



## Application of Humanistic Learning Theory in Increasing Student Learning Motivation

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### ABSTRACT

The educational process must pay attention to the development of potential, character, and learning motivation, not just achieving academic results. The absence of student learning motivation, which can affect their achievement and their involvement in learning activities, is one of the main challenges faced by teachers during the learning process. In this context, humanistic learning theory offers a perspective that emphasizes how important it is to meet a person's psychological and emotional needs so that they can learn optimally and feel valued as individuals. The most important finding of this study is that humanistic learning theory has great potential to increase students' desire to learn. If this theory is applied more widely, it can help solve the problem of lack of desire to learn which has been a problem in the world of education. Theoretically and practically, this study makes a significant contribution to the advancement of science. Theoretically, this study strengthens the idea that the humanistic approach is still relevant in the world of modern education. Practically, this study offers direction to educators to concentrate more on students' emotional needs as one important way to increase their desire to learn. Although this study is very useful, the results cannot be generalized. To find out how humanistic learning theory can be applied to various educational contexts, further studies are needed. This will pave the way for additional research

## **INTRODUCTION**

Humanistic learning theory is very important, but is often overlooked in modern education. Many educational institutions prioritize a learning approach that is oriented towards results, but a humanistic approach that focuses on student needs is often overlooked. Hiidayatullah (2021) revealed the facts in the field showing that a large number of students do not have a high desire to learn. Jainiyah & Ismiasih, (2023) explained that based on a learning approach that is not in accordance with the psychological and social needs of students. As a result, the humanistic approach, which places the individual at the center of the learning process, must be studied further.

According to several studies, the formal education system has not yet fully implemented the humanistic learning theory of figures such as Abraham Maslow, Carl Rogers, and Jerome Bruner. This method can adjust students' emotional needs to the learning process. This method has not been widely used until now. This shows that there is a difference between theory and practical educational practice. As a result, students are not interested in learning. The main purpose of this study is to find out how the application of humanistic learning theory can affect students' desire to learn.

This study will thoroughly investigate the literature to determine whether the humanistic approach can increase students' desire to learn, as well as how this method can be applied in various learning contexts. In addition, this study will discuss how the application of this theory affects students' emotional well-being and classroom dynamics. The fact that students have emotional needs that must be met in order for their learning process to be successful is based on the idea that humanistic learning theory is important to apply in education. In addition, this approach is in line with the goals of holistic education, where learning does not only focus on cognitive aspects, but also on students' emotional and social development. This study is important because it offers alternative methods that can help students improve their motivation to learn.

## **LITERATURE REVIEW**

According to the humanistic school, learning is a process that occurs within a person. It covers all aspects or domains that exist in a person's body, such as cognitive, affective, and psychomotor. In other words, the humanistic approach emphasizes that feelings and emotions are very important, as well as free communication and the values that each student has. Febrita and Ulfah (2019) explain the principles of humanistic theory as follows: the desire to learn, significant learning, learning without obstacles, learning independently, and learning to change.

## METHODOLOGY

To identify and analyze various studies related to the application of humanistic theory in education, this study uses the Systematic Literature Review (SLR) method. SLR was chosen because this method allows researchers to conduct a systematic and structured literature review, which produces more comprehensive results. This library research focuses on relevant literature on humanistic theory and learning motivation and how the theory is applied in education. The primary data of this study comes from research reports, scientific journals, and books that discuss how humanistic learning theory is applied in various educational contexts. In addition, secondary data comes from various articles and theoretical studies that discuss theories related to the research keywords. This study uses the following theories: Abraham Maslow's Hierarchy of Needs, Carl Rogers' Student-Centered Learning Theory, and David Kolb's Learning Cycle Theory. These theories were chosen because of their relevance to the humanistic approach and their potential to increase students' desire to learn. In addition, the theoretical framework of this study is complemented by Alfie Kohn's Intrinsic Motivation and Jerome Bruner's Constructivism theories. The study began by developing a clear and specific research question about how the application of humanistic theory impacts students' desire to learn. Next, predetermined keywords were used to conduct a literature search. To achieve results that were in accordance with the research objectives, relevant literature was identified, evaluated for quality, and analyzed systematically.

## RESULTS AND DISCUSSION

Aisyah & Wiranto (2023) explained that Humanistic Theory places students at the center of the learning process and focuses on the development of individual potential, freedom, and self-expression. This theory emphasizes the importance of emotional, social, and psychological needs in the learning process, and sees students as individuals who have the freedom to choose, develop their potential, and achieve self-actualization. Humanistic learning theory argues that the learning process is intended to humanize humans. This theory is more abstract and closer to philosophy, personality theory, and psychotherapy than learning psychology, (Andriani, 2019). Fahri & Joharis (2022) explained that Humanistic learning theory seeks to understand learning behavior from the perspective of the actor. Helping students develop themselves is the goal of educators. This means helping them recognize themselves as different people and developing their best potential. Humanistic learning can help students feel human and not lose their essence as beings with potential and uniqueness, (Febrianti, 2019).

