

The Effect of Applying Humanistic Learning Theory in Islamic Religious Education on Students' Religious Attitudes

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan teori belajar humanistik dalam pembelajaran Pendidikan Agama Islam terhadap peningkatan sikap keagamaan siswa di SMP Negeri 3 Bajeng. Populasi penelitian adalah seluruh siswa di sekolah tersebut, sedangkan sampel yang digunakan berjumlah 26 siswa yang dipilih secara acak dengan teknik probability sampling menggunakan metode simple random sampling. Pendekatan yang digunakan adalah kuantitatif dengan metode survei dan desain penelitian eksplanatif. Instrumen penelitian terdiri atas angket sikap keagamaan siswa dan tes evaluasi pembelajaran. Hasil analisis menunjukkan bahwa nilai signifikansi hubungan antara penerapan teori belajar humanistik dengan sikap keagamaan siswa sebesar 0,774 ($p > 0,05$), dengan koefisien korelasi 0,059 yang mengindikasikan hubungan yang sangat rendah dan tidak signifikan. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan teori belajar humanistik tidak memiliki korelasi yang signifikan terhadap peningkatan sikap keagamaan siswa. Oleh karena itu, diperlukan pendekatan pembelajaran yang lebih terpadu, seperti pembiasaan beribadah dan keteladanan guru, untuk secara efektif membentuk sikap keagamaan siswa.

Kata kunci: Teori Pembelajaran Humanistik, Pendidikan Agama Islam, Pembelajaran Terpadu.

Abstract

This study aims to analyze the effect of implementing humanistic learning theory in Islamic Religious Education (SMP Negeri 3 Bajeng) on improving students' religious attitudes at SMP Negeri 3 Bajeng. The study population comprised all students at the school, while the sample size was 26 students randomly selected using a probability sampling technique using simple random sampling. The approach used was quantitative, with a survey method and an explanatory research design. The research instruments consisted of a student religious attitude questionnaire and a learning evaluation test. The analysis showed a significant correlation between the application of humanistic learning theory and students' religious attitudes of 0.774 ($p > 0.05$), with a correlation coefficient of 0.059, indicating a very low and insignificant relationship. Based on these results, it can be concluded that the application of humanistic learning theory does not significantly correlate with improving students' religious

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attitudes. Therefore, a more integrated learning approach, such as habituating worship and teacher role models, is needed to effectively shape students' religious attitudes.

Keywords: Humanistic Learning Theory, Islamic Religious Education, Integrated Learning

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Introduction

Education is a fundamental aspect in shaping a person's personality, character, and attitude. In the context of Islamic Religious Education (PAI), the aim is not only to provide religious knowledge but also to instill religious values that serve as moral foundations in daily life ¹. These religious attitudes include belief in Allah, awareness of worship, and behavior reflecting Islamic values in various aspects of life ². However, in reality, improving students' religious attitudes remains a challenge in PAI learning. One factor influencing this is the teaching approach used by educators. The relevant verse of the Qur'an for this discussion is Surah Al-Mujadalah (58:11): *"Allah will elevate those among you who believe and those who have been given knowledge by degrees"* ³. One key factor influencing this challenge is the teaching approach employed by educators. Traditional PAI learning tends to rely heavily on memorization and knowledge transfer, which studies show to be less effective in helping students internalize religious values deeply.

Interpretation and Explanation of the verse include, this verse emphasizes that Allah will elevate the status of the believers who also possess knowledge. In the

¹ Mohammad Sabarudin et al., "The Effect of the SAVI Learning Model on Arabic Writing Skills: A Case Study at MTS Arrukhsatul 'Ulum, West Bandung," *Khulasah: Islamic Studies Journal* 5, no. 2 (2023): 102–11, <https://doi.org/https://doi.org/10.55656/kisj.v5i2.114>; Murharyana Murharyana et al., "The Effects of Islamic Religious Education Learning on Students' Motivation," *At-Tadzkir: Islamic Education Journal* 3, no. 1 (2024): 1–14, <https://doi.org/https://doi.org/10.59373/attadzkir.v3i1.44>; Mohammad Sabarudin et al., "The Effect of Contextual Teaching and Learning Models on Al-Quran and Hadith Subjects," *At-Tadzkir: Islamic Education Journal* 2, no. 2 (2023): 129–42, <https://doi.org/https://doi.org/10.59373/attadzkir.v2i2.43>; Mohammad Sabarudin et al., "Exploring the Foundations of Islamic Education: Insights from Ibn Sina and Ibn Khaldun," *Tribakti: Jurnal Pemikiran Keislaman* 35, no. 1 (2024): 127–42, <https://doi.org/https://doi.org/10.33367/tribakti.v35i1.4266>; Murharyana Murharyana et al., "Behavior Change of Darul Falah Senior High School Students After Attending Tabligh Akbar," *Dirasah International Journal of Islamic Studies* 1, no. 2 (2023): 68–77, <https://doi.org/https://doi.org/10.59373/drs.v1i2.17>.

