



Psychology-Based Learning Model to Increase PAI Learning Motivation

Nurulhusna Muhajir^{1*}, Shalahudin Ismail², Cucu Siti Robi'ah³, Irfan Ghoffary⁴
Postgraduate STAI Al-Falah Cicalengka-Bandung

Corresponding Author: Nurulhusna Muhajir husnamuhajir51@gmail.com

ARTICLE INFO

Keywords: Learning Model, Humanistic Psychology, Islamic Religious Education, Learning Motivation

Received : 5 June

Revised : 20 June

Accepted: 29 July

©2025 Muhajir, Ismail, Robi'ah, Ghoffary: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study examines the integration of humanistic psychology in the learning model to increase students' learning motivation in Islamic Religious Education (PAI) subjects. Using qualitative literature study methods, this study synthesizes relevant theoretical and empirical literature on student-centered learning, motivational theory, and psychological needs. The results show that the application of a humanistic-based approach—which emphasizes empathy, autonomy, and meaningful learning—is able to increase students' intrinsic and extrinsic motivation. A supportive learning environment and reflective teaching strategies play an important role in encouraging emotional and spiritual engagement. This study confirms the transformative potential of psychological models in religious education and recommends its practical application to improve learning outcomes and student character formation

INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in shaping the character, morals, and spirituality of students. Through PAI learning, students are expected not only to understand religious teachings cognitively, but also to internalize Islamic values in daily life. However, in practice, PAI learning is often still normative and focused on cognitive aspects, so it is not able to arouse students' interest and motivation to learn optimally. Education basically has the ideal goal of educating, liberating, and humanizing human beings from the shackles of ignorance, poverty, social, political, and culture. However, in reality, it has become a fertile field of ignorance, slavery, perpetuating the status quo and the most legitimate means to kill the human side (dehumanization), so that students are burdened because students' motivation to learn is not paid attention to. (Daswati & Fitriani, 2023) .

Education basically has the ideal goal of educating, liberating, and humanizing human beings from the shackles of ignorance, poverty, social, political, and culture. However, in reality, it has become a fertile field of ignorance, slavery, perpetuating the status quo and the most legitimate means to kill the human side (dehumanization), so that students are burdened because students' motivation to learn is not paid attention to.

Learning motivation is an internal factor that greatly determines the success of the learning process. Without motivation, learning tends to become a passive activity that does not leave a deep impression on students. Research by shows that students' intrinsic motivation can be increased if learning considers basic psychological needs such as competence, autonomy, and connectedness. In the context of PAI learning, a psychological approach is essential to explore and respond to students' psychological needs, so that they feel more emotionally and spiritually engaged. (Khairani et al., 2025)

The challenge faced by teachers in motivating students is the lack of student cooperation in the classroom. If students are motivated by values, rewards or punishments, they will concentrate only on very minimal classroom meetings. They only do the things that are necessary for the test, but they will soon forget most of the lessons they have learned. Students who are highly motivated in learning will be able to obtain optimal learning achievements, meaning that the higher their motivation, the more intense the effort and effort made, the higher the learning achievement they obtain. Students make various efforts or efforts to increase success in learning so as to achieve satisfactory success as expected. In addition, motivation also supports efforts and keeps the student learning process running. This makes students persistent in learning. (Muniroh, 2011)

The psychology-based learning model is an alternative approach that can be used to increase student learning motivation. This approach not only emphasizes the delivery of the material, but also pays attention to the affective aspects and individual needs of students based on theories of educational psychology such as Abraham Maslow's humanistic theory. This model allows teachers to design learning strategies that are more empathetic, relevant, and meaningful for learners.

Referring to a humanistic perspective, education must emphasize the potential of students to develop their personality, freedom to choose, and the

ability to determine the direction of their lives independently. In Maslow's hierarchy of needs, it is explained that individual needs must be met sequentially, ranging from physiological needs, security, affection and belonging, self-esteem, to self-actualization. (Shivaji, 2008a)

The learning process is part of a complex and pedagogical educational interaction, which in its implementation requires the application of psychological principles. In this case, the foundation of humanistic psychology provides direction that the learning process must treat students as whole individuals, who have different potentials, emotions, wills, and needs. This approach is very relevant in PAI learning, considering that the essence of religious education is to guide students to recognize themselves, develop human values, and achieve self-actualization through understanding Divine values. (Daswati & Fitriani, 2023a)

This paper aims to focus on examining the application of humanistic psychology schools and ideas in the learning process, especially in the context of PAI. The humanistic psychology school has an important role in building a supportive and motivating learning environment. Therefore, the implementation of humanistic psychology in PAI learning is significant to be discussed in more depth, especially in an effort to increase students' active participation, emotional engagement, and intrinsic motivation in understanding and practicing religious values in their lives.

