Effectiveness of Humanistic Approach Assisted by Learning Media to Increase Motivation Student Learning in MTS Darul Huffaz Pesawaran

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Abstract: Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm in learning. Motivation to learn is not only a driving force to achieve good results but contains efforts to achieve learning goals in motivation contained a desire that activates, moves, channels and directs attitudes and behavior in individuals. The humanistic approach views humans as subjects who are free to determine the direction of their lives. Humans are responsible for their own lives and for the lives of others. This research aims to explain the humanistic approach assisted by learning media to increase students' learning motivation. This research uses the (SLR) method. regarding research methods: "Literature" which means it is a critical analysis of the research that is being carried out on a special topic or in the form of a question to a part of science. helps us in compiling a framework that is in accordance with the theory, findings, and results of previous research in solving the problem formulation in the research conducted. The results of the study described that, of course, learning motivation must be supported by anyone who provides teaching to students, especially by teachers as learning facilitators, through humanistic approaches the teacher will know and understand the characteristics of students who experience decreased interest in learning, the humanistic approach is designed to solve problems that arise from within a person with a humanistic approach, of course someone will carry out treatment by humanizing humans by humanizing the problems that occur, especially in the learning and learning process.

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Introduction

In an effort to achieve the desired educational goals, there are many learning methods that are applied in the educational environment, especially for education that aims to increase the motivation of a learner. One of the steps to have a strategy is by the way the teacher must master teaching techniques or teaching methods. However, not all methods used always have a positive impact on the learning patterns of the students we face because as we know that each student has different characteristics from one another. In determining the method that we will use later, it should also be in accordance with the material being taught because this will greatly affect the learning motivation of a student (Masni, 2015).

Motivation comes from the word motive, which is a condition within the individual that encourages the individual to carry out certain activities both consciously and unconsciously to achieve certain goals. Learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the

individual so that it fosters enthusiasm in learning. Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm for learning. Learning motivation is not only a driving force to achieve good results but contains efforts to achieve learning goals in motivation contained a desire that activates, moves, channels and directs attitudes and behavior in individuals, so it can be said that motivation will always determine the intensity of learning efforts for students so that student learning outcomes will increase. Learning motivation has a big role in the success of a student. Learning outcomes will be optimal if there is learning motivation. The more appropriate the motivation given, the better the learning outcomes. Thus motivation always determines the intensity of learning efforts for students (Andriani & Rasto, 2019).

Learning outcomes are one of the references to success in the education process. Learning outcomes can be in the form of abilities that students have. This ability is obtained after going through and receiving experiences in the learning process carried out by students. The achievement and success of a learning process can be seen from the value of learning outcomes obtained by students. High and good learning outcomes mean that the learning process has been successful. However, low student learning outcomes indicate that the learning process is not achieved and successful. Low learning outcomes are influenced by two factors, internal factors within students and external factors outside of students (Saputra et al., 2018).

In the research to be carried out, the external factors that will be specifically discussed focus on student motivation. The decline in learning motivation of MTs Darul Hufaz Pesawaran students is influenced by the daily routine that students live, MTs Darul Hufaz which is a ponpes baground by studying two branches of religious and social science, of course there are many things that cause the teaching and learning process to decline, the characteristics of Darul Hufaz which is a religious school and tends to learn about Islamic values, and the students are also children who are far from their parents, of course, have a psychological impact on the growth and development of children in the teaching and learning process, the tendency of MTs Darul Hufaz to apply learning with classical methods is not balanced with students who are children who are in their infancy, especially children born as the 21st century generation or modern.

The results of observations that researchers found a decrease in student learning motivation were known from the decline in students' interests, attitudes and learning outcomes in the teaching and learning process at Darul Hufaz, the tendency of children during the implementation of the teaching and learning process to only see and hear without any expression to ask questions, express opinions, and argue into a problem that must be followed up immediately. Teachers as the driving force in the teaching and learning process certainly have a very important role in following up the learning problems experienced by these students, starting from learning styles, methods, learning media and emotional approaches between teachers and students.

