Implementation of Humanistic Theory Concepts in Islamic Religious Education

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ABSTRACT
This study aims to analyze the application of humanistic theory in Islamic Religious Education (PAI) learning and its impact on the learning process and students' character development. Humanistic theory, which emphasizes individual potential and a holistic approach, is applied to create a learning environment that supports students' physical, emotional, social, and spiritual needs. This research uses a qualitative method with a literature approach to review various literature related to the implementation of humanistic theory. The results show that this approach can increase students' intrinsic motivation, encourage more personalized learning, and strengthen their understanding of Islamic values. By making students the center of learning and paying attention to their individual needs, this theory succeeds in creating a more effective and meaningful learning process. The conclusion of this study is that the application of humanistic theory in Islamic Religious Education makes a significant contribution to building religious, independent, and competitive student characters while improving the overall quality of learning. This research also provides prospects for development, especially in the integration of humanistic theory with educational technology to expand its application in various learning contexts.

Keywords: Implementation; Humanistic Theory; Islamic Religious Education

INTRODUCTION

Everyone has the right to develop and actualize themselves. In order for each individual to survive and have the ability to live, the individual needs education. Education is an important process in developing human potential that aims to create intelligent, moral, and independent individuals (Dhin, 2013). Education is one of the efforts in providing knowledge, making oneself develop, and directing oneself to always better behavior. It is this education that will help a person in having good behavior towards good maturity as well. Education and teaching will help someone change into an intellectual and better person and this change has stages that must be passed (Sumantri et al., 2019).

The learning process is individualized and contextual, meaning that the learning process occurs within learners according to their development and environment (Aradea & Harapan, 2019). Implementing the learning process for students requires an appropriate educational approach. One of these approaches is to use educational psychology which pays great attention to the unique potential and character of individuals (Sumantri et al., 2019) namely the humanistic learning theory approach. This humanistic learning theory developed as a response to behavioristic and cognitive theories that tend to ignore the human aspect. The main purpose of using this theory is to help learners develop themselves to recognize themselves as special and unique human beings (Aradea & Harapan, 2019).

Humanistic theory is a person's learning process that begins with how individuals practice treating someone well, or it can be called humanizing humans (Aradea & Harapan, 2019). Humanizing humans is related to one's attitude and behavior towards other individuals related to self-actualization, self-understanding, and self-realization. This humanistic theory helps learners to realize their potential. With the view that every individual has a natural tendency to grow and develop positively, humanistic learning theory prioritizes the fulfillment of basic needs and respect for each individual.

However, in reality, student learning outcomes are still not optimally achieving the expected targets. This situation is triggered by students' lack of motivation and low self-awareness, which should be built through the right approach. This causes students to experience difficulties in learning and results in student learning outcomes not being achieved properly. This obstacle is caused by limited infrastructure that causes educators to use the lecture method in learning. Using methods that are not appropriate and without paying attention to student characteristics will have a negative impact

To overcome this, one of the efforts to assist educators in developing students' abilities in the learning process is to apply humanistic theory. In the world of education, humanistic learning theory provides a more personal and holistic approach, which focuses on self-formation and maximum development of student potential. By focusing on the experiences, feelings, and uniqueness of each individual, this theory emphasizes the importance of a supportive learning environment and pays attention to the psychological needs of students. Because this theory focuses on human potential, it will provide solutions for educators to help students improve their learning outcomes to be more optimal.

According to Nasution in his research which proves that the application of Humanistic theory in learning has a significant impact on student learning outcomes (Nasution, 2020). Therefore, the study of humanistic learning theory is important to understand how this approach can be applied in educational practice (Khumaini et al., 2022) to support a more effective and meaningful learning process. With some opinions from previous research, this is the basis for this research. This research was carried out with the aim of explaining and analyzing how effective classroom management is in Islamic Education subjects. On the occasion of this research will examine more deeply the implementation of the humanistic approach in the classroom.

The results of this study are expected to provide benefits and become reference material for reference in further analysis so that classroom management in Islamic Religious Education subjects is more effective and supports the development of student potential. The application of the humanistic approach model is also expected to improve the quality of learning quality, develop more optimal student character, and strengthen students' understanding and appreciation of Islamic values.

