

Implementation of Humanistic Learning Theory in Science and Technology Learning towards Students' Creative Thinking Skills

Devi Damayanti^{1✉}, Umi Fariyah², Mislikhah³,

^{1,2,3}Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, East Java, Indonesia

Abstract

This study addresses the limited application of humanistic learning theory in elementary education, particularly in lower grades, where the teaching and learning process adopts problem-based learning. The research aims to analyze the implementation of IPAS (Integrated Natural and Social Sciences) learning in fostering creative thinking skills, the integration of creative thinking in IPAS learning, and its objectives and benefits. Employing a descriptive qualitative research method, data collection techniques include observation, interviews, and documentation. The findings indicate that while teachers have not fully applied the principles of humanistic learning theory, they prioritize character development by encouraging students to interact effectively with their environment. Additionally, teachers provide learners with opportunities to engage freely in classroom interactions, allowing them to gain meaningful learning experiences and enhance creativity in comprehending the subject matter. The study is expected to contribute to the body of knowledge by highlighting the need to integrate humanistic principles into problem-based learning to foster creative thinking and holistic character development in elementary education.

Keywords: Humanistic Learning Theory, Problem-Based Learning, Creative Thinking Skills

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✉Correspondence Author: devidamayanti892@gmail.com

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INTRODUCTION

Learning is an obligation in the world of education that aims to improve individual abilities through knowledge, reading, and direct experience (Simamora & Pasaribu, 2023; Sya et al., 2022; Maroukhas et al., 2023). However, in practice, the learning process is often not optimal, especially at the elementary education level (Hammond et al., 2020; Ryan & Deci, 2020; Suwanto et al., 2022). In this context, the application of humanistic learning theory that emphasizes freedom, creativity, and the development of individual potential has not been fully implemented (Alyahyan & Düşteğör, 2020; Zourmpakis et al., 2022; Simanjuntak et al., 2022). This phenomenon can be seen in learning in lower grades, where teachers focus more on delivering material than creating an environment that supports students' creative thinking skills. Initial observations at MI Al-Hidayah Mangli Jember in grade three showed that the learning method had not fully utilized the humanistic approach that supports the development of students' character and creativity as a whole.

The ideal learning process does not only transfer knowledge, but also facilitates students to develop their potential to the maximum (Asad et al., 2021; Coman et al., 2020; Oke & Fernandes, 2020; Purwanto & Wafa, 2023). From the perspective of humanistic learning theory, learning

should give students the freedom to explore, make decisions, and be responsible for their learning process (Javadi & Tahmasbi, 2020; Kustinah et al., 2022; Obaydi, 2023). The teacher acts as a facilitator who creates a learning environment full of empathy and respect for human values (Gautam & Agarwal, 2023; Aldrup et al., 2022; Zaini & Sanjani, 2023). Thus, students can understand the material in a more creative, relevant, and applicable way, both in the context of the classroom and everyday life (TomljenoviÄ & TataloviÄ, 2020; Weng et al., 2022; Ridlo & Yanti, 2023). This approach also allows students to not only learn, but also experience a meaningful learning process, supporting cognitive and emotional growth simultaneously.

Various studies have shown that the humanistic learning approach has a positive impact on the development of students' creative thinking skills. Anderson et al. (2020) stated that the environment plays an important role in shaping individual freedom to express themselves, including in the context of learning. The humanistic approach gives students the freedom to choose and manage their learning process, which in turn can increase their motivation and responsibility (Joseph et al., 2020; Fenanlampir et al., 2021; Gamage et al., 2021; Faiz et al., 2023; Nurkhin & Pramusinto, 2020). In addition, the Problem-Based Learning (PBL) approach has been proven effective in training students to think critically and creatively, as found by Simanjuntak et al. (2021). However, the literature also shows that the implementation of this approach still has obstacles in its practical application, especially at the elementary school level.

