

APPLICATION OF ABRAHAM MASLOW'S HUMANISTIC LEARNING THEORY AND TRANSFORMATIONAL LEADERSHIP IN ISLAMIC RELIGIOUS EDUCATION

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Abstrak

Penelitian ini bertujuan untuk mengkaji teori humanistik dan penerapannya dalam pembelajaran Pendidikan Agama Islam (PAI) di Sekolah Menengah Atas (SMA). Metode penelitian yang digunakan adalah penelitian perpustakaan dengan pendekatan kualitatif. Data diperoleh dari studi literatur dan analisis dokumen terkait teori humanistik dan pembelajaran PAI di sekolah. Teknik pengolahan dan analisis data menggunakan metode analisis konten untuk mengukur tingkat akurasi pesan dan menarik kesimpulan. Langkah-langkah yang diterapkan adalah deskriptif, analisis konten dan korelatif. Hasil penelitian menunjukkan bahwa teori humanistik dapat diterapkan dalam pembelajaran PAI dengan mengedepankan aspek personalisasi, pemberdayaan, dan pengalaman. Penerapan teori humanistik dalam pembelajaran PAI dapat meningkatkan motivasi dan prestasi belajar siswa, serta membantu siswa untuk mengembangkan potensi penubnya, baik dari aspek psikologis, fisik, emosional dan spiritual. Pada saat yang sama, kepemimpinan transformasional di lingkungan sekolah dapat memainkan peran penting dalam menciptakan iklim belajar yang positif. Kepemimpinan transformasional, yang menekankan motivasi, inspirasi, dan pengembangan potensi siswa, sejalan dengan gagasan Maslow tentang aktualisasi diri. Oleh karena itu, penelitian ini akan membahas penerapan teori pembelajaran humanistik Maslow dan kepemimpinan transformasional dalam pembelajaran PAI di SMA.

Kata Kunci: humanistik, Abraham Maslow, leadership, pendidikan agama Islam

Abstract

This study aims to examine humanistic theory and its application in PAI learning in Senior High School. The research method used is library research with a qualitative approach. Data were obtained from literature study and document analysis related to humanistic theory and PAI learning in schools. Data processing and analysis techniques used the content analysis method



to measure the level of accuracy of the message and draw conclusions. The steps applied are descriptive, content analysis and correlative. The results showed that humanistic theory can be applied in PAI learning by prioritising aspects of personalisation, empowerment, and experience. The application of humanistic theory in PAI learning can increase students' motivation and learning achievement, as well as help students to develop their full potential, both from psychological, physical, emotional and spiritual aspects. At the same time, transformational leadership in the school environment can play an important role in creating a positive learning climate. Transformational leadership, which emphasises motivation, inspiration and development of students' potential, is in line with Maslow's idea of self-actualisation. Therefore, this study will discuss the application of Maslow's humanistic learning theory and transformational leadership in PAI learning in Senior High School.

Keywords: *humanistic, Abraham Maslow, leadership, Islamic religious education*

A. INTRODUCTION

Education is a series of efforts to achieve educational goals, namely changes in behaviour in students, both moral, intellectual and social, towards maturity. The purpose of education is divided into three domains, namely cognitive, affective, and psychomotor. The three domains must be integrated and connected to each other in order to realise students who are intelligent, good personalities and skilled in managing their daily lives. (Armedyatama, 2021). Education and teaching is an effort to achieve targets or goals that coherently lead to improvements in behaviour towards the maturity of students. These changes show the stages that must be passed. Without this process, the goal cannot be achieved, the process in question is the process of education and teaching (Nur Sakinah Siregar et al., 2024). Teaching is a process with the function of guiding students through life, namely guiding and maximising their potential in accordance with the developmental mandate that students must go through. These developmental tasks include the need to survive as individuals and as social beings and as creatures created by God.

Humanistic psychology views behavioural psychology as narrow in scope and unnatural in its understanding of humans. (Yusron Hamdi & Dwi Santoso, 2021). Behavioural psychology's emphasis is on the visible, inhumane behaviour of humans to the extent that they resemble machines and animals. In humanistic psychology, humans are not limited to objects, but as subjects. This is the opposition of humanistic psychology theory to

behavioural psychology (Insani, 2019). The application of Abraham Maslow's Humanistic Learning Theory in learning Islamic Religious Education (PAI) in Senior High Schools (SMA) pays attention to the needs and potential of students holistically. Maslow's theory emphasises the importance of fulfilling basic needs such as physiological, safety, social, esteem, and self-actualisation needs in supporting students' learning process. In the context of PAI learning, this approach emphasises the importance of creating a learning environment that is safe, respectful, and facilitates students' spiritual self-development. Teachers can motivate students by linking PAI materials with students' daily lives, enabling active participation in discussions, and providing opportunities for personal reflection on religious teachings (Yandi et al., 2023). Thus, the application of Maslow's humanistic learning theory can provide a strong foundation for a learning approach that is oriented towards students' personal and spiritual development in high school.