LITERATURE REVIEW

Psychology-Based Learning Model

The psychology-based learning model is a pedagogical approach designed based on the principles of educational psychology to create a meaningful learning experience that is in accordance with the psychological condition of students. This approach is not only oriented towards academic achievement alone, but also emphasizes the development of the affective, motivational, and social-emotional aspects of students. In the context of modern education, understanding the psychological condition of students is important because effective learning can only occur if students feel cared for, appreciated, and motivated. (Daswati & Fitriani, 2023b)

According to , a learning model that accommodates psychological elements has a positive impact on student active participation and the achievement of learning outcomes. This is reinforced by the fact that the effectiveness of the learning process is greatly influenced by instructional design that considers the needs, backgrounds, and psychological conditions of students. Therefore, the psychology-based learning model has characteristics such as: emphasis on individual learning needs, an emotionally supportive learning environment, flexibility of learning strategies, and integration between cognitive and affective aspects. In Indonesia, the implementation of psychology-based learning is also increasingly emphasized in the Independent Curriculum, which carries the principles of student-centered learning. This means that teachers are required to pay more attention to students' characters, interests, and learning needs, as well as create a learning atmosphere that supports the growth of intrinsic motivation (Kemendikbudristek, 2022). (Kusumawati et al., 2024) (Qosim, 2024)

Humanistic Psychology-Based Learning

Humanistic psychology has its roots in the philosophy of humanism, a view that not only acknowledges the tragic sides of human existence, but also affirms the potential of man to transcend his own limits and achieve personal integrity. Humanism places humans as beings who have the capacity to grow, choose, and pursue the meaning of life through self-awareness and self-actualization. (Khairani et al., 2025) .

Humanistic psychology was born out of the need to present a new face in a more "human" psychology, which does not simply see behavior as the result of subconscious impulses or reactions to external stimuli. Major figures such as Abraham Maslow, Carl Rogers, and Arthur Combs introduced perspectives that emphasized the importance of understanding the subjective experiences of individuals. In Arthur Combs' view, understanding a person's behavior must begin with understanding the way the person views the world. This is at the heart of the humanistic approach: to see the world through the lens of the personal perception and meaning that each individual has. Therefore, aspects such as beliefs, life values, goals, and feelings have a central position in understanding human behavior. (Daswati & Fitriani, 2023c)

The main goal of this approach is to "humanize" psychology – that is, to make psychology a discipline that is inseparable from one's values, life goals, and personal context. In a humanistic view, psychologists have an ethical responsibility to help others find their true selves, strengthen self-awareness, and grow into whole, authentic individuals. This approach does not view the individual as fragmented in cognitive, affective, or motor dimensions, but rather as a whole whole, in which each aspect interacts dynamically with each other (Muniroh, 2011) .

Humanistic psychology also highlights the importance of understanding humans as beings who have an orientation towards purpose, values, creativity, and meaning. In their research and practice, humanistic psychologists not only rely on quantitative experimental methods, but also use qualitative and reflective approaches, such as case studies, in-depth interviews, introspection, and analysis of literary works or personal narratives. This is done because they believe that subjective experiences and personal feelings are legitimate and valuable sources of information in understanding the human self. (Qosim, 2024)

Teachers in the humanistic approach are positioned as facilitators who not only teach, but also guide, provide space for creativity, and establish warm and open communication with students. The belief is that in an emotionally conducive learning environment, students will find it easier to find meaning in learning and be motivated to learn deeply and sustainably. (Syifaâ, 2008a)

Thus, humanistic psychology offers a strong conceptual framework for understanding the human being as a whole, as well as providing a solid basis for the development of learning models that pay attention to the psychological aspects of students. In the context of Islamic Religious Education learning, this approach is very relevant to be applied because it emphasizes the development of awareness, life values, personal responsibility, and self-actualization of students as spiritually and humanely complete human beings.

