

EFFORTS TO IMPROVE STUDENT LEARNING ACHIEVEMENT USING HUMANISTIC LEARNING THEORY

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Abstract: *This study discusses the application of humanistic theory in improving student achievement at MI Nurul Yakin Sumberanyar Paiton. This research uses qualitative research method of case study type. This research was conducted since April 30, 2022. The data sources are observations and interviews. To obtain valid and reliable data, the researcher conducted interviews with several informants using purposive sampling technique, which consisted of five people, namely Ning Durrotus Shaimah as the principal, Hani as the deputy head, Titin as the deputy head of the curriculum, Cici Malika as one of the teachers, and Afkara Raysifa one of the students at the institution. The data analysis is data collection, data reduction, data display, and conclusions. The research results obtained are (1) the existence of adequate facilities and infrastructure, (2) the provision of rewards, (3) the existence of professional teachers and (4) student-centered learning strategies. With the application of humanist learning theory, it is possible for student achievement to be achieved.*

Keywords – *Humanistic Learning Theory, Learning Achievement*

Abstrak – Penelitian ini membahas tentang penerapan teori humanistik dalam meningkatkan prestasi belajar siswa di MI Nurul Yakin Sumberanyar Paiton. Penelitian ini menggunakan metode penelitian kualitatif jenis studi kasus. Penelitian ini dilakukan sejak tanggal 30 April 2022. Sumber datanya ialah observasi dan wawancara. Untuk mendapatkan data yang valid dan dapat dipertanggung jawabkan, peneliti melakukan interview dengan beberapa informan dengan teknik *purposive sampling*, yaitu berjumlah lima orang yakni Ning Durrotus Shaimah selaku kepala sekolah, Hani selaku wakil kepala, Titin selaku waka kurikulum, Cici Malika selaku salah satu guru, dan Afkara Raysifa salah satu siswa di lembaga tersebut. Analisis datanya yaitu *data collection, data reduction, data display, dan conclusions*. Adapun hasil penelitian yang diperoleh ialah (1) Adanya sarana dan prasarana yang memadai, (2) Pemberian reward, (3) Adanya guru yang profesional dan (4) Strategi pembelajaran berpusat pada siswa. Dengan adanya penerapan teori belajar yang humanis memungkinkan prestasi belajar siswa akan tercapai.

Kata Kunci – *Teori Belajar Humanistik, Prestasi Belajar*

INTRODUCTION

Learning achievement and learning process are an inseparable whole, because learning achievement is essentially the end result of a learning process. Learning achievement is a path of mastery of knowledge or skills developed by subjects, usually indicated by test scores or numbers given by teachers (Widat and Efanadari 2021). Learning achievements are obtained from the process of learning to master the science that is commonly developed and usually these achievements are indicated by numbers.

Learning can be understood as everything that is done with the intention of facilitating learning. Learning can also be understood as a deliberate effort to manage learning events or events in facilitating learners so as to be able to obtain the objectives of those learned (Rozi 2021). Learning is an activity that is quite urgent in an effort to achieve educational goals. Without learning a person is unlikely to be able to become an educated person. In other words, an educated person is a person who is always fond of learning. In his life he always tried to learn, so that a principle was embedded in him that there is no day without learning. Every human being everywhere certainly carries out learning activities (Firdaus et al. 2020).

Learning achievement is said to have reached the perfect point when it meets three aspects, including cognitive, affective, and psychomotor aspects. The cognitive aspect relates to new recognition or recall (memorization), understanding, applying, analyzing and evaluating abilities. The affective aspect relates to the generation of interests, attitudes/emotions, respect (obedience) to values or norms. The psychomotor aspect is related to teaching that is a skill or that indicates an ability (*skill*).

But in reality at MI Nurul Yakin Sumberanyar is precisely in improving the achievement of its students by applying humanistic learning. Humanistic education itself is understood as a name for educational thought / theory intended as education that makes humanism an approach. In the term/name of humanistic education, the word "humanistic" is essentially an adjective which is an approach in education. Knight's narrative of humanistic is "Central to the *humanistic movement in education* has been a desire to create a learning environment where children would be free from intense competition, harsh discipline, and the fear of failure". Fundamental in humanistic education is the desire to create a learning environment that makes learners free from great competition, high discipline, and fear of failure. Freire says; "There is no humanistic dimension in oppression, nor is there a process of humanization in rigid liberalism" (Freire, 2002).