In addition, in the context of PAI learning, the application of Maslow's theory can guide teachers to understand students' individual needs and motivations in understanding Islamic teachings (Insani, 2019). Teachers can accommodate students' various learning styles and learning needs, and create a classroom atmosphere that supports students' self-confidence and self-development. By facilitating positive learning experiences and strengthening the connection between PAI material and students' lives, teachers can help students feel valued and accepted in the learning process. This not only increases students' learning motivation but also supports their personal growth in responding to Islamic teachings with deeper understanding and better application in daily life. Thus, the application of Maslow's humanistic learning theory opens up opportunities for the development of an inclusive and empowering Islamic learning approach in senior high schools (Sumantri & Ahmad, 2019).

Transformational leadership in Islamic Religious Education (PAI) learning in senior high schools plays an important role in shaping students' character and spirituality. This concept emphasises inspiration, motivation, and moral development through exemplary teachers as learning leaders. An Islamic Education teacher who applies transformational leadership not only focuses on knowledge transfer, but also guides students to internalise Islamic

values in their daily lives (Kahfi & Darmuin, 2024). With a visionary approach, effective communication, and attention to students' individual needs, this leadership is able to create a learning environment that is harmonious, innovative, and oriented towards the formation of noble people in accordance with Islamic teachings. At the same time, transformational leadership in the school environment can play an important role in creating a positive learning climate (Krishnan, 2021). Transformational leadership, which emphasises motivation, inspiration and development of students' potential, is in line with Maslow's idea of self-actualisation. Therefore, this study will discuss the application of Maslow's humanistic learning theory and transformational leadership in PAI learning in high schools (Yusron Hamdi & Dwi Santoso, 2021).

Education is a series of humanisation derived from humanistic thinking. This is closely related to the essential purpose of humanistic understanding within the scope of human education. The Islamic education system, grounded from its inception in core human values, aligns fundamentally with Islam's identity as a humanistic religion. Islam places a strong emphasis on human aspects as a guiding principle in education. However, the educational and learning processes in schools are often perceived as lacking democratic elements. Students are provided with limited opportunities to explore their imagination and creativity through their own perspectives. In reality, fostering creative capacity and critical thinking skills in children is essential, equipping them to better address challenges and enhancing their competitiveness.

B. RESEARCH METHOD

In this study entitled 'Application of Abraham Maslow's Humanistic Learning Theory and Transformational Leadership in Islamic Religious Education Learning in Senior High Schools' using a library research approach. The literature study method is research conducted by collecting data sourced from literature (books). (Bagoes Malik Alindra & Amin, 2021). The data of this study is data that has relevance to related titles such as books, magazines, newspapers, newspapers and journals.

The source of data comes from documentation derived from books and journals that discuss Abraham Maslow's humanistic theory to foster student character in high school. The data collection method employed in this research is the documentation technique. This technique involves gathering data by selecting documents and records that are directly relevant to the research topic. The documentation method in this study is by collecting important files both sourced from books and scientific journals that can support research. The tactical step in this research is to analyse by observing every data found both from journals and books that are relevant to humanistic theory to foster the character of high school students using the foundation of Abraham Maslow's humanistic theory and transformational leadership. (Aiman et al., 2022). Data were analysed using a thematic approach to identify relevant patterns related to the application of Maslow's theory and transformational leadership in PAI learning. Data triangulation was used to ensure the validity of the results.

C. RESULT AND DISCUSSION

Application of Abraham Maslow's Humanistic Theory in Islamic Education Learning

Abraham Maslow was born in 1 April 1908 in New York and died in 8 Juni 1970 in California, he is famous for his views that gave birth to the theory of the hierarchy of needs. For this view, he was dubbed the father of humanistic psychology (Bagoes Malik Alindra & Amin, 2021). The concept of psychological thought that he offers departs from the existing classical theories of psychology, in order to expand the understanding of human behaviour to reach the highest human level (Azizah et al., 2024). So the concept of humanism in education refers to an education system based on humanity that emphasises three things. Firstly, the promotion of freedom, faith and human dignity. Second, the teacher's job is to inform students not guide them. Third, educators support students' self-actualisation when they participate in community activities.