METHOD

This research uses research with a qualitative method of library approach (library research). This research will collect data from various literature studied and is not limited to certain books. Data collection in this study is to look for things related to variables either from notes, transcripts, books, articles, or other sources. This research will analyze the data obtained using the content analysis technique, namely this technique will describe the data obtained, and provide an understanding of the text that has been described. There are many journals and previous studies that discuss similar topics, namely on humanistic theory, this previous research will be a reference in research. And although there are many similar studies, the focus of this research is that this research focuses more on the concept of humanistic theory in education, and how the implementation of this theory in Islamic religious education.

RESULT AND DISCUSSION
Definition of Social Humanistic Learning Theory

Humanist psychology was a school of psychology based on existentialism, which was an understanding that refuses to place humans solely as a result of heredity (inheritance). They tried to convey that within humans there was something very great. Humans only needed to believe in themselves. That way, all potential would be honed by itself. This flow considered that each individual had the freedom to choose actions and determine his own fate or existence (Lefudin, 2014). This humanistic learning theory was an approach that focused on individual potential and personal growth. This theory developed in the mid-20th century, pioneered by figures such as Carl Rogers and Abraham Maslow. Learning was seen as a process that not only prioritizes cognitive aspects but also emotional and social aspects.

In this approach, students were considered as unique individuals with different abilities and needs. Humanistic learning theory was one of the most abstract learning theories among existing learning theories because this theory talks more about the idea of the most ideal learning than paying attention to what could be done in everyday life. Humanistic learning theory aimed to humanize humans (Sumantri et al., 2019) (Umam, 2023). Learning in humanistic theory was said to be successful if students could understand the environment and themselves (achieve self-actualization), (Soegiyanto et al., 2019), (Setiawan, 2018). In contrast to behavioristic learning theory and cognitive learning theory, the most

important thing about humanistic learning theory was that it emphasizes human psychological life, in which there were unique and special human potentials that need to be explored or empowered. (Husama, 2018) Humanistic theory put forward the human side of humanity and did not demand the time period for learners to achieve the desired understanding, but rather emphasized the content or material that should be learned in order to form a whole human being.

The learning process was carried out so that students get the real meaning of learning or what Ausubel called meaningful learning (Amalia & Munawir, 2021). Meaningful learning meant that learning was associating new knowledge with the prior knowledge of the learner. Each learner had a different learning speed so learning success would be achieved if the learner could understand themselves and their environment. This was because every human being was unique and the task of educators was to help recognize this unique side and realize the potential possessed by students (Suprihatiningrum, 2013). Humanistic social learning theory had been developed by Abraham Maslow, he suggested that a person behaves basically aimed at fulfilling hierarchical needs. Abraham Maslow was one of the pioneers of the humanistic school. Abraham Maslow was one of the pioneers of the humanistic school. Maslow believed that humans moved to understand and accept themselves as much as possible. His most famous theory was Maslow's hierarchy of needs theory (Muhibbin & Marfuatun, 2020).

Maslow explained that humans were motivated to fulfill their needs. These needs were ranked from the lowest (basic/physiological) to the highest (self-actualization), (Natsir et al., 2021), (Setiawan, 2018). In a humanistic perspective (humanistic perspective) demanded the potential of students in the process of growth and development, and freedom to find their way of life (Setiawan, 2018). The humanistic perspective demanded the potential of learners in the process of growth and development to be free in finding their way of life (Santrock, 2009). Humanistic considered learners as independent subjects to set their own life goals. Learners were guided to have the nature of responsibility for their lives and the people around them (Arbayah, 2013). The hierarchy of needs according to Abraham Maslow was as follows (Muhibbin & Marfuatun, 2020):

- Physiological/basic needs such as eating and drinking.
- The need for a sense of security, comfort, and peace, such as avoiding crime, wild animals, being ridiculed, etc.
- The need to be loved and cherished such as how it feels to be considered in the social community.
- The need to be valued such as a sense of being needed for trust and responsibility from others.
- The need for self-actualization is to prove and show himself to others (Arbayah, 2013).

The view of humanistic learning theory in Islamic Religious Education learning

Meeting physiological needs was a daily need in the form of eating and drinking, clothing, and shelter, including biological needs, which were the most basic because they were needed by all living things. Fulfilling the basic needs of students should be prioritized because these needs were very urgent and teachers should provide opportunities or assistance to students to fulfill them. In Islamic Religious Education learning before deciding what learning method should be applied to Islamic Religious Education learning, educators should first know the involvement of the needs that are the basis of motivation in achieving Islamic Religious Education learning goals Accommodating the need for physical and psychological security (Sumantri et al., 2019). The basic needs are as follows:

