



Humanization of Pesantren Education: The Abraham Maslow Perspective

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Abstract

Keywords:

Learning;
Humanistic
Approach;
Pesantren.

This article aims to review the teaching learning process based on Maslow hierarchy needs at modern pesantren in Indonesia at Pesantren (Islamic Boarding School) Al Amin, Prenduan, Sumenep. This research uses a qualitative descriptive approach. The research subjects were the teachers who had taught at the pesantren over 10 years. From the research it is identified that such learning practice includes: 1) the provision of physical environment and learning books as basic needs of student (the students of pesantren), (2) advocacy, encouragement and role model, psychological environment that will give opportunity for student to ask, express their opinions, give inputs and criticism so as to satisfy the need of safety to student when learning, 3) collaborative learning, assistance to student experiencing problems in their learning as the expression of affection to student, 4) reward to student recording excellent achievement, reward to criticism and input uttered by student as recognition to their self-esteem, 5) active learning, talent and potential development as self-actualization expression of student.

Abstrak:

Kata Kunci:

Belajar;
Humanistik;
Pendekatan;
Pesantren.

Tulisan ini bertujuan mengkaji proses belajar mengajar berdasarkan hirarki kebutuhan menurut Maslow di Pondok Pesantren Modern Al Amien Prenduan. Jenis penelitian ini adalah kualitatif dan pendekatan deskriptif. Objek penelitian ini guru guru yang telah mengajar selama lebih 10 tahun. Dari penelitian, teridentifikasi bahwa praktek pembelajaran di atas adalah sebagai berikut: 1) penyediaan lingkungan fisik dan buku pelajaran sebagai kebutuhan pokok belajar bagi siswa, 2) pendampingan, motivasi dan teladan yang baik, lingkungan psikologis yang dapat memberikan kesempatan kepada siswa untuk bertanya, mengungkapkan pendapat mereka, memberikan saran dan kritik adalah untuk memberikan kepuasan bagi kebutuhan akan rasa aman bagi siswa ketika mereka belajar, 3) pembelajaran kolaboratif, pemberian bantuan bagi siswa yang mengalami kesulitan belajar sebagai ungkapan rasa kasih saya kepada siswa, 4) penghargaan kepada siswa berprestasi, penghargaan atas kritik dan masukan dari siswa merupakan akan harga diri mereka, 5) pembelajaran aktif dan pengembangan potensi merupakan ungkapan aktualisasi diri siswa.

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1. Introduction

Education is an effort to humanize human beings that will enable them to grow and develop into civilized creatures. In Indonesia, the Government has set education as top priority in national development program. Law of National Education System Number 20 of 2003, stated that education is a mindful and soundly planned effort to realize particular learning atmosphere and process from which the students can actively develop their potentials to achieve religious spiritual power, self-control, personality, intelligence, lofty moral and skills not only for their personal interest but also for the communities, nation and state. Such Law further stresses that education is to encourage active participation of students in developing their potentials and talents.

This potential development can be pursued with the introduction of humanistic approach in learning process. This humanistic learning approach can be interpreted as a learning process, which is attempted to enhance the dignity and value of individuals.¹

Humanistic approach is an education model aiming to humanize human beings. In light of that, this approach is more focused on learning based on humanity values. This theory comes from and goes back to human beings.² In addition, humanistic approach to education is more emphasized on the development of human dignity as God's creatures that have freedom in determining their option. This approach underscores integration of creation domain and feeling domain.

With the above mentioned approach, teachers should no longer draw a distinctive demarcation line with the students they teach. In this position, teachers can play as older brothers/senior students for their students. Thus, teachers can give guidance, solution and consultation for the students with ease during learning process. Moreover, humanistic approach in education focuses on teachers' initiatives in assisting the students to reach their self-realization according to the personal characteristics of students concerned. Self-realization can only be achieved from potential development of students through learning process.