Although many studies have discussed the humanistic approach and PBL methods, there are gaps in their implementation, especially in the lower elementary school grades. This study found that teachers have not fully implemented humanistic principles in learning, especially in supporting students' creative thinking skills. On the other hand, student creativity plays an important role in generating new ideas that are relevant to solving everyday problems. The novelty of this study lies in the in-depth analysis of the implementation of humanistic learning theory in the context of lower grades, as well as its relationship to the development of students' creative thinking skills in science and natural sciences (Natural and Social Sciences) learning.

This study aims to analyze the extent to which humanistic learning theory is applied by teachers in science and natural sciences learning in lower grades. This study seeks to explore how humanistic-based learning can encourage the development of students' creative thinking skills, as well as understand its benefits and impacts on students. The findings of this study are expected to make a significant contribution to improving the learning process at the elementary education level, especially in creating a more humanistic approach and supporting students' potential holistically.

RESEARCH METHOD

This study uses a descriptive qualitative approach. The qualitative approach is based on the philosophy of postpositivism which aims to understand the phenomena that occur in natural object conditions (Priya, 2021). Descriptive research is used to describe in detail and in depth the social situation that is the focus of the study. In this study, the researcher acts as the main instrument to observe, analyze, and understand the data. The main focus of this study is on the implementation of humanistic learning theory in science learning and its relationship to the development of students' creative thinking skills at MI Al-Hidayah Mangli Jember in grade three. Through this approach, it is hoped that a comprehensive picture can be obtained regarding how teachers apply the humanistic learning model in lower grades.

Data collection techniques in this study involve observation, interviews, and documentation. Observations are carried out to understand the direct interaction between teachers and students during the learning process. Interviews are conducted in depth with class teachers to explore how the humanistic approach is applied and its impact on students. Documentation is used to collect

supporting evidence such as class diaries, lesson plans, and student portfolios. These three techniques are used in an integrated manner to obtain relevant and in-depth data regarding the implementation of humanistic learning and the development of students' creative thinking skills in science learning.

The data obtained were analyzed using the Miles and Huberman interactive model, which includes four main stages: data collection, data reduction, data presentation, and drawing conclusions (Mishra & Dey, 2022). The collected data was reduced to filter relevant information, then presented in narrative or tabular form to facilitate interpretation. Conclusions were drawn based on patterns and findings that emerged from the data analysis. To ensure data validity, this study used triangulation techniques, namely comparing the results of observations, interviews, and documentation. This triangulation was carried out to test the consistency of information and increase the validity of the research results. With this approach, research findings are expected to provide an accurate and reliable picture.

FINDINGS AND DISCUSSION

Concept of Humanistic Learning Implementation

Natural and Social Sciences Learning (IPAS) has an important role in developing students' creative thinking skills. The learning process is not only a transfer of knowledge, but also instills values that help students develop problem-solving skills to adapt to the environment. The implementation of IPAS learning through humanistic learning theory aims to create a conducive learning environment, utilize students' thinking skills, and develop skills in understanding the natural and social environment. This learning is designed to build students' curiosity about the phenomena around them, improve their understanding of human interaction with nature, and provide practical knowledge that is useful in daily life.

The results of observations conducted at MI Al-Hidayah Mangli Jember show that the implementation of humanistic theory-based science science learning has been well implemented in supporting the development of students' creative thinking skills. Teachers create a conducive learning atmosphere, where students are given the freedom to explore and put forward their ideas. In addition, this approach also allows students to actively participate in group discussion activities and complete creative tasks. In learning, teachers give appreciation to the students' work, which encourages them to continue to work and increase their confidence. The classroom atmosphere looks dynamic and interactive, with students enthusiastic in answering questions and connecting the phenomena they learn to everyday life.

Table 1. Observation Findings of Humanistic Learning Implementation

Observation Aspect	Findings
Learning Environment	Classes are arranged conducive to discussion and exploration of students' ideas.
Application of Humanistic Theory	Teachers give students the freedom to explore creatively.
Student Activities	Students actively ask questions, discuss, and produce creative works.
Teacher Support	Teachers give awards to students' creative ideas and products.