The application of humanistic theories in education in the digital era faces a variety of complex contemporary challenges, especially in maintaining a balance between technological developments and human-centred learning

approaches (Prayogo & Suyadi, 2019). One of the main challenges is how educators can maintain deep and meaningful interactions with learners amidst the dominance of technology that often replaces interpersonal aspects in the learning process. In addition, reliance on digital platforms can hinder the development of students' emotional and social aspects, which are at the core of humanistic theories that emphasise personal growth, empathy and authentic learning experiences. The lack of digital literacy skills among educators is also an obstacle in creating a learning environment that still supports students' individual needs without losing the essence of human-oriented education (Anwar et al., 2022). Therefore, innovative strategies that harmoniously combine technology with humanistic approaches, such as the use of experiential learning, personalised mentoring, and the integration of emotional intelligence in digital curricula are needed to keep education relevant and meaningful in the modern era.

Comprehensive adaptation of theories in the face of changing times demands flexibility and integration of concepts that are relevant to the evolving social, technological and cultural dynamics (Amrullah et al., 2024). In the context of education, for example, learning theories that were previously orientated towards conventional approaches need to be combined with technology-based methodologies to improve learning effectiveness. Meanwhile, in the world of leadership, classic theories must be contextualised with the challenges of the digital era, such as data-driven leadership and collaborative management in an increasingly decentralised work environment (Okta Farhan Syahendra, 2024). This adaptation also includes an interdisciplinary understanding that allows various theories to complement each other, thus not only maintaining relevance, but also creating innovative solutions that can address global challenges. Thus, an adaptive approach based on a deep understanding of changing times will ensure that theories do not remain static concepts, but continue to evolve as a foundation for innovation and progress in various fields (Fathimah Raniyah et al., 2024).

Humanistic psychology not only focuses on the development of potential but also has an exclusive interest in the development of human behavior (Zamzami & Putri, 2024). Maslow realised that to see human development, it must be studied from all aspects that exist in humans

themselves as noble creatures of God so that his work related to motivation theory was born. The classic motivation theory of Frederick Winslow Taylor, focuses on fulfilling only material biological needs, but Maslow more deeply discusses the needs that humans have.

Maslow argues that there is a hierarchy of needs in humans, starting from the most basic to the highest needs. This hierarchy then helps educators understand learners to create a good learning environment. He divided the hierarchy into five basic levels of needs: The hierarchy of needs includes physiological needs, safety needs, the need for love and belonging, the need for esteem, and the need for self-actualization. This actualisation need is the highest hierarchy in the development of an individual to become a good person (Aiman et al., 2022). Maslow believes that if an individual is able to self-actualise well, then he can accept himself and others. This means that every child who enters the self-actualising stage will affect the individual's behaviour. Because at this stage, all potential will be optimised so that it is in line with the development of human behaviour in community life.

To effectively implement humanistic theory, teachers must be able to build trusting relationships with their students and support their natural development. Teachers can provide students with various learning materials to assist in the learning process, such as websites that facilitate learning. How to humanise students and make learning fun for them is the essence of humanistic learning. In fact, this humanistic paradigm tends to emphasise experiential learning, inductive thinking, and students' active participation in the learning process. Humanisation is the goal of learning, according to humanistic theory. Students are said to have learned something when they are aware of both their environment and themselves. In other words, children have been able to realise their full potential. Humanistic theory often uses a variety of theories to achieve its goals, making it eclectic in nature. The incorporation of humanistic theories into educational activities often encourages the use of inductive reasoning by students. This approach also emphasises the value of variable experiences and the active participation of students in their education (Sumantri & Ahmad, 2019).

With reference to the explanation described above, it is understood that the humanistic learning theory approach is an approach that focuses on

the potential and needs of individuals in the learning process in order to humanise humans. This approach sees learners as active beings, have freedom, and have the ability to direct their own learning. Based on this description, the characteristics of the humanistic learning theory approach emphasise:

First, Primacy and development on individual experience: Humanistic approaches emphasise the importance of the individual's subjective experience in the learning process. Each individual has unique experiences that influence their perception, understanding and response to learning materials. Therefore, humanistic approaches focus on understanding students' experiences and perspectives.

Second, Fulfilment of psychological needs: The humanistic approach recognises the importance of meeting individuals' basic psychological needs, such as the need for security, self-confidence, and belonging. Educators who subscribe to this approach seek to create a learning environment that facilitates the fulfilment of these needs so that students feel comfortable and ready to learn.