Learning Motivation

Motivation stems from the word motive which can be interpreted as the driving force that exists in a person to carry out certain activities for the achievement of a goal. Even motive can be interpreted as an internal condition (preparedness). (Marfuah, 2024a)

Basically, motivation is a psychological condition that drives a person to do something. In learning activities, motivation can be said to be the overall driving force in students that causes, ensures continuity and provides direction for learning activities, motivation is very necessary, because someone who does not have motivation in learning, will not be able to carry out learning activities. There are two motivations, namely intrinsic motivation and extrinsic motivation. (Vu et al., 2022a)

- a. Intrinsic motivation, this type of motivation arises from within the individual without the coercion of the motivation of others, but on the basis of his own will.
- b. Extrinsic motivation. This type of motivation arises as a result of influences from outside the individual, due to invitations, commands, or coercion from others so that students want to learn.

For students who always pay attention to the subject matter given, it is not a problem for the teacher, because in the student there is motivation, namely intrinsic motivation. Such students usually with their own awareness pay attention to the teacher's situation. (Abnisa, 2024)

METHODOLOGY

This study uses *the library research* method as the main approach to trace and explore information from various literature sources that are relevant to the focus of the study, namely psychology-based learning methods to increase the motivation to learn Islamic Religious Education (PAI). The selection of this method is based on the main purpose of the research, which is to analyze and synthesize various findings that have been expressed by previous researchers (Amruddin, 2022).

The stages in the application of this literature study method include: *First*, identification of literature sources, where the researcher traces reference sources that are closely related to the research topic. The search process was carried out through various academic databases, scientific journals, reference books, and scientific articles that contain discussions of psychology-based learning models to increase motivation to learn Islamic Religious Education. *Second*, selection and screening of sources, namely by evaluating each source based on its level of relevance and credibility to the focus of the research. Sources that are irrelevant or do not meet academic standards will be set aside. *Third*, information collection, which is carried out through a review of the selected literature. The researcher collects a wide range of information about past findings related to the research topic, including theoretical concepts, previous research results, empirical evidence, and expert views. *Fourth*, analysis and synthesis of literature, which is carried out to understand more deeply about psychology-based learning methods to increase motivation to learn Islamic Religious Education (PAI). At

this stage, researchers compare, contrast, and integrate various perspectives found in the literature to produce a comprehensive understanding. (Pahleviannur et al., 2022)

The results of the analysis and synthesis are then used as a basis for formulating conclusions about the relationship between these elements in the learning of Islamic Religious Education. In addition, the practical implications of the literature findings were also explained to provide direction in the development of learning strategies and psychology-based learning methods to increase the motivation to learn Islamic Religious Education (PAI). By applying the literature study method, this study seeks to optimize the use of scientific treasures that have been available in the scientific literature to obtain broader and deeper insights related to the factors that affect the learning process of Islamic Religious Education. Through the synthesis of literature, this research is expected to provide a holistic understanding of the relationship between psychology-based learning methods and Islamic Religious Education (PAI) learning motivation.

RESEARCH RESULT

Humanistic Approach to Learning

The humanistic learning approach emphasizes the importance of dialogue, reflection, and expression as the main components in creating a liberating learning atmosphere. The dialogical approach allows the learner to think critically and creatively alongside the educator, who not only serves as a teacher, but also as a facilitator and partner in the learning process. Meanwhile, the reflective approach encourages the student to dialogue with himself, evaluate the values he believes in, and be deeply aware of his inner experiences. The expressive approach opens up space for students to channel their thoughts, feelings, and potentials freely and authentically. In PAI learning, these three approaches are able to create a process of internalizing religious values in a personal and meaningful way (Nasution & Suyadi, 2020)

Within the framework of humanistic psychology, teachers play the role of companions who guide and assist students in the process of personal growth, without taking over decisions or values that students must believe in. The teacher's position is not as a single authority, but rather as a person who facilitates student development through empathy, unconditional acceptance, and positive emotional engagement. In the context of PAI learning, teachers who are able to become students' spiritual partners will encourage the growth of learning motivation that comes from students' inner awareness and internal values. (Syifaâ, 2008a)

Education is not only limited to knowledge transfer or skill training, but is also an in-depth mentoring process so that students can grow and develop as whole human beings. Effective education is student-centered education – that is, education that departs from the world, interests, and needs of students (Slavin, 2018).