Principles of humanistic educators : (1) Students must be able to choose what they want to learn. Humanistic teachers believe that students will be motivated to study teaching materials if they are related to their needs and desires. (2) The purpose of education should encourage students' desire to learn and teach them about how to learn. Students should be motivated and self-stimulating to learn on their own. (3) Humanistic educators believe that values are irrelevant and only meaningful self-learning evaluations. (4) Humanistic educators believe that, both feelings and knowledge, are essential in a learning process and do not separate the cognitive and affective domains. (5) Humanistic educators emphasize the importance of students avoiding environmental pressures, so that they will feel safe to learn. By feeling safe, it will be easier and more meaningful the learning process that is passed (Suprihatin 2017). The principles of learning are: (1) Learning starts from a whole, then goes to the parts. (2) The whole gives meaning to the parts. (3) Learning is self-adjustment to the environment. (4) Learning will be successful if maturity is reached to gain understanding. (5) Learning will be successful when there is an individual meaningful purpose. (6) In that learning process, the individual is an active organism, not a vessel that must be filled by others (Solichin 2018b).

The application of humanistic theory in MI Nurul Yakin Sumberanyar Paiton can be seen from several efforts of teachers in schools who hold reprimands for the principles of humanistic theory, such as always trying to use methods and strategies that arouse students' interest in being active. In addition, teachers at MI Nurul Yakin also always strive to be professional to stay attached to him.

Research with a similar theme was also carried out by (Solichin 2018a) who obtained the result that the absorption of the humanism learning paradigm in PAI material can be done by providing rational reasons (evidence) against Islamic teachings, providing opportunities for students to think critically, creatively about the PAI material presented, connecting PAI material with the real world of students. From the results of this research, it can be understood that humanistic theory is able to build a critical and creative mindset for students. A similar study was also conducted by (Sulaiman and Neviyarni 2021) and obtained the result that learning is considered successful if the learner understands his environment and himself. The student in the process of learning must strive so that gradually he is able to achieve self-actualization as well as possible. The humanistic school views that learning is not only the development of cognitive qualities, but also a process that occurs within the individual that involves all existing parts or domains. From the results of this research, it can be understood that humanistic learning sees the importance of all aspects that uphold self-actualization. The same research was also carried out by (Armedyatama, 2021) and obtained the result that learning in a

humanistic approach is understood as learning that leads to the process of humanizing humans has many benefits including forming personality, conscience, changes in good attitudes. The next benefit is to get used to doing things that are democratic, dialogical participatory and humanist. From the results of this study, it can be understood that the application of humanistic learning can create active and humanist students.

From existing research, the majority only discusses the impact of humanistic learning, no one has focused on its impact on student learning achievement. For this reason, this research is considered necessary to be carried out. This research focuses on how humanistic learning theory improves student learning achievement at MI Nurul Yakin Sumberanyar Paiton. The purpose of this study is to provide an overview of humanistic learning in improving student learning achievement.

RESEARCH METHOD

This research uses qualitative research methods of case study type. This research focused on steps in humanistic learning in improving the learning achievement of MI Nurul Yakin Sumberanyar Paiton students. Observation and interviews become a way for researchers to obtain data. The researcher determined the focus of the study on April 30, 2022, then before going down to the site to expose the problem in the study and continue until the research reporting. Various data obtained by researchers are then systematically narrated, then reduced, adjusted to the needs of the study so as not to make it easier for researchers to obtain conclusions.