Third, Focus on personal growth: The humanistic approach emphasises personal growth and self-development as the main goals in learning. Educators who use this approach endeavour to help students develop their full potential, intellectually, emotionally and socially. They encourage students to recognise and appreciate their own uniqueness and develop a positive attitude towards themselves.

Fourth, Respect for individuality: Humanistic approaches value the individuality of each student. Each individual is considered to have different needs, interests, and abilities. Therefore, this approach encourages educators to use a differentiated approach, which is to provide learning experiences that suit individual needs and interests.

Fifth, The role of the educator as a facilitator: In the humanistic approach, educators act as facilitators or companions in the learning process. They encourage students to take responsibility for their own learning, plan learning goals, and evaluate their progress. Educators provide support, guidance and positive feedback to help students achieve their learning potential.

Sixth, Inclusive learning environment: The humanistic approach encourages the creation of an inclusive learning environment, where every student feels accepted, valued and supported in the learning process. In this environment, freedom of expression, mutual respect and co-operation between individuals are important values.

As such, the humanistic learning theory approach emphasises the uniqueness and potential of individuals in the learning process. This approach sees education as a form of personal growth and self-development, where individuals are invited to take an active role in their learning. The results showed that PAI teachers in the studied high schools tried to fulfil students' basic needs according to Maslow's hierarchy. For example, teachers create a safe and comfortable environment in the classroom, provide personal attention to students, and facilitate activities that encourage their social and emotional engagement. One of the PAI teachers also integrated group discussion activities and spiritual reflection to meet students' self-actualisation needs, so that they felt actively involved in the learning process.

Application of Humanistic Theory and Transformational Leadership in PAI Learning

Humanism theory represents an educational approach that centers on the individual as the primary focus of the learning process. This approach underscores the importance of nurturing the full range of human potential, encompassing physical, intellectual, emotional, and spiritual dimensions. In the context of Islamic Religious Education (PAI) in schools, the application of Humanism Theory can play a transformative role. Islamic education grounded in Humanism Theory promotes balanced personal growth, mental well-being, and a profound comprehension of Islamic values. This theory also supports individual empowerment by creating opportunities for students to experience independence, critical thinking, and autonomy in their understanding of religion (Bagoes Malik Alindra & Amin, 2021).

In the context of Islamic Religious Education (PAI), Humanism Theory combined with Transformational Leadership emphasizes an inclusive educational approach, recognizing each student as a unique individual with distinct needs and potential. Teachers are encouraged to cultivate a learning environment that is positive, welcoming, and supportive of students' holistic development. This approach enables students to feel

secure and at ease in expressing their thoughts, ideas, and experiences related to Islam. A key aspect in implementing Humanism Theory and Transformational Leadership within PAI learning is the cultivation of strong interpersonal relationships between teachers and students (Widiandari & Tasman Hamami, 2022). Teachers are expected to serve as facilitators in the learning process, motivating and inspiring students to engage actively in their education. Furthermore, teachers are encouraged to establish empathetic relationships with students, understanding their needs and emotions, and offering essential support to foster their growth (Sumantri & Ahmad, 2019).

Principals play an important role in encouraging the implementation of transformational leadership in schools. By using this leadership style, the principal inspires teachers to be more innovative in teaching, including in PAI learning. PAI teachers, inspired by this leadership model, also apply a more personalised and inspiring approach to students, such as motivating them to think critically and creatively in understanding religious values.

The integration of Abraham Maslow's humanistic theory and transformational leadership creates a human-centred approach to inspirational and visionary leadership (Maisaroh & Toriquddin, 2021). Maslow's theory, which emphasises a hierarchy of human needs ranging from physiological to self-actualisation, forms the basis for transformational leadership that focuses on individual development and empowerment of subordinates (Amalia & Munawir, 2022). A transformational leader not only fulfils the basic needs of his or her team members, but also motivates them to reach their highest potential through vision, appreciation and empowerment. In an organisational or educational context, leaders who understand Maslow's theory will create a supportive work environment, where psychological needs and a sense of belonging are met before leading individuals towards growth and self-actualisation. Thus, transformational leadership based on humanistic theory not only produces more productive individuals, but also forms a community orientated towards well-being and sustainable development (Wijiyono et al., 2022).

