education that frees students and teachers to express themselves against the developing industrial revolution. This technology makes a contribution, providing equal space and opportunities for all teachers and students to teach and learn (Mokalu, Panjaitan, Boiliu, & Rantung, 2022).

Humanistic theory is very relevant in our lives. Its development is very influential in human life to continue to explore the potential in a person, so we need to convey the need for further research actions that are able to provide positive energy for humans. Islam, Humanistic Theory, and Mental Health are very closely related, where Islam is the true religion and teaches everything with manners to humans, so humanistic theory is a theory aimed at humans. Humans have two healths, namely physical health and mental health, where mental health is related to mental health, namely the soul (Hasanah & Haziz, 2021).

Humanistic Learning theory is a theory in learning that puts forward how to humanise humans, and students are able to develop their potential. In humanistic learning theory, the learning process must originate and lead to the humans themselves. Although this theory emphasises the importance of the content of the learning process, in reality, it talks more about education and the learning process in its ideal form. In other words, this theory is more interested in the idea of learning in its most ideal form than learning as it really is, as we can observe it in the everyday world. Any theory can be used as long as the goal is to "humanise humans" (to achieve self-actualisation, etc.) can be achieved (Nast & Yarni, 2019).

In learning Islamic religious education, students can maximise their potential or abilities by applying humanistic learning theory at SMP Negeri Ogan Ilir. Using learning models such as active learning, namely learning models that are fun for students through learning by moving, observing and drawing by solving problems and reflection. Humanistic learning is needed for students because students have different characters and abilities so a teacher does not have to force students to like certain subjects but provides opportunities for students to have their own characteristics in learning.

3.3 The Impact of the Application of Humanistic Theory Learning on Students in Islamic Religious Education Learning

Based on the results of an interview with the PAI Teacher at SMP Negeri Ogan Ilir Regency, he stated that:

The impact of applying positive humanistic learning theory is that it is indicated that students are orderly in carrying out congregational prayers daily, obeying older people, and are able to memorise the Al-Qur'an.

Another positive impact was also explained by one of the students at SMP Negeri Ogan Ilir Regency, IA, who stated:

Communication between students and teachers here is quite intimate, very close and not rigid. The teacher provides assistance in learning.

Learning will be said to be successful if each learning objective can be achieved. To achieve the learning itself, it is necessary to have a strategy in the learning process, both from the method and learning model that will be applied. In learning humanistic concepts, these two aspects are interrelated so that the expected learning can be realised with maximum results. Students must be motivated when learning and encouraged to continue to understand a lesson in creating a pleasant atmosphere so that students feel comfortable in learning. Before learning begins, the teacher usually asks about last week's lesson, so that students can refresh themselves. If the atmosphere is growing and the environment is comfortable, then learning will be more fun and optimal.

The application of humanistic theory in learning activities should guide students to think inductively, prioritise practice and emphasise the importance of student participation in learning. This can be applied by way of discussion so that students are able to express their thoughts in front of the audience. Educators invite students to ask about subject matter that has not been understood. According to the humanistic view, the learning process is the development of personality, spirituality, behaviour development and understanding phenomena that exist in society. Signs of successful implementation are students feeling comfortable and enthusiastic in the learning process as well as positive changes in their way of thinking, behaving and self-control (Sumantri & Ahmad, 2019).

In line with the research of Veni Veronica Siregar, Suyadi, and Ragil Dian Purnama Putri, it was revealed that humanism through verbal reinforcement could have a very good impact on student learning. So it can be concluded that the application of humanistic through non-verbal reinforcement can affect students' self-confidence in learning. The implication of this research is that students will feel comfortable while learning, and feel valued. There is no sense of difference in the behaviour of the teacher towards students, and students are free to explore their curiosity without feeling threatened. (Mahpudz, Palimbong, & Lande, 2020).

Research by Nani Fitriani, Okianna, and Thomy Sastra Atmaja shows the influence of a humanistic approach on student learning motivation. Meanwhile, based on the t value, it is known that the t value is $6.887 > t \text{ table } 2.07961$, so it can be concluded that the X variable affects the Y variable by 0.276%, thus the humanistic approach influences student learning motivation in PPKn MA Khulafaur Rasyidin Subject by 0.276% and the rest 99.724% of students' learning motivation is influenced by other factors outside of this study (N. Fitriani & Atmaja, 2016). In line with Nurhakiki's research, and Ratna Puspitasari showed a significance value of $0.000 < 0.05$. Thus H_0 was rejected and H_a was accepted, meaning that there was a significant influence on the application of a humanistic learning approach to student learning social studies learning outcomes of 7th-grade students of SMPN 8 Cirebon City (Hakiki & Puspitasai, 2018).

Research by Qawiyyan Fitri, Alimuddin Mahmud, and Abdul Saman shows that the impact of hedonic behaviour on students before treatment is in the high category and after treatment with a humanistic, existential counselling approach is in a low category. The treatment was given in three stages, namely the preliminary, middle, and final stages, with seven face-to-face meetings (Fitri, Mahmud, & Saman, 2019).

Researchers found that implementing this humanistic philosophy had a favourable effect on students at SMP Negeri 2 Tanjung Raja in Ogan Ilir Regency. Evidence of this can be found in the regular occurrence of behaviours such as students' attendance at congregational prayer, their respect for authority figures, and their success in learning and memorising the Qur'an.

4. CONCLUSION

Humanistic learning theory is used in Islamic religious instruction at Tanjung Raja 2 Public Middle School, helping students reach their full potential. A humanistic education is necessary since each student has their own unique personality and skill set; therefore, a teacher cannot make every student enjoy every topic. The implementation of this humanistic theory has been successful. This is evident in the student's daily life, as they worship in congregations with an order, respect their elders, memorise large portions of the Al-Qur'an, and have intimate, non-authoritarian relationships with their teachers. Teachers help their students learn and develop strategies for overcoming challenges.

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