

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. 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 certain cognitive and/or procedural tasks. Additionally, the act of exploring, acquiring, and understanding knowledge can be described as learning. Many skills are useful when studying. Lachman (Houwer, Barnes-Holmes, & Moors, 2013) argues that most textbook definitions of learning describe a modification of behavior brought about by experience. In this case, learning is seen as a function that maps experience into behavior, this is essentially a very basic functional definition of learning. In other words, the impact of experience on behavior is how learning is defined.

Knowledge is acquired and explored using skills such as reading, writing, speaking, and listening. There are a number of different learning styles that 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 studying and studying based on research or direction can be categorized into cognitive (reflex), behavioristic, humanistic, social (Aunurrahman, 2018). A number of theories regarding learning and studying must be recognized and explored by educators at all levels in order to create ideal students. One of the four theories that the researcher wants to describe is humanistic learning theory.

Humanistic theory appeared 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 and Clark Moustakas, and a number of other experts (Mujahidah, 2021). This theory originates from the parallelism of psychology with personality theory. As a school of psychology, humanistics can be said to be relatively young, so that 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 was better able to overcome existing problems.

Humanistic theory is of the view that a series of activities seeking knowledge must be initiated and directed towards the need to humanize humans (Sulaiman & S, 2021). Learning is not only limited to improving cognitive quality, but there is also a series of events within each student and includes all of their environment. Therefore, the theory of demanding humanistic knowledge rather than studying the psychology of learning is actually more intangible (abstract) and tends towards philosophical review, temperament or character theory, and psychotherapy.

The focus of humanistic psychology is on the individuality of each person and considering the whole person. Starting from the existential premise that humans have free will and are driven to realize their potential and self-actualize, humanistic psychology develops its theories. 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 behavior; third, providing a wider choice of superior techniques for the practice of psychotherapy (Mcleod, 2023).

In order to achieve humanistic learning goals when studying, students should not be tied to the study program (curriculum), but rather the teaching syllabus that matches or harmonizes with their conditions. This causes the direction of learning intentions to be more focused on the activity of disseminating knowledge content rather than the results. Then, further explanation regarding humanistic learning theory will be included further in this research.

2. RESEARCH METHODS

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 literature data has been combined, critical and intensive analysis is carried out to support literature that can be evidence of learning theories according to humanistic psychology and their implementation in 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. RESULTS AND 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 is those who contributed to the development of this theory. For example, counselors, social workers, psychologists in clinics are not the result of research on learning activities. The humanistic, external, perceptual, and/or phenomenological psychology movements developed from this theory and were later introduced. This psychological theory aims to understand a person's behavior from a behavioral perspective and not from an observer's perspective. 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 starting from physical and spiritual needs that demand to be fulfilled. If all of this has been fulfilled, then they will feel safe as if their health needs are kept away from danger.

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

Meanwhile, according to (Aradea & 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, freedom and also responsibility as basic 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, which focuses on how and what the individual will become in the future. This psychological theory which focuses on understanding learning behavior from the perspective of the perpetrator, not the observer, can help students discover and use their own lives (Nursikin, 2016).

It can be concluded that 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 more emphasis on understanding learning behavior from the perspective of the perpetrator rather than the observer. This theory also includes the capacity to develop oneself through virtue which is very important 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 aged 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, in reality, this theory tends to lead to ideal education and learning processes. In other words, this theory is more interested in the concept of learning in its purest form rather than the learning that actually 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, Panjaitan, Boiliu, & Rantung, 2022).

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

3.3. Basic Concepts of Learning Theory According to Humanistic Psychology

An explanation of the world of education or knowledge which 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 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 of any theory to humanize 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.

Humanistic views that learning has a role, namely the process of each individual which includes all domains related to cognition, feelings (emotive), and something related to physical activity, linking 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) provide an opinion regarding the aim of humanistic theory towards the spirit when seeking knowledge which gives color to the ways of its application. Educators provide knowledge facilities to seek knowledge and accompany their students to achieve educational goals. Students are the main actors who explain their own meaning from a series of events in their experience of studying or student center. This is intended so that students are able to understand their own abilities while increasing positivity and reducing the negative side.