Amrullah (2021) explains that Abraham Maslow's Hierarchy of Needs is a psychological theory created in 1943 by Abraham Maslow. According to Maslow's theory, humans have five levels of needs, ranging from basic needs to more complex needs. Needs at the lower level must be met first before needs at higher levels can be met. This hierarchy can be depicted in the form of a pyramid. There are five levels of Maslow's Hierarchy of Needs: Physiological Needs (Physiological Needs), Security Needs (Security Needs), Social Needs (Love and

Loyalty Needs), Esteem Needs (Esteem Needs), and Self-Actualization Needs (Self-Actualization Needs). Literature studies on Maslow's Hierarchy of Needs Theory show that fulfilling basic needs such as safety and esteem greatly influences students' desire to learn. Fulfilling self-actualization needs is also an important part of forming students' intrinsic motivation. Key Concepts of Student-Centered Learning According to Carl Rogers: Carl Rogers, a humanistic psychologist, argued that it is only when students are actively involved and have control over their learning process that meaningful learning can be achieved. The Student-Centered Learning Theory, also known as "Student-Centered Learning", is an educational approach that places students at the center of the learning process. Further analysis shows that implementing Carl Rogers' Student-Centered Learning Theory creates a more inclusive and personalized learning environment for students. Data from several studies show that students who have the opportunity to choose how they learn tend to be more motivated and achieve better learning outcomes. This is also in line with the humanistic concept that emphasizes that personal experiences are essential to learning.

David Kolb's Learning Cycle Theory states that effective learning occurs through direct experience that is processed reflectively. Emda (2017) explains that Kolb's learning cycle consists of four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. According to Kolb, learning is not just getting passive information. A literature review of Kolb's Learning Cycle found that project-based learning or real practice increases student engagement in the learning process. This is related to humanistic theory, which emphasizes that experience and reflection are essential to learning. According to Jerome Bruner's constructivist theory, learning is an active process in which students construct their own knowledge through experience and interaction with their environment. The main principles of Jerome Bruner's Constructivist Theory are Active Learning, Discovery Learning, Spiral Curriculum, the Role of Categories and Knowledge Structures, and Intrinsic Motivation in Learning, (Hakim 2017). According to Bruner, learning is not just passively receiving information but also involves active activities to connect new information with existing knowledge. Students who are actively involved in the learning process through discussion and exploration tend to be more motivated and understand what they are learning better. This is shown by Bruner's constructivist theory study. This active involvement increases the sense of ownership of the learning process. As a result, this sense of ownership increases the desire to learn.

According to Dewi (2017) The benefits of humanistic theory include:

- a. Used in learning materials that aim to shape personality, behavioral changes, conscience, and perspectives on social facts.
- b. The humanist school of thought argues that people have more desire or desire to develop their own potential and believe in biological destiny and environmental characteristics.
- c. Learners feel happy if there is a passion or drive to learn, and if there is a change in the way they think, behave, and act according to their own wishes.
- d. Learners become freer, allowing them to take responsibility for themselves and avoid the influence of other people's views.
- e. Helping educators find a way to learn at a greater level, which allows them to achieve their goals and helps them understand and comprehend the basics of the human psyche.

The shortcomings of humanistic theory according to Dewi (2017) are

- a. Students do not have the desire to understand their own potential.
- b. Too much freedom.
- c. Too confident by nature
- d. Humanistic psychology finds deviations from individualistic values.
- e. This theory is criticized for being less often used in simpler contexts.
- f. Teachers emphasize more on students to think inductively and prioritize the positive aspects of human nature.

In humanistic learning, teachers do not only provide information; instead, they act as facilitators who support and assist students in achieving their best potential. Therefore, learning that is oriented towards humanistic theory is expected to increase students' motivation to learn and facilitate a fun and meaningful learning process.

According to Syarifuddin (2022) Motivation is a very important psychological component in the learning process. To influence students, stimulus situations and memories are used to generate motivation. According to Syaadah, Silitonga, Rangkuty (2022) Many terms are used to refer to "motivation" or "motivation", including need, urge, wish, and drive. According to Wahyuningsih (2021) Motivation is a change in energy in a person which is characterized by the emergence of affect (feelings) and reactions to achieve the goals of the energy change, which can be in the form of changes in physical activity. The term "motivation" refers to a state in a person that