Humanistic approach is exclusively not only applied in formal education. However, in Indonesia context, this approach is also used in *pesantren*, which constitutes non-formal education institute. Pondok Pesantren Al-Amin Preduan Sumenep is a modern *pesantren* which adopts humanistic approach principles. In this *pesantren* student have freedom to pick up activities as optional competency deemed most suitable to their interest and talent. This Pesantren also advocates non-violent learning. It also provides counselling, motivation building and role model from teachers to student.³

Thus far, humanistic approach in learning process has theoretically been explored in extensive way by some experts including Raphaely & Marinova⁴

¹ Marlise R. Lonn & Jamoki Z. Dantzer, "A Practical Approach to Counseling Refugees: Applying Maslow's Hierarchy of Needs", *Journal of Counselor Practice*, Vol. 8, No. 2, (2017), 65.

² Asri Budiningsih, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2005).

³ Taufiqurrahman, *Interview*, 15 Agustus 2019.

⁴ Talia Raphaely & Dora Marinova, "Sustainability Humanistic Education: A New Pedagogy For A Better World," *International Journal of Education Economics and*

highlighting sustainably humanistic learning as an attempt to build better Education in future, Untari focusing on humanistic approach in epistemological review,⁵ Jingna reviewing the application of humanistic learning theory in education,⁶ Firdaus (2017), analyzing the application of humanistic approach in learning according to Paulo Frier.⁷

Meanwhile from practice wise, humanistic approach in learning has been applied by Soviah,⁸ stressing on English learning in class using humanistic approach,⁹ discussing learning applying humanistic approach to embolden the learning motivation of students, Berkowitz (2014), reviewing humanistic approach in psychology lecture,¹⁰ focusing on the relation of humanistic approach and learning motivation of students,¹¹ analysing the application of humanistic approach in fine art education curriculum.

Until to date, no humanistic approach has been applied in non-formal education institute especially in *pesantren*. Given that, I am interested to review learning practice in Pondok Pesantren Al-Amin Prenduan Sumenep for the following grounds: 1) Pondok Pesantren Al-Amin Prenduan Sumenep is a *pesantren* managed with modern education introducing modern learning principles, more specifically encouragement of students' participation in learning process, 2) learning curriculum of this *pesantren* consists of basic competency and optional competency. For the latter, the students have broad opportunity to select subjects/materials of learning, which is deemed to be the most suitable to their talent, interest and potential, 3) extra-curriculum activities as forum to actualize the talents and potential of students. These three considerations have further amplified my assessment that Pondok Pesantren Al-Amin is very conducive for the application of humanistic approach in its learning process.

The author adopts hierarchy of needs introduced by Abraham Maslow, an American renowned psychologist, who lived in 20th Century. While this theory is normally used in economic field, the author applies it in education sector. Indeed, there is correlation of Education and Economics. At least it can be confirmed here that Education is affected by economic factors.

To get comprehensive illustration of the foregoing problem, the author discusses it with the following layout: First, historical review of modern *pesantren* in Madura; Second, humanistic approach in learning; Third, learning practices in Pondok Pesantren Al-Amin Prenduan Sumenep with humanistic approach principles/values

Development, Vol. 4, No. 2, (2013), 1-31.

⁵ Lilik Untari, "An Epistemological Review On Humanistic Education Theory," *Leksema*, Vol. 1, No. 1, (2016), 59-72.

⁶ DU Jingna, "Application of Humanism Theory in the Teaching Approach", *Higher Education of Social Science*, Vol. 3, No. 1, (2012), 32-36.

⁷ Fauzan Akmal Firdaus "Humanistic Approach In Education According to Paulo Freire," *Jurnal Al Ta'dib*, Vol. 12, No. 2, 2017), 25-48.

⁸ Soviah.. "Humanistic Approach In Action: Efl Writing Class", *TEFLIN Journal*, Vol. 18, No. 2, (2007).

⁹ Peng Chen & Carsten Schmidtke, "Humanistic Elements in the Educational Practice at a United States Sub-Baccalaureate Technical College," *International Journal for Research in Vocational Education and Training (IJRVET)*, Vol. 4, No. 2, (Agustus, 2017), 117-145.

¹⁰ Nasiema Mustafa Sadeq Al-Khalidi, "The Relationship Between Humanistic Teachers' Characteristics Practices and Students' Learning," *Global Journal of Educational Foundation*, Vol. 3, No. 2, (Juni, 2015), 170-174.

¹¹ Jeffrey L. Broome, "The Case for Humanistic Curriculum: A Discussion of Curriculum Theory Applied to Art Education," *Journal of Art for Life*, Vol. 5, No. 1, (2014), 1-17.