- Accommodating the need for physical and psychological security. Physically safe, such as avoiding criminalization, terror, wild animals, other people, unsafe places, and so on. While psychologically safe, such as not being angry, not being bullied, not being humiliated, not being transferred without information, being demoted, and so on. The need for security in the classroom was the responsibility of the teacher. The teacher's job was to set rules and guarantees for student safety and classroom comfort (Tusadia & Aly, 2023).
- Social needs were needed for a person to be considered a member of their social community. For a student to learn well, he should feel well-accepted by his friends. Related to students' social needs, teachers should pay attention so that students were able to interact well and had a sense of belonging to their friends and the surrounding environment.
- Ego needs include the desire for achievement and prestige. A person needed trust and responsibility from others. In learning, by providing challenging tasks, students would fulfill their ego. Even the smallest student achievement needed to be appreciated. Giving an award to learners could motivate students to improve their achievements.

- Actualization needs were the need to show and prove themselves to others. At this stage, someone would develop as much as possible the potential they had. To actualize themselves, learners needed a conducive atmosphere and environment. When learners were already in the self-actualization stage, the teacher only needed to provide the necessary facilities to develop themselves further. Abraham Maslow with his motivation theory orients humans as subjects who could develop their potential to then be able to self-actualize as a complete human being. This concept was in line with the goals of Islamic teachings which always prioritize religious values as a basis for motivation to act. One of them was carrying out the obligations of the *Khilafah* on earth.

Humanistic theories of learning offer an individual-focused approach, with an in-depth view of the learning process and personal development. There were some key insights from humanistic theories of learning:

- Students as the Center of Learning**:** Humanistic theory placed students at the center of the learning process. Each individual was considered unique, with different needs, interests, and potential. Therefore, learning should have been customized to support the growth of each student.
- Active Learning Experiences: Effective learning involved hands-on experience and active engagement. Students were encouraged to actively participate in discussions, exploration, and practice so that they could discover and build their own knowledge.
- The Importance of Emotions and Wellbeing**:** The emotional aspects of students were recognized as an integral part of the learning process. A safe and supportive environment, where students felt valued and accepted, improved motivation and learning outcomes.
- Personal Growth and Development**:** The purpose of education was not only to transfer knowledge but also to help students grow as individuals. Learning should have supported the development of character, values, and social skills.
- Independence in Learning**:** Students were encouraged to take responsibility for their learning process. By giving them the freedom to choose topics and methods of learning, students could develop independence and autonomy.
- Social Interaction**:** Humanistic theory emphasized the importance of social interaction in learning. Group discussions and cooperation between students helped build social skills and supported collaborative learning.
- Self-Reflection**:** The process of reflection was strongly emphasized. Students were encouraged to reflect on their learning experiences, understand their strengths and weaknesses, and plan the next steps in their learning journey.

Application of Humanistic Learning Theory in Learning

Humanism theory was one of the approaches in education that placed humans as the main subject in the learning process (Abdillah & Fitriana, 2021), (Magribi Sultani & Putri Kristanti, 2020). This theory emphasized the importance of developing individual potential as a whole, including physical, intellectual, emotional, and spiritual aspects. In the context of learning Islamic Religious Education in schools, the application of Humanism Theory could have had a significant impact (Sumantri et al., 2019). The application of this Humanism Theory focused more on how students followed the learning process (Devi, 2021) and served as the center of student activities in the classroom.

Islamic Religious Education learning based on Humanism Theory emphasized the development of a balanced personality, mental well-being, and a deep understanding of Islamic religious values. Humanism Theory emphasized individual empowerment, by providing opportunities for students to experience independence, freedom of thought, and autonomy in religious understanding (Muzhiat & Kartanegara, 2020), (Sultan et al., 2023). In the context of Islamic Religious Education learning, Humanism Theory emphasized an inclusive educational approach, where each student was valued as a unique individual with their own needs and potential (Sumantri et al., 2019). Teachers were expected to create a positive, welcoming, and supportive learning environment for students' development. This approach allowed students to feel safe and comfortable sharing their thoughts, ideas, and experiences related to Islam.

Humanistic learning theory emphasized the importance of treating students as unique individuals, with different potentials and needs. In practice, the application of this theory aimed to create a learning environment that supported personal growth, developed self-understanding, and encouraged self-actualization (Patras et al., 2019). The following focused on the views of humanistic learning theory:

- Student-Centered Learning

According to Carl Rogers, one of the main figures in humanistic theory, effective learning was student-centered learning. Rogers called this method student-centered learning, where the teacher acted as a facilitator who helped students explore and develop their own potential (Patras et al., 2019), (Devi, 2021). Student-centered learning allowed students to be active in the learning process, so they could build a deeper and more meaningful understanding. Research by Lestari showed that student-centered learning had a positive impact on students' academic achievement and social-emotional development. (Lestari, 2022), (Umam, 2023).