The main orientation of humanistic education is the overall personal growth and development of students, both intellectually, emotionally, spiritually, and socially. This goal can only be achieved through an active,

positive, and learning-based learning system based on students' needs and interests. In this context, PAI learning needs to be developed in a participatory, contextual, and reflective manner in order to be able to develop useful life skills and encourage students' spiritual maturity. (Qosim, 2024)

Basically, the ultimate goal of education is to humanize humans. An ideal education not only molds an intelligent and skilled person, but also forms a noble and moral character. Today's society needs a generation that not only has academic competence, but also social sensitivity, strong spirituality, and moral integrity. PAI education based on a humanistic approach has great potential to cultivate individuals who are intellectually superior as well as noble and humanist characters. (Hartati, 2022)

Humanistic Learning Model

Given the importance of the human dimension and the uniqueness of each individual in the educational process, it is appropriate that the learning approach used is able to accommodate the personal needs and unique potentials possessed by each student. Therefore, it is necessary to apply learning models that are rooted in the principles of humanistic psychology, namely learning that favors students as active subjects in the learning process. There are several humanistic learning models, including: (Syifaâ, 2008a)

First, Active learning. Active Learning was triggered by Mel Silberman (in). The basic assumption built from this learning model is that learning is not an automatic consequence of the delivery of information to students. Learning requires mental involvement and action at the same time. When the learning activities are active, students do most of the study work. They learn ideas, solve problems, and apply what they learn. In active learning, the way of learning by listening alone will quickly forget, by listening and seeing will remember a little, by listening, seeing, and discussing with other students will understand, by listening, seeing, discussing, and doing will gain knowledge and skills, and the best way to master lessons is to teach. (Muniroh, 2011)

Active learning can be a healthier and more promising educational process for the future of the nation. In the concept of active learning, teachers and students have an equal concept. A good teacher is a teacher who can also learn from his students. The student is the teacher, the teacher. Each student is a unique world that needs to be understood individually. A person will be himself with that unique personality. Therefore, teachers must have the ability to empathize, be a good listener and be able to be a facilitator for students in solving their problems by themselves. In this context, the meeting of the spirit of active learning with humanistic values in the learning process, namely respecting the uniqueness of human personality as learners. (Hikmah et al., 2022)

Second, Quantum Learning is a way of changing various interactions, relationships and inspirations that exist in and around the learning moment. In practice, *quantum learning* combines suggestology, learning acceleration techniques and neurolinguistics with specific theories, beliefs and methods. *Quantum learning* assumes that if students are able to use their reasoning and emotional potential accurately, they will be able to make unprecedented leaps of

achievement. With the right learning method, students can achieve multiple learning achievements. One of the basic concepts of this method is that learning should be exciting and take place in an exhilarating atmosphere, so that the entrance to new information will be larger and well recorded. (Robbaniyah, 2023)

Third, Quantum teaching seeks to transform a monotonous and boring learning atmosphere into a lively and joyful learning atmosphere by combining students' physical, psychological, and emotional potential into an integral unit of strength. *Quantum teaching* contains the principles of an effective, efficient, and progressive teaching design system and its presentation methods to get amazing learning results in a short time. In practice, this learning model rests on the main principle of bring their world to ours, and bring ours world to theirs. Learning, thus is (Kasum, 2025) *a full-content activity* that involves all aspects of the student's personality (thoughts, feelings, and body language) in addition to previous knowledge, attitudes, and beliefs, as well as future perceptions. All of this must be managed as well as possible, harmonized until it reaches harmony (orchestrated).

Fourth, The Accelerated Learning. The accelerated learning is accelerated learning. The basic concept of this learning is that it takes place quickly, fun, and satisfying. (Hakim, 2021) suggests to teachers to use Somatic, Auditory, Visual, and Intellectual (SAVI) approaches in managing the classroom. Somatic is meant as learning by moving and doing. Auditory is learning by talking and hearing, that is, learning by talking and listening. Visual means learning by observing and picturing, learning by observing and illustrating. Intellectual means learning by problem solving and reflecting.

Bobbi DePorter thinks *Accelerated Learning* can allow students to learn at an impressive pace, with normal effort and with excitement. This method brings together elements that at first glance seem to have no similarities, seem to have no similarities, such as entertainment, games, colors, positive thinking, physical fitness and emotional health. But all of these elements work together to produce an effective learning experience.