2. Methods

This research uses a qualitative descriptive approach, namely research that puts forward data research based on the disclosure of what the respondents reveal from the data collected in the form of words, descriptions and not numbers. In other words, a qualitative method is a method that produces theoretical or spoken words from people and observed behavior. This qualitative descriptive approach was chosen because in this research it leads to a detailed and in-depth description of the actual condition in the field.

This study aims to determine how the implementation of the humanistic approach in education at Pondok Pesantren Al-Amin Prenduan. This *pesantren* is known as a modern pesantren that applies active learning strategies and methods as the embodiment of a humanistic approach. The research subjects were the teachers who had taught at the pesantren for over 10 years, so that they had sufficient experience in applying a humanistic approach to learning.

In the research, the researcher acts as a key instrument by asking, tracking, observing, understanding and abstracting. The researcher as the main instrument enters the research setting in order to have direct contact with the informants, and can naturally understand the realities in the research setting. Researchers try to interact with research informants fairly and respond to all changes that occur in the field, trying to adapt to the developing situation.

The data collection instrument is the dept interview. It is a data collection technique to obtain direct and in-depth information. Researchers used in-depth interviews in this study by giving questions in depth so that no data could be asked again. In addition, the researcher uses the observation method to observe directly the phenomena, namely the various events of the implementation of the humanistic approach in the pesantren.

Data collection and analysis are carried out in an integrated manner, meaning that analysis has been carried out since in the field, namely by compiling data or empirical material (synthesizing) into patterns and various categories correctly. The collected empirical material is analyzed using three steps of analysis, namely data reduction, exposure to empirical material and drawing conclusions and verification.

3. Result And Discussion

Generally speaking, humanism can be interpreted as an approach in learning intended to enhance the dignity and values of individuals. In humanistic learning theory the students are deemed successful in learning if they understand and know the environment and themselves. Humanistic learning theory views learning process and behavior from behavior point of view of students not point of view of their observation.¹²

According to humanistic theory, education should be able to develop students as special, unique persons/human beings and at the same time give opportunity for the students to understand and develop their natural potentials. One of leading humanism leader is Abraham Maslow. He is the one proposing hierarchy of needs¹³ The lowest hierarchy is the most basic needs of individuals such as foods, drink, clothing, health, house and reproduction. Every individual is encouraged to meet such basic needs. In learning process, a teacher should

¹² Muhammad Irham & Novan Ardy Wiyani, *Psikologi Pendidikan, Teori dan Aplikasi dalam Proses Pembelajaran* (Jogjakarta: AR-RUZZ Media, 2013).

¹³ Benyamin F. Henwood, dkk "Maslow and Mental Health Recovery: A Comparative Study of Homeless Programs for Adults with Serious Mental Illness," *Adm Policy Ment Health*. Vol. 42, No. 2, (2015).

provide learning materials and media, which are fundamental in learning process. Physical environment of clean, tidy and shady school environment must also be provided. Clean and tidy classrooms are also equally important.

Learning aspects in Pondok Pesantren al-Amin illustrating humanistic approach application are as follows:

First, Learning Oriented To Satisfy Basic Needs Of Students

To satisfy the basic need to *santri*, Pondok Pesantren al-Amin runs learning process oriented to meet the basic need.

“Our pesantren is tidily arranged and clean, planted with shady trees. Classrooms are always in clean and tidy conditions, which all of them support learning process. There are cleaning service operators tasked to clean and keep the classrooms tidy. To assist these cleaning operators, we have to clean and tidy up our classrooms once in a week according to schedule. We can learn in fun and free from boredom”.¹⁴

School environment, which is safe, convenient, quiet, and clean, can enhance the learning spirit and seriousness. School, which are located far from city centers, will make students can study calmly and undisturbed and easy to concentrate.¹⁵ Clean and tidy classrooms will produce atmosphere conducive for learning and full of fun that in turn will enhance the spirit and activity and creativity of students. The students will be more focused in following learning process.¹⁶ Physical environment conducive for learning is crucial for learning success. Another attempt that can be taken by teachers to satisfy basic needs of *santri* in learning at Pesantren Al Amin is to provide learning materials for them.