To obtain valid and accountable data, researchers conducted interviews with several informants with *purposive sampling* techniques, namely five people, namely Ning Durrotus Shaimah as the principal, Hani as the deputy head, Titin as the curriculum waka, Cici Malika as one of the teachers, and Afkara Raysifa as one of the students at the institution. The researcher provides a structured explanation, as well as the facts in the field, can also be measured about the situation at the research site both in the form of the object under study as well as facts related to the condition and to draw a conclusion later (Nana & Elin, 2018). This research is expected to be able to describe fully and thoroughly related to humanistic learning in improving the learning achievement of MI Nurul Yakin Sumberanyar Paiton students. Data analysis is carried out by referring to concepts (Milles and Huberman 2014), namely *data collection, data reduction, data display, and conclusions*.

FINDINGS AND DISCUSSION

In general, the factors that affect the learning achievement achieved can be classified into 2 factors, namely internal factors and external factors. Internal factors formed in students include physical and spiritual health, attitudes, intelligence and talents, interests, motivations, ways of learning, and so on. Meanwhile, external factors are factors that come from outside the student, including the family environment, school, community, and the surrounding environment. For this reason, this factor is closely related to humanistic learning. Humanistic learning views man as a subject who is free to be free to determine the direction of his life. Man is fully responsible for his own life as well as for the lives of others. Humanistic education emphasizes that education is first and foremost how to establish communication and personal relationships between individuals and between individuals and groups within the school community. This relationship developed rapidly and produced the fruits of education if it was based on love between them. Individuals only develop optimally and relatively unhindered if they are in an atmosphere full of love, an *understanding heart* and an effective personal relationship.

For this reason, there are several efforts made at MI Nurul Yakin in order to achieve the goals as expected by the humanistic learning concept or theory. Among them are adequate facilities and infrastructure, rewards, professional teachers, strategies and methods of active, creative and fun learning and extracurricular activities. This is as stated by the principal of MI Nurul Yakin in his interview as follows:

"The learning that has been done a lot is only active learning, I think it is lacking if it is not accompanied by a humanist learning foundation. The impact is on student learning achievement, for this reason, at MI Nurul Yakin there are several efforts made by me together with the teachers here including by paying attention to infrastructure and must be adequate, emm the easy term yes support the effectiveness of student learning. Then there's the award, this applies to the students and the teachers, so they're both able to. Then there are competent teachers, so that students can get knowledge from people who are worthy of it. Well, the professional teacher certainly understands how fun learning strategies can make students active. Lastly, it was followed by additional lesson activities such as extracurriculars."

From this presentation, it can be understood that a learning is not only required to be active but also needs to see the humanitarian side of a student. There are several things that are carried out at MI Nurul Yakin as a form of effort from humanistic learning in improving student learning achievement, namely adequate infrastructure, rewards, professional teachers, active and fun learning strategies and methods, as well as extracurricular activities.

Adequate Facilities and Infrastructure

Complete infrastructure can be one of the reasons for the increase in student learning achievement, this is as stated by the head of MI Nurul Yakin in his interview as follows:

"We are here always trying to provide proper facilities for the needs of the learning process of female students in this institution. Because we know, when the necessary facilities are adequate, indirectly the female student will be motivated to achieve high learning achievements. The learning facilities that we provide for now start from completeness in the classroom such as tables and chairs, whiteboards, markers and whiteboards, then computers, laboratories, prayer rooms, bathrooms, UKS rooms, for libraries while still integrated with the office."

From this presentation, it can be understood that the head of the MI madrasah Nurul Yakin seeks to improve learning achievement through learning motivation first, which is supported by the existence of complete infrastructure in the madrasah. Means are everything that is necessary in the learning of sports and health physical education that is easily transferred or carried by the perpetrator / student (Widiastuti, 2019). Meanwhile, infrastructure is everything that is needed in learning sports and health physical education that is permanent or immovable (Setyaningih 2018). The completeness and availability of educational facilities in schools greatly affects the activeness and smoothness of learning in the classroom (Harahap, Siregar, & Marpaung, 2022). Educational facilities and infrastructure, including: construction of study rooms, renovation and rehabilitation of study rooms and their supporting devices, laboratory rooms, libraries, computers, learning resource centers, and including teachers' houses, leaders, guards, teacher and student toilets (Agustina & Apko, 2021). Adequate facilities and infrastructure that meet the standards available in the laboratory can help students in carrying out practicum, so that students can easily understand the material taught (Megawati and Rochman 2019). Through this, the head of the MI madrasah Nurul Yakin seeks to listen to what his students need to support their learning. This is in line with learning according to humanistic theory, namely creating learning that is full of communication and personal relationships between individuals and between individuals as well as groups within the school community, which in this case is communication between the head of the madrasa and the learning needs of students.