The results of interviews conducted by researchers to a student found that the decline in learning motivation was caused by the way the teacher's delivery of learning to students who tended to be boring quickly because they only used printed books as learning media, the teacher only explained the material and gave assignments and the teacher's lack of ability to understand the psychological characteristics of children, so far the teaching and learning process the teacher only demands children to be able to achieve the minimum completeness criteria (KKM) without understanding the patterns, behavior and characteristics of children. Every individual has the desire to change himself for the better. These changes can be

achieved by learning. Likewise, students at school, they have a desire to change, to know many things, to want to increase the creativity and intellectuality that exists in them. these intentions are: 1) Knowing a skill, skill, or concept that was never known before; 2) Can do something that previously could not do, both behavior and skills; 3) Able to combine two (or more) knowledge into a new understanding, both skills, knowledge, concepts and attitudes / behavior; and 4) Can understand and / or apply the knowledge that has been obtained.

However, in the course of the learning process students experience various kinds of psychological conditions including the ups and downs of the urge to learn or motivation to learn. Motivation is a psychological condition that encourages someone to do something. In the field of education, motivation is certainly oriented towards achieving a psychological condition that encourages a person to be enthusiastic in learning.

During this time many students seem to lose motivation in learning. Physically they are present in the classroom only to carry out the learning routine according to the lesson schedule that has been prepared by the school. Learners are only objects and only accommodate what is conveyed by the teacher, so they lose the purpose for what they learn and learning at school is only a formality. Learning activities become passive and boring. Rigid interaction between teachers and students causes students to be unmotivated to learn.

As a teacher, you must understand the situation of your students, this is where the professionalism of the teacher is proven by how the teacher interacts with students. Teachers must understand how to rebuild motivation and maintain and increase the learning motivation of their students. In its implementation, teachers must be able to manage learning activities creatively. Creative teachers can utilize everything available so that teaching and learning interactions can take place pleasantly and make students motivated to take part in learning. Teachers can optimize their creativity to motivate students both from within and from outside. From the inside, for example, the teacher must be good at being a person who is close to students. While from outside, for example, teachers can choose the right method and use appropriate media so that students are motivated to learn (Oktiani, 2017).

Efforts that teachers can make in following up on declining learning motivation are by means of a humanistic approach that understands the wishes of students such as changing patterns, styles and learning media, for this reason this study focuses on a humanistic approach assisted by digital learning media in resolving declining student learning motivation.

The humanistic approach views humans as subjects who are free to determine the direction of their lives. Human beings are responsible for their own lives and for the lives of others. Humanistic learning theory basically has the goal of learning to humanize humans. Education today is certainly very different from education in ancient times. The development of science and technology has made the human mindset develop more and more. The implementation of humanistic theory consists of 1) Student Centered Learning is a student-centered learning process. This process will encourage students to be actively involved in building attitudes, behaviors and knowledge. If students can be actively involved, then the teacher will not be able to take away students' right to learn. In this learning system, it is carried out with contextual learning methods, discussions and also discovery learning. Because in these methods students are emphasized to be active in learning. 2) Humanizing of the Classroom. Derived from two words namely humanizing and "the classroom" which means humanizing and classroom. So humanizing the classroom can be interpreted as humanizing the classroom. However, the understanding here is that in the learning process, teachers should treat their students according to their respective conditions and

characteristics. Meanwhile, the classroom can function as a place for learning, so that wherever the teaching and learning process is carried out, whether outside the classroom, inside the classroom or even in the wild, learning is still carried out properly. So in its application, humanizing the classroom is a learning strategy that is applied by using a humanistic, contextual learning and edutainment approach where students can learn from the reality of their lives and their environment and create a pleasant learning atmosphere and feeling. 3) Active Learning. This means active learning. With this, students are expected to develop and recognize their abilities and potential. Learners will also be aware of using the potential and abilities they have around their environment. They will be more trained to think critically and systematically, responsive, trained to work and able to solve their own problems by searching for valuable information. Active learning emphasizes that teachers can teach systematically, work professionally, and also teach based on efficient and effective learning principles. Educators may implement the learning model systematically and make it a valuable experience for students. 4) Quantum Learning. Can be interpreted as instructions, strategies and tips in learning. The goal is to sharpen students' memory and understanding as well as to make the learning process more useful and enjoyable. Or in other words, quantum learning can be interpreted as a learning model that focuses on giving pleasure to students by not ignoring the benefits of learning. 5) The Accelarated Learning is a learning model that aims to make teaching and learning activities into fun and not boring activities. It is the latest learning model today that provides several advantages as it emphasizes using research on brain development and children's learning. The application of this learning is done with various media and methods, flexible and open (Firmansyah, 2021).