“My teachers provide learning books for each subject. We can learn better and prepare ourselves before a subject is delivered. We have also opportunity to read books in library. This library collects reference books in relatively sufficient number”.¹⁷

To support learning success of *santri*, various initiatives will be necessary, in terms of strategies, methods, media and evaluation. One learning media frequently used is that of learning books. These books consist of teaching materials prepared in systematic way, representing the whole contents of competencies to be mastered by the students. These learning books will enable the students to learn a competency in sequential and systematic manner and accumulatively they will be adept in all competencies in complete and integrated way.¹⁸

Second, Learning That Satisfies The Need Of Students On Safety

To satisfy the need of safety to *santri*, Pondok Pesantren al-Amin runs learning process oriented to meet the need of safety, full of fun without any pressure and threats to students with the following measures: advocacy, preaching (*dakwah*) and role model to *santri*.

¹⁴ Fatah, *Interview* 21 Juli 2019

¹⁵ Sona Idola, dkk, “Hubungan Antara Persepsi Siswa Tentang Keadaan Lingkungan Fisik Sekolah Dengan Motivasi Belajar”, *Educatio: Jurnal Pendidikan Indonesia*, Vol. 2 No. 2, (Oktober, 2016), 30-34.

¹⁶ Avneet Kaur, “Maslow’s Need Hierarchy Theory: Applications and Criticisms”, *Global: Journal of Management and Business Studies*, Vol. 3, No. 10, (2013), 1061-1064.

¹⁷ Taufiqurrahman, *Interview*, 15 September 2019

¹⁸ Muhammad Zainul Majdi, dkk, “Analisis Pengembangan Bahan Ajar Ekonomi Dengan App Inventor Terhadap Kemandirian Belajar”, *JPEK: Jurnal Pendidikan Ekonomi*, Vol. 2, No. 1, (Juni, 2018), 19-35.

“We, as *santri*, also receive advocacy, and guidance from *muallim* of how to live, eat, take bath, wash clothes and other rules applicable in the *pesantren*. The guidance is also from our teachers especially during learning process in classrooms. They guide and direct us of how to study appropriately. Teachers also provide guidance beyond classroom meeting, particularly during extra-curriculum activities”.¹⁹

This guidance is coupled with the teacher’s preaching (*dakwah*) to encourage *santri* to learn and perform their religious obligations to Allah. The teacher is also tasked to give exemplary model to *santri* of how to worship and learn.

“For example, when we are going to perform prayer in mosque and some *santri* look like reluctant to do so, I will approach them and give good example of worshipping Allah. Thereafter, teachers will direct them of how to perform prayer and encourage them to do it according to Islamic rules (*sharia*). Guidance with this model can arouse the awareness of *santri* to behave, worship and learn appropriately. This approach will be more effective in building awareness of *santri* than punish them whenever they commit mistake”.²⁰

In this guidance/teaching, the teacher will play role as consultant/to whom *santri* can raise question of how to undergo day-to-day life in the *pesantren*. The teacher also plays role of problem solver for *santri* when they encounter various problems in their learning in the *pesantren*. As preacher, the teacher always encourage *santri* to learn and worship. Meanwhile as exemplary model, teachers must give good example for their *santri* in performing positive activities, i.e. to learn and worship. With these three roles, the teacher can enhance the awareness of *santri*, embolden their motivation and provide safety to *santri* so that they can learn without any pressure and threat.²¹

Learning oriented to satisfy need of safety without any violence/threat, in this case the *pesantren* offers contract to teachers that must be approved and signed before their employment. This contract is an expression of commitment of *pesantren* managers and teachers to at all the times provide peaceful, non-violent and threat learning process.²² For the last few years, some teachers have been punished with severe sanctions for their beating to students. This sanction ranged from warning, reduced teaching hours to dismissal as teacher in Pondok Pesantren Al-Amin.²³

In addition, learning oriented to satisfy need of safety is also intended to create learning atmosphere that will give broad opportunity for the students to ask, respond, express opinions and refute the opinions of others.

“I try to create academic climate in which the students will be motivated to ask and respond the questions. I make quiz containing questions that must be answered by the students. If they can answer correctly I reward them with gift of pens, candies, snacks as souvenirs”.²⁴

¹⁹ Fatah, *Interview* 21 Juli 2019.