Reward

Reward is one of the efforts made at MI Nurul Yakin Sumberanyar Paiton in improving student achievement, this is as stated by the deputy head in his interview as follows:

"One of our efforts in improving student achievement here is using rewards. The rewards applied here are not limited to items such as books, but also in the form of praise when students have succeeded in learning. We also do not limit the provision of rewards only to academic achievement, for example when students are ranked in the top ten, but also when students can conquer fear and laziness, for example when they can't do assignments or homework, they dare to ask questions and are not afraid to try, we also give appreciation. Because actually every student is smart in their own way, that's what we're trying to dig into. The curiosity is that we need to peak, now when that skill comes out then the matter of the achievement will no longer be difficult, so to speak."

From the presentation, it can be understood that in improving the learning achievement of its students, MI Nurul Yakin provides rewards as a stimulus. The rewards given are not only in the form of goods, but also in the form of appreciation. Reward is a tool to educate children so that children can feel happy because their actions or work have been awarded (Firdaus 2020). With the reward, it will foster the desire of students to repeat their actions in order to get an award (Mahermawati 2018). This is also as stated by one of the MI students Nurul Yakin in his interview as follows:

"Yes, sis, usually it's nice to get a ranking because you get a prize. But besides that, what makes you happy is also when you can work on the questions in front of the class, come forward, brother, because you can also get praise from the teacher even though the answer is wrong hehe. The point is that he said he dared to come forward and was not afraid to ask. From that, ee became the reason I wanted to go ahead and try again."

From the presentation, it can be understood that the existence of rewards can make students do that treatment many times. Rewards or rewards have three important functions in teaching children socially approved behaviors (Wati, 2021). The first function is to have educational value. Second, giving rewards is a motivation for children to repeat behaviors accepted by the environment or society (Nurulaini 2020). Through rewards, children will actually be more motivated to repeat behaviors that are expected by society (Febianti 2018). The latter function is to reinforce socially approved behaviors and the absence of reward weakens the desire to repeat the behavior.

This is in line with the humanistic theory of education that emerged in the 1970s departing from three philosophical theories, namely pragmatism, progressivism and existentialism. Progressivism emphasizes

the freedom of self-actualization in order to be creative so that it demands a democratic learning environment in determining its policies. Progressivists are striving to create a more meaningful education for social groups. Progressivism emphasizes meeting the needs and interests of the child. The child must actively build life experiences. Learn not only from books and teachers, but also from life experiences. This educational thinking ushers in the view that children are individuals who have high curiosity so that there is a high desire to learn as well (Scruton, 1984).

Professional Teachers

Teachers who are qualified in their fields are one of the efforts that are also being carried out at MI Nurul Yakin in improving the learning achievement of their students, this is as conveyed by one of the MI teachers Nurul Yakin in his interview as follows:

"Emm to improve learning achievement, yes, here the teachers are included in some training on learning methods. According to the principal, the goal is so that the teachers can become professional teachers. So that the quality of student learning is better if the teacher is professional, already proficient in the field. Student learning achievement will be easily achieved if the teacher who teaches it is professional. Professionals in this case certainly include some things as stipulated, not just as an embed for some teachers hehe. "

From this presentation, it can be understood that professional teachers are one of the ways that can improve student learning achievement at MI Nurul Yakin. Teachers have a very important role in improving student learning achievement, the teacher's duties as a professional (educating, teaching, and training students). Teachers have an obligation to shape and build the personality of students into a useful person in facing global competition and the guidance of the modern world (guidance of science), related to efforts to build themselves, build their religion, to build the nation and country to be more advanced (Saleh, 2021). In his role as a teacher, he must be able to encourage students to always learn and not only rely on learning in schools with limited time (Hidayat and Haryati 2019). A teacher should act as an informer, organizer, motivator, director, initiator, facilitator, mediator, evaluator.