Media comes from the Latin word medius, which means intermediary. Media is a channel used to help convey messages. In learning itself, media means an intermediary used to convey information related to the material or content of learning. Thus, learning media can be interpreted as an intermediary in conveying messages from the sender of information about learning material to the recipient of information in the form of communication, both printed and audiovisual. Media in general is a tool in the process of teaching and learning activities. The existence of media is one of the success factors of a learning delivery. With media, learning activities become more interesting and fun. So it is necessary to develop media that is tailored to the needs of today's learning and that can increase the effectiveness of learning that makes students have increased motivation and enthusiasm for learning. In accordance with the development of technological advances, elementary school students are now using electronic devices such as cell phones. Especially when the issuance of online learning orders, learning that requires using cell phones makes students accustomed to cell phones, even not only used for learning during school hours, when school hours are over students can still use cell phones. Therefore, to avoid many negative impacts because most cell phones are used for recreational activities (online games, social media, etc.) it is necessary to develop digital learning media such as applications that are used as learning media that are educationally useful not just recreational (Ariana, 2016).

Research Methods

This scientific article was prepared using the (SLR) method. about research methods: "Literature" which means a critical analysis of the research that is being done on a special topic or in the form of a question to a part of science. helps us in compiling a framework that is in accordance with the theory, findings, and results of previous research in solving the

problem formulation in the research that we make. The SLR method is used to identify, review, evaluate and interpret all available research with the topic area of the phenomenon of interest, with specific relevant research questions. With the use of the SLR Method, a systematic review and identification of journals can be carried out. To finalize this research, researchers collected journal articles from Google Scholar, Research Gate, SINTA, DOAJ, and Scopus. The keywords were learner motivation, humanistic approach, digital learning media. The articles collected were only articles published from 2017 to 2023. From the various articles, researchers selected 8 articles that were closely related to the keywords used. The next step was to group the articles related to the effectiveness of the humanistic approach assisted by digital learning media to increase students' learning motivation.

Results and Discussion

Based on the results of research that is in accordance with the researchers to be carried out, there are several studies that are considered relevant, namely as follows: 1) Research conducted by Abd. Qodir in 2017 with the title humanistic learning theory in improving student achievement. The results showed that current education tends to be pragmatic, where students are considered an empty glass that can only be filled without caring about their potential. This can stifle the potential embedded in students. Humanistic learning views students as subjects who are free to determine the direction of their lives. Students are directed to be fully responsible for their own lives and also for the lives of others. In humanistic learning, a teacher does not act as a teacher who only provides material intake needed by students as a whole, but the teacher only acts as a facilitator and dialog partner. According to humanistic learning theory, the purpose of learning is to humanize human beings, where the learning process is considered successful if the learner understands his environment and himself. Students in the learning process must strive so that they are gradually able to achieve self-actualization as well as possible. If this theory has been implemented, then students are expected to be able to improve their learning achievement. Learning achievement is the fruit of the learning process. So, with the increase in learning achievement, a learning process can be said to be successful which is then accompanied by a changewith changes in students (Qodri, 2017). 2) Mona Ekawati & Nevi Yarni in 2019 with the title learning theory based on humanistic psychological flow and implications for the learning process. Research results Humanistic learning theory emphasizes educators as facilitators. Great educators are educators who can make whole people. humanistic flow directs to increase self-potential and intelligence so that it can answer global challenges both positive and negative. Educators provide guidance that positively liberates students in their learning activities, so that values or norms are accepted in a kaffah way to provide information to them about positive behavior and negative behavior that they should not do (Ekawati & Yarni, 2019). 3) Mita Hapsari Jannah & Suyoto, 2018 with the title of humanistic theory in integer learning multimedia. The research results from the quantitative analysis above, in learning by using multimedia, it can be observed that students are motivated in paying attention to multimedia displays. Students seem very relaxed, dare to argue, and ask questions. Students also experience ease in working on problems and exercises in multimedia due to repeated examples, the use of calculators, and random numbers. This shows that multimedia provides interest in students to learn in a fun and humanist way (Jannah & Suyoto, 2018).