²⁰ Fatah, *Interview* 21 Juli 2019.

²¹ Trie Utari Dewi, dkk, “Psikologi Tokoh Utama Dalam Novel Pasung Jiwa Karya Okky Madasari: Kajian Psikologi Humanistik”, *Jurnal IMAJERI* Vol. 1, No. 1, (2018), 69-76.

²² Avneet Kaur, “Maslow’s Need Hierarchy Theory: Applications and Criticisms”, 1061-1064.

²³ Shiddiq Mustakim, *Interview*, 13 Juli 2019

²⁴ Fattah, *Interview* 25 Juli 2019

“Accordingly, when they can’t answer correctly, despite maximum effort, I will give them gifts to appreciate their effort”.²⁵

Need of safety. Teachers must assure secured feeling of students. Safety is the most important need for them.²⁶ Needs at second tier is safety and convenience in the life of individual. With these needs, individual will be encouraged to create security in their life. To satisfy this second-tier needs, i.e. safety, teachers/educators must be able to plan learning process, which is fun without any threat, pressure, and free from physical or psychological violence.²⁷

In satisfying this safety, teachers must try to create fair competition among the students and give equal opportunity to ask and impartial evaluation according to their works²⁸ Accordingly, it is also important to run learning in fair manner to all students. Equality with equal treatment and service in learning when scoring the results of exams. To reach safety, teachers must create learning atmosphere that provides opportunity for students to ask, respond, differ in opinions, express opinions, utter criticisms and input to the teachers.²⁹

Third, To Satisfy The Need Of Love (Social Relation).

In satisfying the need of love of student, the teacher gives opportunity to all students to cooperate in their learning.

“Pesantren organizes learning in group at night. We study in group (4 to 6 *santri*) at night. We are conditioned to help each other when accomplishing the tasks given by the teacher in the morning. *Santri* with better competency must assist the less-competent students. The teacher supervises this process. Sometimes he gives assistance/instruction to us when we fail to cope with the problems”.³⁰

Collaborative learning in Pondok Pesantren al- Amin is an attempt by *pesantren* aiming to foster cooperation among student. This cooperation will improve our solidarity, and amplify our affection to the others. In this collaborative learning, need of students on affection will be satisfied and no student will feel alienated or isolated thanks to close relation and solidarity among the students.³¹

To satisfy this need of affection, teachers give assistance to less-competent students (sluggish in learning).

“When teaching a subject, teacher not only concentrates to the smart students in class, instead he/she will ask who not yet grasp his/her explanation. If necessary, teacher will repeat the explanation of subject delivered in clearer and slower manner”.³²

²⁵ Shodikil Hafil, *Interview*, 13 Juli 2019

²⁶ Zheng Zheng, dkk, “Safety Needs Mediate Stressful Events Induced Mental Disorders”, *Review Article: Neural Plasticity*, Vol. 2016, 1-6.

²⁷ Trie Utari Dewi, dkk, “Psikologi Tokoh Utama Dalam Novel Pasung Jiwa Karya Okky Madasari: Kajian Psikologi Humanistik”, 69-76.

²⁸ Qodir Andriansyah, “Pendekatan Humanistik Dalam Pembelajaran”, Tesis: 2015. <http://etheses.uin-malang.ac.id/5055/1/11110012.pdf>, accessed: 20-11-2019.

²⁹ Sarah E. Burlison & Andrew C. Thoron. (2014). “Maslow’s Hierarchy of Needs and Its Relation to Learning and Achievement, This document is AEC495, one of a series of the Department of Agricultural Education and Communication,” UF/IFAS Extension. Reviewed April 2017. <http://edis.ifas.ufl.edu>. Acced, 19 Nopember 2019..

³⁰ Mujammi’, *Interview* 5 Agust 2019.

³¹ Karen L. Milheim, “Toward a Better Experience: Examining Student Needs in the Online Classroom through Maslow’s Hierarchy of Needs Model,” *MERLOT Journal of Online Learning and Teaching* Vol. 8, No. 2, (Juni, 2012). 159-171.

³² Dayyanah, *Interview*, 23 Juni 2019.