The integration of Abraham Maslow's humanistic theory with transformational leadership in the context of Islamic education creates a leadership approach that is not only orientated towards academic achievement, but also towards the development of learners' character and

spirituality (Hamdani et al., 2022). Maslow's theory that emphasises the fulfilment of human needs, ranging from physiological needs to self-actualisation, is in line with the concept of Islamic education that emphasises the balance between physical, intellectual and spiritual aspects (Aiman et al., 2022). A transformational leader in Islamic education, such as a teacher or principal, should be able to fulfil learners' basic needs, such as security and respect, before guiding them towards the highest achievements in knowledge and faith. By inspiring (Maslow, 2016), motivating and setting an example, the transformational leader helps learners internalise Islamic values, so that they are not only intellectually intelligent, but also have noble morals. This approach ensures that the learning process is not only a means of transferring knowledge, but also building the character of individuals who are ready to face the challenges of the times while adhering to Islamic values. The fulfillment of students' basic needs (such as feeling safe and valued) is balanced with the inspiration and motivation provided by teachers through transformational approaches. Students not only feel emotionally supported, but also inspired to reach their full potential, both academically and spiritually (Sojonah Janah, 2021).

Several arguments support the implementation of Humanistic Learning Theory combined with Transformational Leadership in Islamic Religious Education (PAI) within schools.

First, Acceptance and Appreciation: Humanistic Learning Theory and Transformational Leadership highlight the importance of accepting and respecting learners. Teachers foster a secure and supportive atmosphere, where students feel valued and free from excessive criticism, enhancing their confidence to share experiences, ask questions, and engage in self-actualization without constraints (Armedyatama, 2021)

Second, Experiential Learning: Both theories emphasize the role of experience in the learning process. In PAI, teachers can incorporate real or simulated experiences aligned with the religious values being taught (Sultan, Alifitri, 2023). For instance, students may participate in social activities, such as visiting orphanages or engaging in community service, to cultivate empathy and social awareness.

Third, Learner Empowerment: Humanistic Learning Theory and Transformational Leadership advocate for student empowerment in

learning. Students are encouraged to take initiative, make decisions, and organize their own learning processes. Teachers provide essential guidance and support while allowing space for creativity, critical thinking, and independent exploration of religious concepts (Amalia & Munawir, 2022).

Fourth, Relevance to Daily Life: Applying these theories in PAI also entails connecting religious values to students' everyday lives (Ali Putri et al., 2023). Teachers help students relate Islamic teachings to real-life situations, using discussions, reflections, and case studies to illustrate the application of religious values within family, school, community, and broader social contexts.

Fifth, Support for Personal Growth: Humanistic Learning Theory and Transformational Leadership underscore personal growth as a primary learning objective. In PAI, teachers focus not only on cognitive and religious knowledge but also on fostering students' affective, social, and spiritual development (Ali Putri et al., 2023). Teachers guide students in developing positive attitudes, understanding their societal roles, and navigating moral challenges encountered in daily life.

D. CONCLUSIONS

The application of Abraham Maslow's humanistic theory in Islamic Religious Education (PAI) learning provides an approach that places individual needs at the core of the educational process. In this context, meeting students' basic needs, ranging from physiological needs to self-actualisation, becomes an important factor in creating a conducive learning environment. The integration of this theory with transformational leadership enables educators not only to fulfil learners' basic needs, but also to inspire them to reach their maximum potential, both academically and spiritually. This study shows that PAIs in some schools have adopted this approach by creating a safe environment, providing individualised attention, and implementing experiential learning strategies and spiritual reflection. However, major challenges remain, especially in integrating technological aspects with humanistic approaches without compromising the essence of interpersonal relationships in education.

To implement Maslow's humanistic learning theory and transformational leadership in Islamic religious education in high schools, schools can start by creating learning environments that fulfil students' basic needs, such as security and self-esteem, and encourage teachers to be transformational leaders who inspire and guide students with approaches that support their personal and spiritual development. Teachers should also be trained to integrate emotion- and values-based learning and empower students in discussion-based learning and relevant religious reflection.

This study is limited to the context of Islamic religious education in high school, which may not fully illustrate the application of this theory in other disciplines or at different levels of education. In addition, measuring the success of the application of this theory can be difficult to do objectively, given its nature involving subjective aspects such as character development and student motivation. Further research could extend its reach to schools with diverse religious backgrounds and explore the long-term impact of applying Maslow's humanistic theory and transformational leadership on students' learning and character development. In addition, research could explore the use of technology in supporting these two approaches, as well as the involvement of parents and communities in strengthening the impact of learning in schools.

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