

Implementation of Humanistic Theory in Islamic Education Learning through Active Learning at SMP Negeri 52 Palembang

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Abstract

This study aims to analyze the application of humanistic theory in learning Islamic Religious Education (PAI) through the Active Learning method at SMP Negeri 52 Palembang. Humanistic theory emphasizes the optimal development of individual potential by considering emotional, social, and affective aspects in the learning process. The research method used is descriptive qualitative with data collection techniques through observation, in-depth interviews, and documentation studies. The results showed that the integration of humanistic theory into the Active Learning method was able to increase students' motivation, independence, and active participation in PAI learning. Students become more involved in understanding religious concepts, develop critical thinking, and show more positive responses to learning materials. In addition, the data shows a significant increase in students' learning outcomes, with the completion rate reaching 87.50%. The findings show that the humanistic theory-based learning approach is effective in creating a conducive learning environment and empowering learners as a whole, especially in strengthening religious values. The implication of this research contributes to the development of PAI curriculum and learning strategies that are more humanistic and participatory.

Keywords: Humanism Theory; Active Learning Method; Learning Outcomes; Islamic Religious Education.

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan teori humanistik dalam pembelajaran Pendidikan Agama Islam (PAI) melalui metode Active Learning di SMP Negeri 52 Palembang. Teori humanistik menekankan pada pengembangan potensi individu secara optimal dengan mempertimbangkan aspek emosional, sosial, dan afektif dalam proses pembelajaran. Metode penelitian yang

Artikel Info

Received:

July 21, 2025

Revised:

August 19, 2025

Accepted:

October 25, 2025

Published:

December 10, 2025

digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa integrasi teori humanistik ke dalam metode Active Learning mampu meningkatkan motivasi, kemandirian, serta partisipasi aktif siswa dalam pembelajaran PAI. Siswa menjadi lebih terlibat dalam memahami konsep keagamaan, mengembangkan pemikiran kritis, dan menunjukkan respons yang lebih positif terhadap materi pembelajaran. Selain itu, data menunjukkan peningkatan signifikan terhadap hasil belajar siswa, dengan capaian ketuntasan mencapai 87,50%. Temuan ini menunjukkan bahwa pendekatan pembelajaran berbasis teori humanistik efektif dalam menciptakan lingkungan belajar yang kondusif dan memberdayakan peserta didik secara menyeluruh, khususnya dalam penguatan nilai-nilai keagamaan. Implikasi penelitian ini memberikan kontribusi terhadap pengembangan kurikulum dan strategi pembelajaran PAI yang lebih humanis dan partisipatif.

Kata Kunci: Teori Humanistik; Metode Active learning; Hasil Belajar; Pendidikan Agama Islam.

A. Introduction

Islamic Religious Education (PAI) in elementary schools plays a very important role in shaping students' character and morals. According to Law No. 20 of 2003 on the National Education System, religious education is an integral part of national education that aims to develop noble character and strengthen students' faith (UUD, 2003). Data from the Ministry of Education and Culture show that religious education contributes to the improvement of students' character, which is reflected in

their daily behavior at school and in the community (Siswanto Masruri 2016).

The humanistic theory, developed by figures such as Carl Rogers and Abraham Maslow, emphasizes the importance of personal experience and individual needs in the learning process. According to Abraham Maslow (1943), Each individual has basic needs that must be fulfilled before they can reach their full potential. In the context of education, this means that teachers need to create a supportive learning environment that pays attention to students' emotional and social needs. By

integrating humanistic principles into active learning, it is expected that students will not only learn cognitively but also develop the social and emotional skills essential for their lives. In the context of Islamic Religious Education (PAI), the application of this theory can help students better understand religious values through the development of critical and analytical thinking skills. For example, by using problem-based learning techniques, students can be encouraged to analyze real-life situations related to religious teachings, thereby enhancing their understanding (Zahara et al. 2025).