“We also receive guidance in reciting al-Qur’an for *santri* who are still poor in their recital. They are guided by trained and patient teacher. This guidance is provided in the evening at mosque”.³³

Assistance by teachers to settle various problems in learning process is to help students in covering their shortcomings as well as to satisfy their need of affection.³⁴ It is a service by teacher to students who are considered less-competent so that they can catch up their more competent students.

Need of affection in learning can also be satisfied with humanism approach, which is evidently illustrated from the efforts of teachers in emboldening the motivation of students to study.

“I implant values to *santri* that if someone does something good, then as coroporated in the rules of Al-Qur’an and Hadith, I will tell him/her that his/her worship will become more quality because he/she has done the best. Sometimes, people think good deed as habit, according to Al-Qur’an and Sunnah good deed will make us more devout and quality”.³⁵

“Pesantren frequently invites famous leaders, scientists, artists/cultured men and alumni who gains success as government officials or scientists/lectures in various leading universities in Indonesia. They give inspiration for us to study harder and more diligently for our success in future”.³⁶

The teachers give motivation to students with diverse patterns, i.e. explaining the benefits of science. For example, they clarify the advantage of learning Arabic language to understand the contents of al-Qur’an and Hadits. Teachers also point out the benefits of knowing Arabic language to understand rules in worship according to Islamic teachings. Motivation building is also provided in *pesantren* by inviting successful figures in science, arts and culture.

Motivation building is the task of teacher as facilitator in learning process. Motivation from teacher is expected to become important factor for the students in developing their interest and motivation in learning so as to get the most optimum results.³⁷

The needs at third tier include love and belonging. These needs will encourage individuals to love the others, foster friendship.³⁸ With these needs, individual will build intimacy and love with the others. To satisfy these needs, teachers must plan and perform learning process with emphaty, symphaty, and affection to the students. It can be realized by teaching the students sincerely and genuinely to reach the learning goals, serving the students seriously inspired by humanity values, becoming fair mediator for any opinion dispute among the students.

In addition, teachers in satisfying these needs must give opportunity for all students to actively and collaboratively participate in learning process and no student will feel isolated in learning.³⁹

³³ Mujammi’, *Interview*, 21 Juni, 2019.

³⁴ Desautels, Lori Addressing Our Needs: Maslow Comes to Life for Educators and Students, <https://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels>, (Diakses 21 Januari 2022, Pukul 10.00 WIB)

³⁵ Fattah, *Interview*, 21 Juli 2019.

³⁶ Mujammi’, *Interview*, 7 Juni 2019.

³⁷ Qodir Andriansyah, “Pendekatan Humantistik Dalam Pembelajaran”, Tesis: 2015. <http://etheses.uin-malang.ac.id/5055/1/11110012.pdf>, accessed: 20-11-2019.

³⁸ Elizabeth Fife & Francis Pereira. “Maslow’s Hierarchy of Needs and ICT: Challenges of End-User Adoption of Digital Life,” Proceedings of FITCE Congress. (2008).

³⁹ Karen L. Milheim, “Toward a Better Experience: Examining Student Needs in the Online Classroom through Maslow’s Hierarchy of Needs Model”, 159-171.

Needs of love/social relationship for students can be fulfilled by teachers who play as facilitators in learning process. As facilitators, teachers must embolden the motivation of students to learn that in turn will augment the participation of students in learning process, enhance their learning spirit and interest to reach optimum learning results.⁴⁰

Fourth, Learning Oriented To Satisfy The Need Of Self-Esteem

To satisfy need of self-esteem, teachers can give rewards for excellent students.

“My teachers give reward/appreciation to the students who can answer the questions such as pens, snacks, candies. If a student mistakenly replies the question, our teacher will guide such student to think again and look for another solution, which is more appropriate”.⁴¹

Reward to excellent students will enhance the self-confidence of students to learn and pursue the best results Reward to students is recognition of teacher for the efforts that have been taken by the students⁴² In this context, teachers must be able to appreciate the performance reached by students.⁴³ With this reward distribution, *santri* will be motivated to reach the higher performance and respected status in the eyes of friends. Reward for recognition and respected status closely relates to the self-esteem of students.⁴⁴

To satisfy need of self-esteem, teacher can appreciate opinions and criticism from the students.