- Use of Project-Based Learning

Project-based learning was one method that fit with the humanistic approach, as it allowed students to learn through direct experience. According to Maslow, learning experiences that involved real activities helped meet the need for self-esteem and self-actualization (Oktaviani, 2020). By providing projects that were relevant to real life, students became more excited about learning and developing critical thinking, problem-solving, and collaboration skills (Khumaini et al., 2022). Research by Thomas revealed that project-based learning increased student motivation and engagement, which ultimately strengthened the learning process. (Katresna & Agustia, 2024).

- Holistic and Non-Intimidating Evaluation Implementation

Humanistic theory emphasized evaluation that not only assessed learning outcomes but also the process of students' development. Rogers stated that evaluation should be part of the learning process that supports personal growth, not just a tool to measure academic achievement. One form of evaluation that was often used in humanistic approaches was self-assessment, where students were invited to reflect on their own learning process. Research by Black and Wiliam showed that self-evaluation could increase students' intrinsic motivation and encouraged them to take responsibility for their learning process. (Saprullah & Sirozi, 2024), (Cholilah et al., 2023).

- Development of a Supportive and Enjoyable Learning Environment

Humanistic scholars, such as Maslow and Rogers, emphasize the importance of creating a safe, comfortable, and supportive learning environment. A positive learning environment helped students feel valued and free from the fear of failure. This was in line with Maslow's view of the hierarchy of needs, where students could only learn optimally if their basic needs, such as security and self-esteem, had been met. Research by Sumantri showed that a positive classroom environment was associated with improved academic performance and the emotional well-being of students (Sumantri et al., 2019).

Humanism learning theory was considered important to be applied in the teaching and learning process at school and had been more or less applied by educators in teaching either directly or planned or indirectly or just flowing, because in fact basically, every learning adhered to the flow of humanism learning theory (Devi, 2021). The concept of learning with humanism theory is effectively applied to learning with subject matter that shaped personality, conscience, attitude change, and analysis of social phenomena, one of which was the subject of Islamic religious education because religion was one of the foundations for the formation of human personality and morals (Prasetyo et al., 2022).

The concept of this theory was effectively used in teaching that built personality, attitude, and conscience, and could even be used when analyzing a phenomenon that occurred in society. The concept of this theory was well applied in Islamic religious education, which was fundamentally one of the foundations for shaping a person's personality and human morals (Sumantri et al., 2019). In this regard, many schools tried to apply the concept of this theory in a learning system that focused on humanism theory and collaborated with Islamic religious education. Many results expressed success in applying humanism theory in institutions, but many denied the existence of this theory.

From some previous research results, in applying the concept of this theory, one should pay attention to the following points:

- Class conditions during learning activities

Before learning begins, it should be started by getting students used to good habits in the classroom every day such as the first by observing the environment, whether around the table where they studied there was still garbage or not. Students would be asked to observe how the environment was and what the solution was if the environment was still not suitable or there was still garbage scattered. Waste here was not only paper or stationery waste but all types of waste that were scattered. After students observed the state of the environment, students would be given directions to be willing to move the garbage to its proper place. So that the conditions in the classroom before starting learning activities felt comfortable and clean.

Furthermore, students were given other habits such as praying before starting learning and greeting each other between teachers and students. Good habits were built before carrying out teaching and learning activities so that students had good habits. As in Berlianti's research familiarizing students with carrying out positive activities would cause students to have a good stigma and would make students distracted that this habit would bring them for themselves in positive things (Berlianti et al., 2020). This was also one of the triggers and stimulated students to have the ability to be sensitive to their environment and stimulate students to carry out good activities every day.

This is corroborated by Hariyani's opinion that by familiarizing students in the morning before carrying out learning, that would train students in discipline, responsibility, and having good morals (Hariyani & Rafik, 2021). It was not much different from Usmi's research that implementing habituation to students before carrying out teaching and learning activities would give students good habits (Usmi & Kadri, 2021) as a stimulus so that the learning carried out goes well and train them for themselves in their abilities in their fields.

- Provide free space to all learners.