DISCUSSION

The Relationship Between Psychology and PAI Learning Motivation

Humanistic psychology offers a very relevant approach in the world of education, especially in the learning of Islamic Religious Education (PAI). This approach is based on the view that human beings are basically creatures who have potential, a need to develop, and an internal drive to find meaning and value in their lives. (Setyawati, 2022a)

The motivation to learn in PAI lessons is not only related to mastering the teaching material, but also involves deep affective aspects such as spiritual awareness, moral values, and personal reflection. The theory of humanistic psychology provides a strong framework for understanding that meaningful learning must occur in a positive and supportive emotional atmosphere. Positive emotions play a big role in fostering students' interest and enthusiasm for learning. When students feel valued, listened to, and guided without pressure, they will be more open to accepting religious values and making them part of their growing identity (Mahbubi & Sa'diyah, 2025a)

A supportive learning environment is an important component of a humanistic approach. An environment filled with empathy, unconditional acceptance, and trust between individuals will create an atmosphere conducive to wholehearted learning. In PAI learning, teachers play the role not only as transmitters of knowledge, but also as spiritual companions who are able to create inner dialogue and guide students in the process of searching for religious meaning in a personal way. Warm and open interpersonal relationships allow students to experience the learning process as a fun and valuable experience, not just an academic obligation. (Pranawengtiyas, 2022b)

The empathic approach emphasized in humanistic psychology has a great influence on student involvement in PAI learning. Teachers who are able to position themselves as learning partners will find it easier to establish effective communication with students. An approach like this not only helps students understand the material cognitively, but also builds an emotional closeness that drives their engagement affectively and spiritually. When students feel emotionally connected to their teachers, they will be more motivated to explore religious teachings with awareness and sincerity (Mutholingah & Qomarudin, 2022)

The application of humanistic learning models, such as *active learning* to *accelerated learning* can significantly strengthen students' motivation to learn. The *active learning* model emphasizes the direct involvement of students in the learning process, allowing them to learn independently, explore, and solve problems. This approach increases intrinsic motivation because students feel responsible for their own learning process. On the other hand, extrinsic motivation can also be strengthened through the creation of a pleasant learning atmosphere, appreciation for students' efforts, and moral support from teachers who show empathy and appreciation for student achievement. (Kasum, 2025)

Intrinsic motivation is a form of motivation that comes from within students, such as curiosity, personal interest, and the need to actualize themselves. Humanistic psychology views that each individual has a natural drive to develop and learn, and the teacher's job is to create the conditions that

allow those impulses to appear (Robbaniyah, 2023) optimally. When students learn PAI in a supportive atmosphere, where they are free to express themselves, dialogue, and reflect on the values they are taught, then their intrinsic motivation will grow naturally. Learning is no longer a boring or forced activity, but a satisfying and meaningful experience. In contrast, extrinsic motivation also has a place in PAI learning, especially when it is associated with strengthening a learning environment that values students' efforts and achievements. In a humanistic framework, extrinsic motivation is not instilled through punishment or threats, but rather through positive feedback, moral encouragement, and supportive guidance. Positive reinforcement provided by teachers, such as sincere praise or recognition of student development, can be a powerful incentive for students to continue learning and behaving in accordance with religious values. (Vu et al., 2022b)

Thus, it can be concluded that the humanistic psychology approach has a great contribution in shaping students' learning motivation in PAI lessons. Through the creation of a supportive learning environment, the application of an empathic approach, and the use of learning models that actively involve students, teachers are able to foster students' intrinsic and extrinsic motivations in a balanced manner. In the long run, this will give birth to individuals who are not only intellectually intelligent, but also emotionally and spiritually mature.

Advantages and Challenges The application of the psychology-based learning model in increasing students' understanding, interest, and enthusiasm for learning.

The humanistic psychology-based learning model provides a holistic approach to student development, with an emphasis on the potential, freedom, responsibility, and basic needs of each individual. In the context of Islamic Religious Education (PAI) learning, this approach is very relevant because it not only transmits religious knowledge, but also shapes students' spiritual awareness, character, and social empathy (Sutrisno, 2021). One of the main advantages of the humanistic approach lies in its recognition of students as active subjects in the learning process. Through this approach, teachers are no longer the only source of knowledge, but rather facilitators, companions, and learning partners of students. This is in line with the view of Rogers (1969) who emphasizes the importance of positive, empathetic, and unconditional interpersonal relationships as the foundation of effective learning. Within this framework, students not only accept religious teachings dogmatically, but internalize them consciously through reflective and expressive life experiences.