“Our teachers highly uphold tolerance. They always appreciate even for the criticism. They accept it openly. If students criticise teachers, we accept it. The criticism may be express in writing to the teacher. They sometimes forward their criticism through wall magazine. We have been criticized with article in wall magazine. We won't get upset, we accept such criticism”.⁴⁵

Efforts by teachers to accept suggestions and criticism from the students will increase the self-confidence and autonomy of students to express their opinions even though it may be in contradiction with the intention and opinion of teachers. Self-confidence can be encouraged by providing opportunity for *santri* to utter suggestions and criticisms. It is to satisfy need of self-esteem of students in learning process.⁴⁶ This need further confirms the importance of freedom for students to express their opinions, to raise ideas and thoughts, to reveal suggestions and critics in learning. It is also important for teachers to appreciate

⁴⁰ Qodir Andriansyah, “Pendekatan Humanistik Dalam Pembelajaran”, Tesis: 2015. <http://etheses.uin-malang.ac.id/5055/1/11110012.pdf>, accessed: 20-11-2019.

⁴¹ Habiburrahman, Interview, 23 Juli 2019.

⁴² Cherry, Kendra, The 5 Levels of Maslow's Hierarchy of Need, 2019, <http://www.yourarticlelibrary.com/entrepreneurship/motivation-entrepreneurship/maslows-need-hierarchy-the-ri-Andjarwati,ory-of-motivation-explained-with-diagram/40686>, (Diakses 21 Januari 2022, Pukul 10.00 WIB)

⁴³ Avneet Kaur, “Maslow's Need Hierarchy Theory: Applications and Criticisms”, 1061-1064.

⁴⁴ Sarah E. Burleson & Andrew C. Thoron. (2014). “Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement, This document is AEC495, one of a series of the Department of Agricultural Education and Communication,” UF/IFAS Extension. Reviewed April 2017. <http://edis.ifas.ufl.edu>. Acced, 19 Nopember 2019..

⁴⁵ Shodiqil Hafil, Interview, 27 Juli 2019.

⁴⁶ Adiele E.E. & Abraham, Nath. M., “Achievement of Abraham Maslow's Needs Hierarchy Theory among Teachers: Implications for Human Resource Management in The Secondary School System in Rivers State,” *Journal of Curriculum and Teaching*, Vol. 2, No. 1, (2013), 140-144.

the works of students, to treat and respond the questions from students with smile, appreciation and appropriate comments. Teachers must accept the conditions and weaknesses of students.⁴⁷

Teachers can satisfy the need of self-esteem of students by performing learning process according to the characteristics, intelligence and competency of students.⁴⁸ In self-esteem, teachers must maintain the esteem of students as dignity human beings during learning. Need of self-esteem, with this need an individual will try to get recognition for what he/she has done.⁴⁹ Recognition and appreciation of what students have achieved in learning achievement can improve student performance in learning. Teachers should also not forget to always provide motivation so that students continue to improve their abilities with the capital of confidence in their abilities which can always be improved. In this context, teachers can give reward for achievement recorded by the students.⁵⁰ This kind of award is very much needed by students in fostering students' enthusiasm for learning.

This need will further confirm the importance of freedom for students to express their opinions, forward their ideas and thoughts, give suggestions and criticism during their learning. Also equally important is that teachers/educators should appreciate the works of students, treat and respond the questions raised by the students with smiles, compliments and appropriate comments. Teachers should not denounce and sharply criticize the works of students, which are not consistent with their expectation but accept the conditions and weaknesses of students.⁵¹

It is also important for teachers to look for solutions for problems encountered by students in their learning, take anticipative, preventive and curative measures to the learning weaknesses, problems and incompetencies of students. In this case, teachers are expected to assist students suffering hardship in their learning or ask other students to teach their friends. Teachers should explore general solutions to deal with the problems generally faced by the students.⁵²

Fifth, Learning Oriented To Satisfy The Need Of Self-Actualization Of Students

For this purpose, *pesantren* will develop the potentials of students through learning in classroom and extra-curriculum activities. Teachers will explore the potentials of students with broad opportunity for them to talk, to express opinions, to defend their opinions, and to utter their inputs/criticisms to teachers. Teachers

⁴⁷ Arbayah, "Model Pembelajaran Humanistik", *Dinamika Ilmu*, Vol. 13, No. 2, (Desember, 2013), 204-220.