Based on the observation results of Table 1, the implementation of social studies learning using humanistic learning theory has a positive impact on the development of students' creative thinking skills. Teachers play a major role in creating a supportive learning environment, providing freedom of exploration, and rewarding each student's work. This can be seen from the activities of students who are enthusiastic in discussions and generate creative ideas, as well as the classroom atmosphere that allows interactive learning to occur.

Foster Creative Thinking

Education plays a very important role in developing students' understanding of the values that exist in social and natural life. By using Natural and Social Sciences (IPAS) learning, students can not only understand the surrounding environment, but can also explore knowledge about the relationship between life and nature. IPAS learning at MI Al-Hidayah Mangli Jember focuses on improving students' creative thinking skills, by introducing various concepts and local wisdom. In this learning, students are invited to be involved in routine, structured, and spontaneous activities, which aim to improve their creative thinking skills through concrete illustrations and a deeper understanding of social and natural values.

Efforts made by educators to facilitate the development of students' creative thinking in IPAS learning. Various activities carried out, such as group projects, discussions, and assignments related to the real world, have activated student participation. The concept of implementing IPAS learning that supports the development of student creativity at MI Al-Hidayah Mangli Jember as in Figure 1 below,

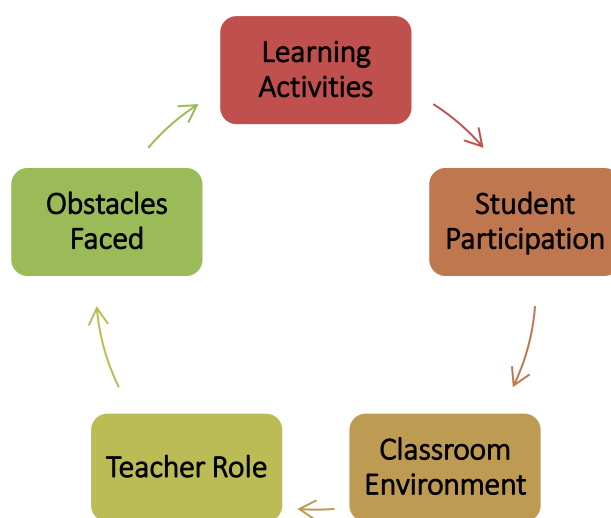


Figure 1. Figure 1. Learning Implementation Aspects

IPAS learning at MI Al-Hidayah Mangli Jember is designed to improve students' creative thinking skills. Teachers play an important role in creating an environment that supports the development of creativity, through activities that encourage active student participation. These activities include discussions, project assignments, and the development of ideas through real work, which directly integrate social and natural values into students' creative thinking. However, although many students are actively involved, there are still obstacles in terms of motivation and consistency of creative thinking for some students.

Benefits of Creative Thinking Skills

Improving students' creative thinking skills has many profound benefits, both in their academic and social lives. Creative thinking helps students develop the ability to solve problems, generate new ideas, and approach challenges in innovative ways. In the context of learning, creative thinking skills enable students to not only understand the material better, but also to apply it in a wider range of situations. Learning that emphasizes creativity can motivate students to be more engaged and think critically, which in turn can improve the overall quality of education. As technology advances and the world becomes more complex, these skills are becoming increasingly

important in preparing students for the future.

Interviews with teachers at MI Al-Hidayah Mangli Jember revealed that they felt great benefits from developing creative thinking skills in students. The teacher stated that “Students who are trained in creative thinking tend to find it easier to find solutions when faced with problems, both in learning and in everyday life.” (third grade teacher). Another teacher added, “Creativity is very important in helping students think more flexibly and not get stuck in static mindsets.” (social theme teacher). Teachers also highlighted that, “Students who have creative thinking skills are better able to collaborate with their friends, because they are not afraid to express different ideas.” (thematic teacher). From the interview, it can be concluded that the teachers agreed that creative thinking skills are very useful in improving the quality of learning and enriching students' learning experiences.