Miki Yuliandari, in 2017, with the title innovative learning in elementary schools based on the humanistic learning theory paradigm. The results of this study attempt to illustrate that innovative learning is learning designed by teachers that is new in nature, to facilitate students in building their knowledge in the process of changing behavior. In addition, humanistic learning theory is a theory that helps students to enjoy learning on an object or subject matter in developing the potential of students in a better direction. Thus, humanistic learning theory can be used to implement innovative learning in elementary schools. Humanistic learning theory emphasizes education to guide, develop and direct the basic potential of students both in terms of cognitive, affective, and psychomotor (Yuliandri, 2017). Research conducted by Zulfikar Mujib & Suyadi in 2020 with the title humanistic theory and implications in PAI learning at Alqur'an Science High School Yogyakarta, the results of the study concluded that PAI learning at the Yogyakarta Koran Science High School has a very humanist nuance so as to create comfort in every student who is studying there. They do not feel the environment that is haunted by fear, there is no threat or pressure even they always get appreciation every time they complete the task given by the teacher. Likewise, in terms of the teaching and learning process, the meaning is imprinted on them, students feel happy and appreciated for all their abilities. In addition, they are always motivated to continue to play an active role. During the PAI learning process, students received awards for every achievement of their learning sincerity (Mujib & Suyadi, 2020).

Mariana, et al. in 2021 with the title of the benefits of digital learning media in increasing the learning motivation of elementary school students during the covid-19 pandemic, concluded The results showed that the benefits of learning media were: (1) being a medium for learning interactions between teachers and students, (2) increasing student learning motivation, (3) facilitating teachers to deliver learning materials so that learning continues even though it is not carried out face-to-face, (4) being a medium for interaction between teachers and students during the implementation of online learning, (5) useful as a medium for transferring information and learning interactions during online learning, (6) encouraging educational innovation during the Covid-19 pandemic, (7) making work effective and efficient, both as a product and process to solve learning problems, (8) learning media is not only a tool but also part of the learning process including learning strategies and methods that are appropriately applied in the midst of the Covid-19 pandemic. To make the technology effective in learning during the Covid-19 pandemic, teachers made various efforts: (1) using technological devices and online media, (2) conducting information and communication technology training, (3) self-taught or self-learning about technology development, (4) increasing their own potential, especially in using technology as a learning medim, and applying more interesting teaching methods or models (Jediut et al., 2021). Nur Iksan & Djuniadi in 2017, with the title augmented reality (AR) based interactive learning media to increase children's learning motivation, the results showed that through augmented reality applications, students are more motivated and happy to learn coloring. Augmented reality applications can increase the reasoning power of students' imaginations, so as to increase the growth and development of students' brains. Augmented reality applications can have a positive effect on students in using smartphone devices (Iksan & Djuniadi, 2017).

Research conducted by Udik et, al in 2021 with the title increasing learning motivation using the flipped classroom learning method, the results of the study concluded that student motivation towards learning through YouTube media in cycle I student motivation has increased, namely 65.3%. Student learning outcomes measured by evaluation results obtained 65.5%. In cycle II, it was carried out not much different from the first cycle

in terms of planning, action and observation. The observation results of increasing student motivation by 82% and increasing student learning outcomes by 80.2% (Pudjianto et al., 2021).

Basically motivation is a reaction that is generated from within a person, learning motivation will certainly increase if a person is given a stimulus or treatment according to his characteristics, the teacher as a facilitator can certainly see with the contrast of the characteristics that exist in his students with a humanistic approach will certainly make a difference to a person, especially in delivering the implementation of learning and learning in the classroom. The selection of learning methods and media can certainly provide changes in students from not knowing to knowing, such as research conducted by Mita Hapsari Jannah & Suyoto, 2018 with the title humanistic theory in integer learning multimedia. The research results from the quantitative analysis above, in learning by using multimedia, can be observed that students are motivated in paying attention to the multimedia display. Students seem very relaxed, dare to argue, and ask questions. Students also experience ease in working on problems and exercises in multimedia due to repeated examples, the use of calculators, and random numbers. This shows that multimedia provides interest in students to learn in a fun and humanist way.

Conclusion

Learning motivation must of course be supported by anyone who provides teaching to students, especially by teachers as learning facilitators, through humanistic approaches the teacher will know and understand the characteristics of students who experience a decrease in interest in learning, the humanistic approach is designed to solve problems that arise from within a person with a humanistic approach, of course someone will carry out treatment by humanizing humans by humanizing the problems that occur, especially in the learning and learning process.

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