² Rosdiana et al., "Analysis of the Values of Character Education in the Thematic Textbook VII 'Events in Life' For Class v Students," *AULADUNA: Jurnal Pendidikan Dasar Islam* 9, no. 2 (2022): 199–216, <https://doi.org/https://doi.org/10.24252/auladuna.v9i2a7.20>.

³ Departemen Agama RI, *Al-Quran Dan Terjemahannya* (Bandung: Diponegoro, 2020).

context of learning, this illustrates the importance of applying humanistic learning theory, where students are encouraged to enhance their understanding and achieve better learning outcomes ⁴. Humanistic emphasizes the importance of individual experience and understanding. In Islamic religious education, the emphasis on strengthening faith and knowledge is crucial in helping students understand religious teachings, thereby fostering a positive attitude towards learning ⁵. By combining elements of faith and knowledge, humanistic education can guide students to develop good character and optimal learning outcomes. This aligns with the goals of Islamic education, which not only focus on academic aspects but also on character ⁶. This verse also shows that knowledge has a direct impact on a person's degree. In the context of learning, the application of humanistic theory, which upholds emotional and social engagement, can enhance students' learning outcomes as well as their personal achievements ⁷. Overall, this verse discusses the importance of the relationship between faith and knowledge in education, which aligns with the exploration goals in the discussion of humanistic learning theory in Islamic religious education.

The humanistic learning theory, which emphasizes the holistic development of an individual's potential, has been widely discussed in the field of education as a relevant approach to improve various aspects of learning, including religious education ⁸. This approach focuses on the needs, experiences, and emotions of students, making learning more meaningful and personal. In the context of PAI, humanistic learning theory has the potential to help students understand religious

⁴ Risnawati Pohan, "Etika Pengembangan Ilmu Pada Zaman Modern Dalam Perspektif Al-Qur'an" (UIN Ar-Raniry, 2022).

⁵ Adi Noviard, "Integrasi Nilai Pendidikan Iman Dan Ilmu Pengetahuan Dalam Tafsir Al-Misbah (Kajian Surat Al-Mujadilah 58: 11)," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 3, no. 3 (2021): 367-77.

⁶ Mumu Zainal Mutaqin et al., "Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims," *Akademika: Jurnal Pemikiran Islam* 29, no. 1 (2024): 73-86, <https://doi.org/https://doi.org/10.32332/akademika.v29i1.9145>.

⁷ Nanik Yulastuti, "MENINGKATKAN HASIL BELAJAR PESERTA DIDIK DALAM MENGARTIKAN MUFRADAT AL QUR'AN SURAT AL MUJADILAH AYAT 11 MELALUI MEDIA E CARD PADA PESERTA DIDIK KELAS VII B SMP NEGERI 5 CEPU," *Jurnal Riset Pendidikan Indonesia* 3, no. 1 (2023): 54-62.

⁸ Achmad Junaedi Sitika, "Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Humanistik Dan Teknologis Di Perguruan Tinggi Umum," *Jurnal Wahana Karya Ilmiah* 3, no. 02 (2019): 364-84.

values in depth and internalize these values in their attitudes and behavior ⁹. However, the application of humanistic learning theory in PAI is not yet fully optimal, particularly in measuring its impact on improving students' religious attitudes.

Previous research has primarily focused on the application of humanistic learning theory in general education or in the development of students' cognitive skills. However, research specifically exploring the influence of humanistic learning theory in PAI to enhance students' religious attitudes remains limited ¹⁰. Understanding the connection between the humanistic approach and the formation of religious attitudes is crucial to providing clearer guidance for educators in designing effective teaching strategies. PAI learning tends to rely more on traditional approaches that focus on memorization and knowledge transfer. A study by ¹¹ revealed that the dominant lecture method is less effective in helping students internalize religious values deeply. Even research by ¹² shows that students who learn through traditional approaches tend to struggle in applying religious values in daily life compared to those who learn through more interactive methods. In Surah Az-Zumar, there is also an explanation relevant to our discussion this time, Surah Az-Zumar (39:9): *"Are those who know the same as those who do not know?" Indeed, only those with intellect can receive lessons"* ¹³.