Creative thinking skills provide significant benefits in learning. The teachers agreed that students who are trained to think creatively are better able to solve problems, collaborate with friends, and find innovative solutions in various situations. These skills not only support students' academic success but also help them develop in their social and personal lives. In addition, the benefits of creative thinking are also reflected in the way students face challenges and interact in a wider environment.

Discussion

Conducive learning atmosphere encourages students to think creatively and be more confident in conveying ideas. The freedom of exploration provided by teachers allows students to find innovative solutions to the given problems. Appreciation for students' creative ideas also contributes to increasing their motivation to continue working. This implementation reflects a humanistic approach that puts students as the main subject of learning, where the learning process becomes more meaningful than the final result.

These findings are in line with research conducted by Javadi & Tahmasbi (2020) which states that humanistic-based learning can improve students' social values through an interactive and reflective approach. This is also supported by Kustinah et al. (2022) who emphasizes the importance of four dimensions of creativity, namely process, product, personal, and encouragement in shaping students' creative character. Emphasis on the creative process, appreciation of work, and support for the social environment have proven to be key factors in developing student creativity (Obaydi, 2023; Weng et al., 2022). Thus, the application of humanistic theory in science and science learning has strong relevance in the context of modern education.

Science learning at MI Al-Hidayah Mangli Jember focuses on the use of methods that can attract students' interest in thinking creatively. Student involvement in activities such as discussions and group projects shows a deep understanding of the material being taught. However, it must be acknowledged that some students still have difficulty maintaining consistency in creative thinking. This may be due to a lack of continuous stimulation or external obstacles that affect their motivation. Therefore, the role of teachers in providing encouragement and creating a supportive environment is very important so that this creative process can take place optimally.

This finding is in line with research by Gamage et al. (2021), which emphasizes the importance of a learning environment that supports student creativity, and how teachers can be facilitators in stimulating creative thinking skills. Research by Asad et al. (2021) also underlines the importance of intellectual stimulation in learning to encourage students to collaborate and innovate. Developing creativity through learning that encourages divergent thinking can produce innovative solutions to existing problems (Javadi & Tahmasbi, 2020; Gautam & Agarwal, 2023).

Therefore, these findings support the view that creative learning and support from educators play a major role in developing students' creative thinking skills.

The benefits of creative thinking are greatly felt by teachers in increasing student engagement in learning. Creative skills help students not only receive information, but also create new solutions and think flexibly. This enriches the way they understand the material and apply it in the context of everyday life (Oke & Fernandes, 2020; Ryan & Deci, 2020). In addition, creativity facilitates better collaboration between students, because they feel more confident in sharing new ideas. Therefore, it can be said that creative thinking skills have a significant positive impact, both in academic and social aspects of students.

Previous studies have also shown that creative thinking skills provide significant benefits in education. According to Asad et al, (2021), students who are trained in creative thinking are better able to find innovative solutions to problems faced. Creative thinking skills are very important in preparing students to face a complex and ever-evolving world of work (Gautam & Agarwal, 2023; Kustinah et al., 2022; Obaydi, 2023). The contribution of these findings is very relevant in the context of MI Al-Hidayah Mangli Jember, where creative thinking skills are considered an important component in preparing students to become individuals who are able to adapt to change and take an active role in society.

CONCLUSION

The application of science learning within the framework of humanistic learning theory emphasizes several key aspects: creating a supportive environment, utilizing critical thinking as an integral part of learning, and focusing on the development of skills related to the natural and social environment. Fostering creative thinking in science learning is essential to ensure its effectiveness. This can be achieved through strategies such as encouraging creativity in lessons, creating a supportive environment, stimulating intellectual engagement, and fostering divergent thinking among students. This approach is essential in improving the overall quality of learning and the development of important cognitive skills.

The instillation of creative thinking in science learning, especially in handicraft subjects, has proven to be beneficial. It helps students enhance their imagination, develop a willingness to take risks, and improve their analytical and synthetic abilities. These skills are important because they empower students to find innovative solutions to problems. The benefits of creative thinking not only include academic achievement, but also offer students a deeper understanding and the ability to face challenges with creative and critical solutions.

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