Active Learning is a learning approach that fully develops students' activities within the program, while teachers act as mentors who guide and manage projects in the program (McLaren et al. 2023). In active learning, students are expected to develop an understanding of what is being taught to them and how it relates to their own lives. Therefore, this approach is one of the many learning styles rooted in humanism. Using active learning methods enables students to develop their skills and become creative learners (Rohman and Muzaini 2022).

ChatGPT bilang: This study focuses on the application of Humanistic Theory in Active Learning within Islamic Religious Education (PAI) at SMP Negeri 52 Palembang. The theory emphasizes how individuals process information, construct knowledge, and use strategies in learning. In the context of PAI, the application of this theory is expected to enhance students' understanding and engagement with the learning material, as well as facilitate the development of character aligned with religious values. The academic significance of this research lies in the development of more effective and innovative learning methods. By understanding the application of Humanistic Theory, educators can design teaching strategies that better align with how students learn. One of the approaches used by the researcher is Active Learning. Practically, this study is expected to provide tangible contributions for teachers and schools in improving the quality of Islamic Religious Education (PAI). According to Kasinyo Harto and Ermis Suryana, the application of an appropriate learning theory can increase students' motivation and learning outcomes, which is the

main goal of education (Armedyatama 2021, 13).

Thus, the novelty of this research lies in its focus on the simultaneous integration of Humanistic Theory and the Active Learning approach within the context of Islamic Religious Education, which has so far been rarely studied empirically in public schools, particularly at SMP Negeri 52 Palembang. In addition, this study offers a new perspective by linking Humanistic Theory with the strengthening of students' religious character through interactive and reflective learning activities.

The main problem this study seeks to address is the identification of the principles of Humanistic Theory in Islamic Religious Education (PAI) learning and how the application of Humanistic Theory in Active Learning affects students' learning outcomes at SMP Negeri 52 Palembang. Previous studies have also shown that students who learn through the cognitive approach tend to have higher levels of information retention compared to those taught using traditional methods. This study aims to identify various methods and strategies used in the application of

Cognitive Theory at SMP Negeri 52 Palembang. By understanding how this theory is applied, it is expected to provide a clear picture of how it can be integrated into the PAI curriculum.

In addition, this study also aims to analyze the impact of applying Cognitive Theory on students' learning outcomes. According to Harto and Suryana (2021), The application of an appropriate learning theory can enhance students' motivation and learning outcomes, which is the main goal of education. By measuring students' understanding and skills before and after the implementation of this method, this study seeks to provide empirical evidence regarding the effectiveness of cognitivism in Islamic Religious Education (PAI) learning. The results of this research are expected to provide insights for educators on the importance of applying Cognitive Theory in PAI instruction. By understanding Humanistic principles, educators can design more effective and engaging learning strategies for students, thereby improving the quality of religious education in schools.

For students, the application of Humanistic Theory can help them

develop critical and analytical thinking skills. Through more interactive learning methods, students will be more motivated to learn and gain a deeper understanding of religious values, which in turn can shape their character. This study also contributes to the development of the Islamic Religious Education (PAI) curriculum. With results showing the effectiveness of Humanistic Theory implementation, curriculum developers may consider incorporating this method into a broader curriculum, so that religious education in elementary schools can become more relevant and aligned with students' current needs.

B. Methods

This study employs a quantitative approach aimed at testing theories by measuring variables related to Islamic Religious Education (PAI) at SMP Negeri 52 Palembang. The quantitative method allows the researcher to explore the views, experiences, and perceptions of students and teachers regarding the implementation of humanistic theory in the learning process. According to Creswell, quantitative research focuses on a research approach that tests theories

by measuring the variables involved in this study (John and Creswell, David 2018). The research shows that this strategy can increase student engagement and help them understand the material better (Rian Dwi Saputra, Rezki Kaela Febriyani, Najwa Azwina 2024, 5). By collecting data through interviews, observations, and documentation, the researcher can provide a holistic description of how Humanistic Theory is implemented in Islamic Education (PAI) learning.