Interpretation and explanation, this verse emphasizes the importance of knowledge. In the context of humanistic learning theory, there is a focus on developing students' thinking and understanding capacities, so they not only receive information but also comprehend and reflect on the religious teachings being

⁹ Ibnu Imam Al Ayyubi et al., "Increasing Student Learning Motivation through the Application of Problem-Based Learning Models," *International Journal Humanities Perspective* 1, no. 1 (2024): 13–18, <https://ejournal.papanda.org/index.php/ijhp/article/view/591>; Ibnu Imam Al Ayyubi et al., "Pendidikan Humanis Paulo Freire Dalam Pembelajaran Matematika MI," *Wulang: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 1 (2024): 1–15, <http://ojs.staisdharma.ac.id/index.php/wjp/article/view/178>.

¹⁰ Nur Ainiyah, "Pembentukan Karakter Melalui Pendidikan Agama Islam," *Jurnal Al-Ulum* 13, no. 1 (2013): 25–38.

¹¹ Tamphu et al. (2024)

¹² Nurhikmah (2024)

¹³ RI, *Al-Quran Dan Terjemahannya*.

imparted ¹⁴. Showing that reason and understanding are the keys to receiving lessons. A humanistic approach in Islamic religious education can encourage students to use their intellect, ask questions, and make connections between religious teachings and everyday life, which in turn can enhance learning outcomes ¹⁵. The humanistic learning theory encourages students to engage critically with the learning material. In religious education, this means that students are encouraged to delve deeper into Islamic teachings and how to apply them in their lives, thereby creating a more profound understanding ¹⁶. This verse highlights that only individuals with intellect can absorb lessons to the fullest. Therefore, the application of humanistic learning methods has the potential to improve students' learning outcomes by facilitating better understanding and more active engagement ¹⁷. Thus, this verse reinforces the relevance of focusing on knowledge and understanding in education, as well as the importance of an approach that emphasizes active student engagement in the teaching and learning process.

This research contributes to the literature by providing a new perspective on the application of humanistic learning theory in PAI. The study not only analyzes the implementation of this theory but also evaluates its empirical impact on students' religious attitudes. This approach is expected to serve as an innovative and relevant model in addressing challenges in religious education in the modern era. The purpose of this research is to analyze the impact of applying humanistic learning theory in PAI on enhancing students' religious attitudes. Additionally, the research aims to provide practical recommendations for educators in integrating humanistic learning theory into PAI teaching, creating a more effective and meaningful learning process.

¹⁴ Nabila Nailil Amalia and Hairul Ulum, "A REKONSTRUKSI POLA PIKIR BERPENDIDIKAN DALAM KONSEP ILMU PENGETAHUAN QS AL-MUJADALAH: 11 DAN AZ-ZUMAR: 8-9," *SIRAJUDDIN: Jurnal Penelitian Dan Kajian Pendidikan Islam* 3, no. 2 (2024): 12-23.

¹⁵ Muftahatus Saadah and Mahmud Arif, "Metode Pendidikan Anak Dalam Surat Az-Zumar Ayat 8-9," *Arfannur* 3, no. 2 (2022): 75-84.

¹⁶ Yuli Fatimah Warosari, M Nazir, and Abu Bakar, "Hubungan Sains Dan Agama Dalam Perspektif Pendidikan Islam: Mengintegrasikan Pengetahuan Dan Keimanan," *ARRIYADHAH* 20, no. 1 (2023): 88-97.

¹⁷ Isri Lailatussa'idah and Ibnu Rusydi, "The Concept of Ulul Albab in the Qur'an (Analysis of QS. Az-Zumar Verse 9)," *Aslama: Journal of Islamic Studies* 1, no. 1 (2024): 1-8.

Method

This study uses a quantitative approach with a survey method and an explanatory research design ¹⁸. The purpose of this study is to describe the relationship and causal effects between the independent variable and the dependent variable, which in this case are the Application of Humanistic Learning Theory (independent variable/X) and the Improvement of Students' Religious Attitudes (dependent variable/Y). This research is classified as a causal-correlational study, which is a method used to examine the relationship or influence between variable X and variable Y without direct manipulation. The research was conducted at SMP Negeri 3 Bajeng. The population of the study consists of all students at the school, with a sample of 26 students selected randomly. The sample size was determined using Slovin's formula with a confidence level of 95% and margin of error of 10%, which is appropriate for the population size. The sampling technique used is probability sampling with simple random sampling. This method ensures that every student has an equal chance of being selected as a research sample.