⁴⁸ Aliya A. Shakirova & Roza A. Valeeva, "Humanistic Educational Technologies of Teaching Foreign Languages", *Mathematics Education*, Vol. 11, No. 1, (2016), 151-164.

⁴⁹ Cherry, Kendra, *The 5 Levels of Maslow's Hierarchy of Need*, 2019, <http://www.yourarticlelibrary.com/entrepreneurship/motivation-entrepreneurship/maslows-need-hierarchy-the-ri-Andjarwati,ory-of-motivation-explained-with-diagram/40686>, (Diakses 21 Januari 2022, Pukul 10.00 WIB)

⁵⁰ Ibid.

⁵¹ Arbayah, "Model Pembelajaran Humanistik", 204-220.

⁵² Desautels, Lori *Addressing Our Needs: Maslow Comes to Life for Educators and Students*, <https://www.edutopia.org/blog/addressing-our-needs-maslow-hierarchy-lori-desautels>, (Diakses 21 Januari 2022, Pukul 10.00 WIB)

will get accustomed to dispute with students in opinions, while developing their intellectual potentials.⁵³

Meanwhile, outside learning process in classrooms, *pesantren* also provides extra-curriculum activities covering a wide variety of competencies for *santri*. In intellectual competency development, *pesantren* creates wall magazine as a forum in which the students can exploit their creativity and express their opinions and ideas. *Pesantren* also launches "IQRA" magazine to accommodate students with excellent composition skills.

To satisfy the need of self-actualization, the *pesantren* organizes extra-curriculum activities in sport, music, and scouting. They become parts of the *pesantren* curriculum as optional competencies. These extra-curriculum activities are also aimed at satisfying the need of self-actualization of students. This means to become more and more what of one to become everything that one is capable of becoming.⁵⁴

Pesantren al Amin Prenduan also arranges contests in various events, especially in the approaching end-year of study. They include speech contest, debate contest, poem reading contest, sport contest. They serve as forum to express the interest and talent of *santri* as well as media for their self-actualization.

Need of individual at final tier is self-actualization. This need will encourage awareness of an individual that to realize his/her potentials and competencies he/she must engage and participate in social life starting from small scale to big/broad scale. With this need, an individual will try to actively involves in social and nation life. In relation to education and learning process, this need is manifested by students to actively take part in academic and non-academic activities. In academic activities, self-actualization can be realized with active involvement in actualizing talent/potential.⁵⁵ Teachers must encourage the students to actualize their potentials such as taking important role in learning process either in or out of class. As to non-academic activities, self-actualization can be reflected in participating in extra-curriculum activities such as student organizations.

4. Conclusion

A number of learning practices in *Pesantren* Al-Amin Prenduan Sumenep has been found of corresponding with humanistic approach principles. This statement is evident from the findings of learning practices inspired by this kind of approach such as the creation of physical learning environment within the *pesantren*, which is clean and tidy, safe without any pressure/threat during learning coupled with advocacy, encouragement and role model from the teacher to *santri* in learning; the creation of learning atmosphere that can encourage active participation of students; the creation of collaborative learning; learning service to all *santris*; assistance for *santri* who are found of sluggish and difficult to follow the learning process; reward to the achievements of *santri*; and opportunity for *santri* to take part/participate in actualizing the their potentials.

In light of that, humanistic approach in learning process has been applied in *Pesantren* modern Al-Amin Prenduan Sumenep, in its various practices as

⁵³ Sophie King-Hill, "Critical Analysis Of Maslow's Hierarchy Of Need: Student Teacher Perspectives", *The STeP Journal*, Vol. 2, No. 4, (2015), 54-57.

⁵⁴ Shodiqil Hafil, *Interview*, 27 Juli 2019.

⁵⁵ E. O. Aruma & Melvins Enwuvesi Hanachor, "Abraham Maslow's Hierarchy Of Needs And Assessment Of Needs In Community Development", *International Journal of Development and Economic Sustainability*, Vol. 5, No.7, (Desember, 2017), 15-27.

described above, consisten with humanistic approach principles in learning. This statement is obvious from initiatives taken by *Pesantren* in satisfying physiological and psychological needs of students ranging from physical needs, need of safety, need of affection, need of self-esteem and need of self-actualization in learning.

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