SMP Negeri 52 Palembang is located on Jl. Kelapa Gading IV, Perumnas Talang Kelapa, Palembang, situated in the middle of a residential area, making it a strategic location for a school with easily accessible roads for students and staff. SMP Negeri 52 Palembang is one of the junior high schools with a good reputation in religious education. The school has adequate facilities, including sufficient classrooms, a library, and a prayer room (mushala). It has approximately 1,044 students and 35 teachers.

The research subjects consisted of eighth-grade students, who were considered the appropriate group to observe the implementation of

Humanistic Theory in learning. The selection criteria for the subjects were based on their ability to understand the basic concepts of Islamic Religious Education (PAI) and their experiences in the learning process. In addition, the PAI teachers involved were selected based on their teaching experience and understanding of Humanistic Theory. This was important to ensure that the data obtained could provide an accurate picture of the learning practices conducted at SMP Negeri 52 Palembang.

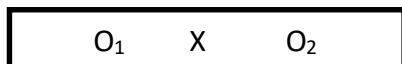
The data collection techniques used were interviews, observations, and documentation. Interviews were conducted with PAI teachers and several students to gather information regarding the implementation of humanistic theory in the learning process. The interview questions were designed to obtain information about teaching strategies, methods used, and students' responses to the learning process. The interviews were semi-structured, allowing the researcher to adjust questions based on the respondents' answers. According to Kvale, interviews are an effective tool for understanding individuals' subjective perspectives within a specific context (Hardani, Helmina Andriani, Jumari

Ustiawaty, Evi Fatmi Utami, Ria Rahmatul Istiqomah, Roushandy Asri Fardani, Dhika Juliana Sukmana, 2020)

Direct classroom observations were also conducted to see firsthand how Humanistic Theory was applied in the learning process. The researcher recorded the activities of both students and teachers during the lessons, including the interactions between teachers and students, as well as the use of learning media. These observations were carried out several times to obtain comprehensive data. Through observation, the researcher was able to assess the extent to which humanistic strategies were implemented using the active learning method and how students responded to the learning methods applied.

Data analysis employed quantitative data analysis techniques, in which data obtained from interviews, observations, and documentation were analyzed using numerical data processing methods. The researcher transcribed the interviews and recorded findings from the observations. Subsequently, the data were categorized based on themes relevant to the implementation of Humanistic Theory

(Sugiyono, 2019). The research design used in this study is a true experimental design, which provides a clear depiction of a genuine experimental approach.



Explanation

O₁ = Pretest

X = Treatment or Intervention

O₂ = Post test

In research using the One Group Pretest-Posttest Design, the sample is given a pretest before receiving the treatment or intervention. This aims to observe the students' learning outcomes before the treatment is applied (Chan, 2023). After the pretest was administered, the sample was then given a treatment or intervention, and finally a posttest was conducted to observe any differences or developments. The pretest was given to provide a comparative benchmark with the condition before the treatment. To ensure the validity and reliability of the data, the researcher employed data triangulation, which involved comparing information obtained from various sources (interviews, observations, and documentation). This was important to avoid bias and to ensure that the research

findings were trustworthy. In addition, the researcher conducted member checking by requesting feedback from the respondents regarding the preliminary findings to verify the accuracy of the collected data.

C. Result and Discussion

The Implementation of Humanistic Theory in Active Learning of Islamic Education (PAI) at SMP Negeri 52 Palembang

The implementation of Humanistic Theory in the learning of Islamic Religious Education (PAI) at SMP Negeri 52 Palembang is carried out through various strategic methods such as Active Learning, which aims to enhance students' understanding.

The humanistic theory emphasizes the importance of students' active roles and holistic individual development, where students not only memorize information but also understand and organize it. Based on the interview with the Islamic Religious Education teacher, Mrs. Yuli, the presentation and analysis of the interview data are as follows: (1) Regarding students' learning outcomes in Islamic Religious Education, she stated that students are generally able to complete the exercises and achieve

higher scores, although some students still struggle to complete the given tasks perfectly. (2) Both teachers and students carry out the teaching and learning process as planned, where the teacher explains Islamic Religious Education theory using several methods, including Active Learning, lectures, question-and-answer sessions, and others (Mubayyinah and Ashari 2017).