Providing this free inner space was when students would be freed to have an opinion on several matters discussed in class. This was related to when students were not restrained or required to have the same understanding as the teacher (doctrine), but students would be given the opportunity to think about a problem or situation, think critically, and be free to express their opinions. By applying this in learning activities, students would practice exploring more and more deeply about the material being studied in class.

- Activities that support the application of humanism theory concepts

By implementing learning activities that collaborated with the concept of humanism, institutions required activities that were tangible and impactful. For example, institutions that focused on branding and school activities supported initiatives related to social communities. These activities not only fostered interaction among students but also encouraged interaction with all Islamic boarding members and the surrounding environment.

In addition, students were guided to understand and comply with the rules applied at the institution. These regulations included providing students with an understanding of the negative impacts of skipping class, being late, bullying peers, and even minor issues such as having long hair.

By providing experience and understanding of this, students tended to think about the consequences of violating or neglecting these matters. This was because, at the end of their actions, students were given punishment or consequences that taught them lessons in discipline and responsibility as students. (Dhin, 2013).

- Adjustment of students' needs in the application of humanism theory.

Adjustment to the students' needs in this case was necessary. The need in question arose when students were still having difficulty interacting with their peers. It was better for educators to provide direction and offer habituation to students on how to interact with their friends in a positive manner—by treating friends like human beings. With this approach, it was hoped that it could minimize bullying behavior and similar issues in the school environment.

From several studies conducted by various researchers on the lack of student abilities, it was deemed important to apply the concept of humanism theory. The shortcomings of students, which had various causes such as unsuitable learning methods and limited infrastructure, highlighted the need for implementing this theory. It was believed that applying the concept of humanism theory would address these issues. Berlianti et al. (2020) argued that within the overall components of learning, schools could regain their wisdom by focusing on quality and progress (Berlianti et al., 2020). This was because the quality and success of schools were not determined by the number of students but by the quality of resources, infrastructure, and the outcomes of their students, whether they would excel or otherwise.

Therefore, it was important to implement humanistic learning theory during the learning process. To encourage active student participation, teachers gave awards to every student who dared to answer questions by providing additional points. As a result, students scrambled to answer the questions posed. This approach trained students' courage to express their opinions and gradually increased their self-confidence. In addition to fostering students' enthusiasm for learning in the classroom, teachers also taught independence through a learning model where they acted as facilitators.

The implications of this research showed that the application of humanistic theory in Islamic religious education contributed significantly to a more personalized and meaningful learning process. This approach allowed teachers to better understand students' individual needs—physiological, emotional, and social—thus creating a learning environment that was safe, comfortable, and supportive of their personal growth. By providing space for students to reflect, explore, and develop their potential, this theory helped build strong intrinsic motivation, which in turn improved learning outcomes.

Furthermore, the implementation of the humanistic approach had a positive impact on the formation of students' Islamic character. Teachers were able to integrate religious values into learning in a relevant and meaningful way, so that students not only understood but also embraced religious teachings in their daily lives. In addition, this approach emphasized holistic evaluation, where students were involved in the self-assessment process to understand their progress while developing responsibility for their learning.

For schools, the results of this study provided an important basis for developing education policies that were more oriented to students' needs. By supporting teachers through training and competency strengthening, schools were able to create a learning culture that respected the uniqueness and potential of each student, so that the overall quality of education could improve. This humanistic approach, when applied consistently, was not only able to improve academic results but also helped build a generation that was characterized, independent, and competitive.

CONCLUSIONS

The conclusion of this study reveals that the application of humanistic theory in Islamic religious education not only supports the improvement of learning outcomes but also provides a strong foundation for the formation of students' Islamic character. With a humanizing approach, learning becomes more meaningful, supports the unique potential of each individual, and creates a safe and comfortable learning atmosphere. This is in accordance with the main goal of education, which is to produce individuals who are moral, independent, and able to actualize themselves in everyday life.

This research resulted in the finding that humanistic theory has a significant impact on improving student motivation, particularly through experiential learning and self-reflection methods. A supportive learning environment not only influences academic aspects but also helps students understand and live Islamic values in the context of their lives. This is in line with the idea that Islamic religious education should be a medium to shape students' full personalities, both intellectually and spiritually.

However, this study also has limitations, such as the limited scope of implementation on certain aspects of humanistic theory, and has not included trials across different levels of education. Therefore, further research could develop this approach by integrating modern educational technology or exploring more innovative evaluation methods. The future prospect is to create a learning model based on humanistic theory that is more scalable and relevant to the challenges of 21st-century education, so that it can make a real contribution to creating a superior generation, both academically and morally.

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