Models such as *Active learning*, *Quantun learning* and *teaching* encourage full student engagement, creating active, contextual and fun learning. Active and meaningful learning has been proven to increase interest and enthusiasm for learning, as well as strengthen students' absorption of Islamic values (Silberman, 2001; Yusuf & Nur, 2020).

Although the humanistic approach has many advantages, its application in the field cannot be separated from various challenges. The main challenge that teachers often face is the limited understanding and training of learning models based on humanistic psychology. Many teachers, especially PAI teachers, do not

have access to or opportunity to participate in in-depth training on the principles, strategies, and practices of these models (Syifaâ, 2008b)

Culturally, some teachers and educational institutions still adhere to an authoritarian approach to PAI learning, where teachers are considered absolute authorities and students are only passive recipients. This paradigm is certainly contrary to humanistic principles that prioritize dialogue, freedom of thought, and respect for students' personal experiences. (Daswati & Fitriani, 2023a)

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the analysis that has been discussed, it can be concluded that the application of the humanistic psychology approach in the learning of Islamic Religious Education (PAI) has a significant impact on increasing students' learning motivation. The humanistic psychological theory that emphasizes the appreciation of individual uniqueness, freedom in learning, and the importance of personal growth is in line with the essence of religious education which emphasizes not only the cognitive, but also affective and spiritual aspects. A supportive learning environment, an empathetic relationship between teacher and student, and a dialogical and reflective approach to learning have been proven to encourage active and deep student involvement in the learning process. The application of the humanistic psychology-based learning model directly affects two aspects of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation grows when students feel valued, free to express themselves, and experience a meaningful learning process. Meanwhile, extrinsic motivation is strengthened through positive feedback, moral support, and recognition of students' efforts by teachers who act as facilitators. Thus, this approach not only improves the quality of the PAI learning process, but also contributes to the formation of students' character and spiritual awareness in a more complete and profound way.

Recommendation

PAI teachers need to receive ongoing training that focuses on understanding the theory and practice of humanistic psychology approaches, including skills in creating an empathetic, dialogical, and reflective learning environment. This training is important so that teachers are able to adapt their learning approach to the emotional and spiritual needs of students. Educational institutions need to support the creation of a humanistic learning ecosystem through student-friendly school policies, the provision of comfortable learning spaces, and encouraging a culture of open communication between teachers and students. This conducive environment will strengthen students' involvement in learning and help them form a personal meaning to the Islamic values taught.

Teachers are advised to implement learning models that are in accordance with humanistic approaches in stages, such as *active learning* to *accelerated learning* by adapting these strategies to the characteristics of students and the local context. This approach will increase the effectiveness of learning while creating a fun and meaningful learning experience for students. There is a need for reform in the PAI learning evaluation system that not only assesses cognitive aspects,

but also affective and spiritual aspects through authentic assessments. Portfolio-based evaluation, self-reflection, and process observation can be alternatives that are in accordance with the spirit of humanistic learning. By paying attention to these recommendations, the humanistic psychology approach can be used as the main foundation in the development of PAI learning that is more inclusive, contextual, and humanizes students as a whole.

REFERENCES

- Abnisa, A. P. (2024). The Role of Students' PAI Learning Motivation Through the Question and Answer Method at SMAN 6 Tangerang. *Scientific Journal of the Education Profession*, 9(1), 375–380.
- Amruddin, S. P. (2022). Quantitative paradigm, theory and literature study. *Quantitative and Qualitative Research Methodology*, 1.
- Daswati, D., & Fitriani, W. (2023a). Study of Psychological Analysis of Learning Islamic Religious Education Based on Creativity, Interest, Talent, and Intelligence. *ITQAN: Journal of Educational Sciences*, 14(1), 67–82.
- Hakim, F. R. (2021). The Urgency of Interactive Learning Models in Improving Student Learning Achievement and Motivation in Islamic Religious Education Subjects. *Tsamratul Fikri | Journal of Islamic Studies*, 15(1), 1–18.
- Hartati, M. (2022). The Efforts of Islamic Religious Education Teachers in Increasing the Motivation to Learn Islamic Religious Education. *Journal of Indonesian Islamic Religious Education (JPAIL)*, 3(3), 48–51.
- Hasanah, U., Diponegoro, A. M., Perawironegoro, D., & Bustam, B. M. R. (n.d.-a). *SANTRI FRIENDLY PESANTREN FROM A HUMANISTIC PSYCHOLOGY PERSPECTIVE*.
- Hikmah, H., Qodir, A., & Wahdah, N. (2022). Learning Activities and Learning Motivation: Are They Effective in Developing Students' Islamic Religious Education Learning Outcomes. *Al-Thariqah Journal of Islamic Religious Education*, 7(2), 340–358.
- Jufri, D., & Tobroni, T. (2024). Study of Islamic Religious Education Materials with a Psychological Approach. *Morals: Journal of Islamic Education Studies*, 1(4), 11–27.
- Kasum, U. (2025). Efforts of Islamic Religious Education Teachers in Increasing the Learning Motivation of Students of Al-Azhar 3 Junior High School Bandar Lampung. *Siddiq: Journal of Education, Research and Technology*, 1(1), 164–173.