The implementation of the Active Learning method is as follows: the teacher consistently develops Active Learning strategies to enhance students' mastery of Islamic Religious Education (PAI) so that they can learn more easily.

The teacher selects and develops appropriate approaches to help students achieve optimal learning outcomes in PAI. As for motivation, the teacher applies a personal approach by providing guidance to students who face difficulties in mastering Islamic Religious Education. After the research was conducted, the analysis was then carried out to examine the results based on the Humanistic Theory within the Active Learning framework.

The Socio-Cultural Theory is a theory developed by Lev Vygotsky, a Russian psychologist and philosopher.

This theory proposes that learning and cognitive development are influenced by the social and cultural environment in which a person lives.

According to Vygotsky, the learning process is not an individual process, but rather a process that involves social and cultural interactions between the individual and their surrounding environment. In this theory, Vygotsky describes that a person's development is influenced by social factors such as language, culture, and social interaction.

One of the main concepts in socio-cultural theory is the zone of actual development (ZAD) and the zone of proximal development (ZPD). ZPA is a person's ability to complete tasks independently, while ZPP is a person's ability to complete tasks with the help of others. According to Vygotsky, learning occurs when someone is in the ZPP and receives help from others, such as teachers or peers (Hidayati et al. 2023).

Table 1.1 Categories of the Post Test

No	Interval	Category	Frequency	Percent age
1	>77	High	2	6.25%

2	55–77	Medium	28	87.50 %
3	<55	Low	2	6.25%
Total			32	100%

Based on these data, it can be concluded that after the application of the Authentic Learning method, students' learning outcomes showed that 28 students (87.50%) were in the medium category, indicating a considerable improvement after implementation. The results also showed that before the method was applied, 27 students (84.375%) were in this category, while after the implementation, 28 students (87.50%) achieved the same category, demonstrating noticeable progress in learning outcomes.

Analysis of the Implementation of Humanistic Theory in Islamic Education (PAI) Learning Using the Active Learning Method

Based on the data collected through the pretest and posttest in class VIII.1, after the implementation of Humanistic Theory using the Active Learning method, students' learning outcomes showed improvement. This can be seen from the posttest results conducted with 32 students of class VIII.1. After the posttest, it was found that 28 students (87.50%) were in the

medium category, indicating a considerable improvement after the implementation. The comparison between pretest and posttest results shows a significant difference before and after the application of the method. This finding is consistent with the research conducted by Pintrich and Schunk, which demonstrated that students' motivation can increase when they are actively engaged in the learning process.

D. Conclusion

The results of this study have broad significance, both for the development of the Islamic Education (PAI) curriculum and for teaching practices in the classroom. The implementation of Humanistic Theory not only enhances students' understanding of the material but also develops their critical and analytical thinking skills. It has been proven that the application of Humanistic Theory through the Active Learning method can improve students' learning outcomes, with a percentage of 87.50%. Thus, this research contributes to the development of more effective teaching methods within the context of religious education in Indonesia,

particularly at the secondary education level.

Based on the findings of this study, it is recommended that educators at SMP Negeri 52 Palembang and other schools implement learning methods oriented toward Humanistic Theory. Educators should be trained to use techniques such as cooperative learning and the use of information technology, which can assist students in understanding Islamic Education (PAI) material more effectively. In addition, school administrators are advised to provide supportive facilities, such as classrooms equipped with interactive teaching aids and adequate internet access. This is essential to ensure that students can actively engage in the learning process and enhance their motivation to learn.

For future research, it is recommended to conduct further studies on the implementation of Humanistic Theory in various educational contexts, including at the secondary and upper levels. Future studies could include additional variables, such as the influence of students' socioeconomic background on their understanding in Islamic

Education (PAI) learning. Moreover, employing more diverse research methods, such as longitudinal studies, could provide deeper insights into the long-term effectiveness of the humanistic approach in learning. This research could also be expanded by involving schools from different regions to compare results and obtain a more comprehensive understanding of the topic.

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