According to Lukita & Sudibjo (2021) The psychological feeling that drives someone to do something is called motivation. Needs, drives, and goals are the three main components of motivation. When someone feels an imbalance between what they have and what they expect, they experience a need. While drive is the mental strength to do something in a way that meets expectations. Nasar (2024) explains that the role of motivation is very important in the teaching and learning process for both teachers and students. According to Oktaviani (2017) Motivation is also seen as a drive to drive and direct behavior, including student behavior. According to Nast & Yarni (2019) Teachers know that learning motivation is very important to maintain and improve students' enthusiasm for learning, so that students are encouraged to do learning activities. If there is motivation to learn, learning outcomes will be optimal. Learning outcomes will be better if motivation is given properly. Alfie Kohn's Intrinsic Motivation Theory emphasizes the importance of intrinsic motivation as the main driver for learning and development. Kohn, a writer and critic of the traditional education system, argues that rewards, or rewards, and punishments, or punishments, can eliminate a person's natural desire to learn. Rather than pursuing grades or praise, according to Kohn, the focus of education should be to encourage curiosity, interest, and personal satisfaction. According to Hidayah, & Moch (2022) The main concepts of Alfie Kohn's intrinsic motivation theory are as follows: intrinsic versus extrinsic motivation; the importance of curiosity and independence; the dangers of rewards and punishments; learning based on cooperation rather than competition; and the importance of the process rather than the result. The following factors indicate a desire to learn: diligent and persistent in doing assignments, not easily discouraged or persistent, like to work independently, not easily bored with routine activities, and want to defend their opinions, Miftahhussaadah & Subiayantoro, 2021). Nisa & Ursula, (2023) revealed several principles underlying motivation to learn as the main driver that drives learning activities; intrinsic motivation is more important than extrinsic motivation; praise is better than punishment; motivation is related to learning needs; and motivation can foster optimism. According to Prasetyo & Suciptaningsih (2022) motivation has three main functions: encouraging people to act or do something. Motivation functions as a driver or motor that provides energy (strength) to a person to carry out tasks and determine the direction of action, namely towards a goal or ideal. Motivation does not allow a person to deviate from the path that must be taken to achieve a goal, as well as to choose actions. This means determining which actions must be taken to achieve a certain goal while eliminating actions that are not beneficial to that goal.

Three stages form the learning motivation process, according to Setiadi, Aryani, and Dini, Ahmad, (2023), First, conditions consisting of driving forces for learning (urge, need, and desire to learn) cause tension in students. Second, tension is reduced or eliminated when learning activities or behaviors are carried out to achieve learning goals. Finally, achieving learning goals reduces or eliminates tension. Sulaiman (2021) mentions several factors that influence learning motivation: students' ideals and aspirations, their abilities, their conditions, and their environmental conditions. Putri, Husna; Muhammad, Nihayah, (2023) explain that the way students respond, observe, and complete assigned tasks, the efforts made (physical and mental), persistence in the learning process, and their achievements are all evidence of students' motivational actions. Qona'ah (2023) A person's behavior or actions to achieve certain goals are influenced by their motives. Therefore, the strength or weakness of a person's desire is influenced by how strong their motivation is. One factor that can influence the success of learning activities is motivation. Rahman, Hayati, Mudifah, Rusmani, Muhammad, Ilmi, and Darul (2023) explain that learning and motivation influence each other. A relatively permanent change in behavior that may occur as a result of practice or knowledge motivated to achieve a particular goal is known as learning. Intrinsic factors include the desire and desire to succeed, the drive to fulfill needs, and the hope of ideals. Other factors that influence it are the appreciation he gives to others, a pleasant learning environment, and interesting learning activities. Saputri (2022) said that school education is the second source of education after family education. Schools are responsible for the belief of families or communities that children can develop academic (intellectual) potential. According to Sari Nugroho Purnama (2021), education must educate students to maintain and develop creativity (intellectual intelligence) and attitudes (moral intelligence) as part of emotional moral intelligence. Rahman (2021) stated that formal education is education provided by institutions that have been given legality by the government. This is similar to education from elementary school to college, both provided by foundations and by the government. Rahman (2023) overall formal education includes elementary, secondary, and higher education.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study generally found that humanistic learning theory increases students' motivation to learn. This finding is consistent with previous research findings that show that an approach that focuses on students and their emotional needs can increase students' engagement and drive to learn. Therefore, the application of humanistic theory can be a solution to the problem of students' lack of motivation to learn among students. Comparison with other studies shows that the humanistic approach has advantages compared to approaches that focus more on results or formal assessment standards. In other studies, this approach has also been shown to improve students' emotional health, which ultimately has a positive impact on their academic achievement. These results support the idea that humanistic theory should be applied more in the education system.

In addition, this study shows that the application of humanistic theory, especially in terms of giving students the freedom to regulate their own learning, increases intrinsic motivation. This is relevant to Alfie Kohn's intrinsic motivation theory, which emphasizes that internal rewards are more effective than external rewards in shaping learning motivation. Implicatively, the application of humanistic theory in education can bring about post-secondary changes. Furthermore, it is important for educators to realize that students' emotional needs are related to learning motivation.

The most important finding of this study is that humanistic learning theory has a high potential to increase students' desire to learn. If this theory is applied more widely, it can help solve the problem of lack of desire to learn which has been a problem in the world of education. Theoretically and practically, this research makes a significant contribution to the advancement of science. Theoretically, this research strengthens the idea that the humanistic approach is still relevant in the world of modern education. Practically, this research offers direction to educators to concentrate more on students' emotional needs as one important way to increase their desire to learn. Although this research is very useful, the results cannot be generalized. To find out how humanistic learning theory can be applied to various educational contexts, further studies are needed. This will pave the way for additional research.

## **FURTHER STUDY**

This research still has limitations, so it is necessary to carry out further research related to the topic of Application of Humanistic Learning Theory in Increasing Student Learning Motivation in order to improve this research and add insight to readers.



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