This learning theory prioritizes educators as providers (facilitators), who are considered good 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 the 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 content of the learning 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 insights with initial knowledge) of students. Each student has a different learning tempo and this makes understanding personal and environmental matters important in learning success. Because humans are unique in their own way and it is the role of educators to help students recognize their uniqueness and manifest their abilities. (Suprihatiningrum, 2017).

The purpose of learning is that it tends to be a series of events rather than the result (Sylvia, Anwar, & Khairani, 2019) of going 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 true 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 free 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 humanism theory is suitable to be implemented. The success of its application is that students become happy, enthusiastic, have the desire to learn independently, and change their mindset (thinking), behavior and actions according to their own will. Students are expected to become brave, independent people, neutral about other people's comments, and organize themselves consistently so that they do not override other authorities (rights) or violate existing rules, etiquette and manners.

3.4. Figures in Learning Theory According to Humanistic Psychology

From a number of figures in humanistic psychology, this research will mention three, including:

1. Carl Rogers

The theories of humanistic psychologist Carl Rogers had an impact on 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 with the motivation to fully realize their goals and consistently act according to their unique personality. In his capacity as a psychotherapist, Rogers created person-centered therapy. This approach, which is non-judgmental or aimless, encourages students to define themselves in an effort to improve their conditions, and (Husamah, 2016) assumes that 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 littering 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 does not grade their work unless they specifically ask for it.

2. Abraham Maslow

Abraham Maslow was a theorist who greatly influenced personality theory. He was born in 1908, April 1 to be precise, 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 school psychologist at the public schools of Alliance, 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 that they reject (don't like) or that is very different (not related) to their routine life. Children struggle with math and history not because they are less intelligent, but rather because they feel forced to learn them and see no good reason to do so. The inability to do something that will not satisfy a person is the real cause of bad behavior. In order to change the beliefs or thoughts that are already present in the student, educators must try to deepen the student's behavior by trying to understand their world of perception.

According to Combs, quite a few mistakes are caused by educators not being willing to do what they are required to do as a result of the fact that the presentation of the material is less interesting 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) centered on one circle. The large circle (2) represents perception of the external world, and the small circle (1) represents self-perception (Mayasari, 2017). The smaller the impact of an event on behavior, the farther the event from self-perception. Therefore, the more impersonal something is to us, 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

1. Open Education (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 teacher present.

2. Cooperative Learning (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 exploring academic material; 3) Students receive awards based on joint success.

3. Independent Learning (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 educators 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 Humanistic Learning Theory

1. Advantages

- 1) Contribute to the development of positive character, attitude and conscience
- 2) Able to change attitudes and thinking patterns
- 3) Cultivate creativity within a person
- 4) Encourages someone to continue learning

2. Weakness

- 1) Students will be left behind who, in their learning activities, are reluctant to recognize their own abilities
- 2) Excessive freedom can be obtained by students
- 3) Provides opportunities for the emergence of selfish (individualistic) traits
- 4) The possibility of failure in learning outcomes occurs if it is not accompanied by perseverance and determination of each actor or supporting element (educators, students, school, etc.)

4. SIMPULA N

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.

In Indonesia itself, educators play a crucial role as students' partners in a series of learning activities. However, the rise in cases of violence such as bullying or brawls, pornography, the practice of abortion, as well as denial of social norms ultimately leads to the dehumanization of education in the education system in this country. This country's education system also often has difficulty providing opportunities for students to reach their full potential. Education, in its series of activities, tends to do little to foster human values in students. This is because the education system places demands on students' cognitive strengths, but does not optimize their development in terms of affection. Thus, when observing inappropriate behavior, educators who are familiar with and understand humanistic psychology should focus on the emotional issues underlying the behavior, rather than simply punishing the inappropriate behavior. Humanistic learning theory advances and utilizes the idea that students are less likely to concentrate on learning if they are upset, sad, or depressed. So that students can concentrate on learning, educators are advised to create a comfortable and safe environment in the classroom because the essence of human psychology is the emotions (feelings) of their students.

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