The professionalism of the teacher is the result of the professionalization he undergoes continuously. Teacher professionalism in improving the quality of education is determined by 3 components, namely in put, process and out put (Pratami & Siregar, 2020). The in put consists of educators, education staff, students (in put the recruitment pattern of educators and educators), teacher experience in teaching and competency development and students (Hapsari, Desnaranti, and Wahyuni 2021). The process can be seen how educators carry out the learning process and

education staff support the learning process and students who can understand the learning process delivered, then it can be known about the quality of the out put of the educational institution.

This is in line with humanistic learning theory which comes from the philosophical thought of progressivism and emphasizes the freedom of self-actualization in order to be creative so as to demand a democratic learning environment in determining its policies. Progressivists are striving to create a more meaningful education for social groups. Progressivism emphasizes meeting the needs and interests of the child. The child must actively build life experiences. To be able to meet these needs, a guide is needed, in this case a qualified teacher in the field (professional).

Student-Centered Learning Strategies

Learning achievement can also increase if the learning strategies presented by the teacher are attractive enough for students. Relevant to student-centered learning promoted by the government, this strategy is also carried out at MI Nurul Yakin as a form of effort in improving learning achievement. This is as stated by the curriculum waka of MI Nurul Yakin in his interview as follows:

"The curriculum used is K-13 so it is more studentr-centered. This is actually good, because rather than traditional learning or teachers as a center, it is more improved which in this student centered period the learning outcomes of students are not good. Whether it is in terms of academics, or attitudes. So, the student is not just a sitting emm, receiving material, but being free to express himself."

From the presentation, it can be understood that the learning strategy used at MI Nurul Yakin, namely student centered, is one of the factors that causes an increase in student learning achievement. Student Centered Learning emphasizes the interaction approach, not only as a process of transferring information but rather to facilitate the occurrence of learning or interaction of students with students with educators and the learning environment occurs not in a monologue but interaction with many directions (Pratama, 2021) . Student Centered Learning learning approach that can actively involve students during learning activities carried out with scientific learning (Minah, Haryono, & Sinaga, 2022). Scientific learning prioritizes activities how students are involved in searching for knowledge independently and full of activities to construct theories, concepts by observing, questioning, collecting information, processing information and communicating (Widyanto & Vienlencia, 2022). The independence of students in searching for knowledge will make students have the nature of being fully responsible in making decisions and applying them in everyday life.

In line with this, humanistic pembelajaran views the student as a subject who is free to determine the direction of his life. Students are directed to be fully responsible for their own lives and also for the lives of others (Febriyana and Winarti 2021). Some approaches worth using in this method are dialogical, reflective and expressive approaches. The dialogical approach invites students to think together critically and creatively. The teacher does not act as a teacher who only provides the material needed by the students as a whole, but the teacher only acts as a facilitator and dialogue partner.

The application of humanistic theory to learning activities should guide students to think inductively, prioritize practice and emphasize the importance of student participation in learning. This can be applied with discussions so that students are able to express their thoughts in front of the audience. Educators invite students to ask questions about less understandable subject matter (Rosiah & Savana, 2021). The learning process according to the humanistic view is the development of personality, spirituality, behavioral development and being able to understand phenomena in society. A sign of successful implementation is that students feel comfortable and excited in the learning process and there are positive changes in the way of thinking, behavior and self-control.

CONCLUSION

From this explanation, it can then be concluded that learning is also a change in behavior towards a change in good behavior, where the change occurs through practice or experience, the form of the change is then understood as achievement. MI Nurul Yakin is an educational institution that in improving the learning achievement of its students is based on humanistic learning theory, so that the efforts made include the existence of adequate facilities and infrastructure, giving rewards, the existence of professional teachers and student-centered learning strategies. With the application of humanist learning theory, student learning achievements will be achieved. The researcher recommends to the next researcher to continue this study in more depth in order to obtain better research results

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