- Khairani, A., Saidah, N., Sari, T. A., & Lubis, I. A. (2025). The Influence of Humanistic Learning Theory on the Learning Motivation of Madrasah Ibtidaiyah Students: A Systematic Review. *Rumbio: Journal of Education and Humanities*, 1(2).
- Kusumawati, N. A., PF, K. A. P. D., & Purwadi, K. D. A. (2024). Implementation of Maslow's Theory of Needs in 21st Century Learning: A Humanistic Psychology Approach. *The Acharya: Journal of Teacher Professions*, 5(1), 98–112.
- Mahbubi, M., & Sa'diyah, H. (2025a). Application of a contextual approach to student learning motivation in PAI learning subjects. *ANSIRU PAI: Professional Development of Islamic Religious Education Teachers*, 8(2), 168–176.
- Muhammad, D. H., Deasari, A. E., & Dirgayunita, A. (2021a). Early childhood education is based on Islamic psychology. *Al-Ilmi Islamic Education Journal*, 4(1).
- Muniroh, S. M. (2011). Application of Humanistic Psychology in the Learning Process. *Islamic Education*, 9(1), 69208.
- Mutholingah, S., & Qomarudin, A. (2022). The Relationship of Psychology, Sufism and Islamic Religious Education. *TA'LIMUNA: Journal of Islamic Education*, 11(2), 170–179.
- Nasution, H. A., & Suyadi, S. (2020). Learning Humanistic Islamic Religious Education with an Active Learning Approach at SDN Nugopuro Gowok. *Journal of Islamic Religious Education*, 17(1), 31–42.
- Pahleviannur, M. R., De Grave, A., Saputra, D. N., Mardianto, D., Hafrida, L., Bano, V. O., Susanto, E. E., Mahardhani, A. J., Alam, M. D. S., & Lisya, M. (2022). *Qualitative research methodology*. Pradina Pustaka.
- Qosim, M. (2024). Implementation of Humanistic Psychology Theory in the Development of Islamic Religious Education Curriculum in Schools/Madrasas. *Journal of Islamic Studies and Muhammadiyah (JASIKA)*, 4(1).
- Robbaniyah, Q. (2023). *PAI learning strategies and methods*. Zahir Publishing.
- Setyawati, N. (2022a). The influence of learning motivation and student learning style on PAI learning outcomes at SMA N 3 Dumai. *Journal of Medicine*, 1(1), 219–228.

- Syahrudin, M. M., & Effendy, R. (2022b). *The Use of Ice Breaking in Increasing Students' Learning Motivation in Islamic Religious Education Subjects Class VIII Junior High School Muhammadiyah Pinrang*.
- Syifaâ, R. (2008a). Humanistic psychology and its application in education. *El-Tarbawi*, 1(1), 99–114.
- Vika, W. N., Noh, M. H., Mujib, A., & Sarjuni, S. (2022). The Influence of Parents' Religious Behavior on PAI Learning Motivation and Worship Obedience. *TA'DIBUNA: Journal of Islamic Religious Education*, 5(2), 99–109.
- Vu, T., Magis-Weinberg, L., Jansen, B. R. J., van Atteveldt, N., Janssen, T. W. P., Lee, N. C., van der Maas, H. L. J., Raijmakers, M. E. J., Sachisthal, M. S. M., & Meeter, M. (2022a). Motivation-achievement cycles in learning: A literature review and research agenda. *Educational Psychology Review*, 34(1), 39–71.