The instruments used in this study include: (1) a religious attitude questionnaire for students, designed based on indicators of religious attitudes such as belief, worship, morality, and social interaction; and (2) a learning evaluation test to measure the success of the humanistic learning theory-based teaching. The instruments were tested for validity and reliability before being used to ensure that the data obtained is accurate and consistent. Data collection was carried out through the following steps: (1) Administering the religious attitude questionnaire to students to measure their level of religiosity; (2) Conducting humanistic learning theory-based teaching in Islamic Religious Education for several sessions; and (3) Collecting data after the intervention by providing a questionnaire and final test. The data obtained was first analyzed using inferential statistics, including the Kolmogorov-Smirnov normality test and the linearity test to determine the linear relationship between variables X and Y ¹⁹. If the data is normally distributed, a parametric statistical test using the Pearson test will be performed, followed by a

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2021).

¹⁹ Ni Putu Rizky Arnani, *Statistika Non Parametrik Konsep Dan Aplikasi SPSS* (Lakeisha, 2024); Gabriel Otieno Okello, *Simplified Business Statistics Using SPSS* (Chapman and Hall/CRC, 2022).

regression test to determine the correlation equation. If the data is not normally distributed, non-parametric statistical tests using the Spearman test will be used, without conducting a regression. Both instruments were tested for validity and reliability prior to data collection. The religious attitude questionnaire achieved a Cronbach's Alpha coefficient of 0.82, indicating good internal consistency, while the learning evaluation test showed a reliability coefficient of 0.79. Validity was confirmed through expert review and pilot testing.

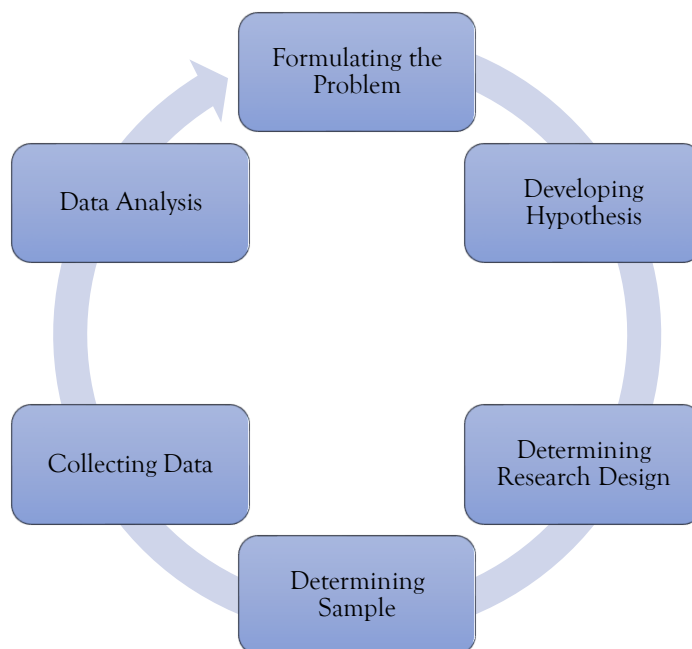


Figure 1. Research Design Steps

Result and Discussion

Result

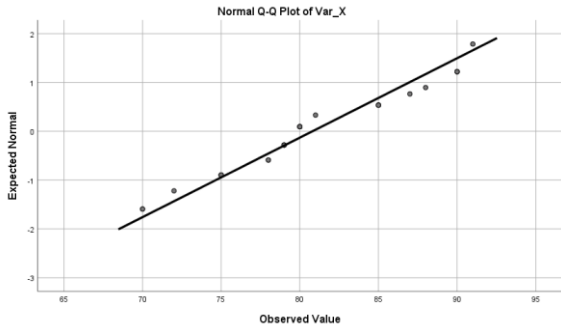
The normality test is conducted to determine whether the data obtained comes from a population with a normal distribution or not, which is a prerequisite for performing inferential statistics. In this case, the researcher used the Kolmogorov-Smirnov test for normality.

Table 1. Output of Normality Test

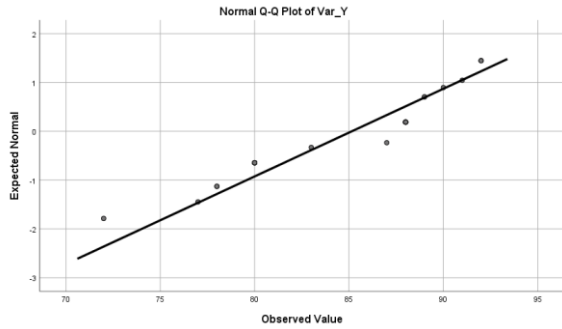
		Statistic	Sig.
Value	Humanistic Learning Theory	.168	.058

Student's Religious Attitudes	.272	.000
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Based on the data in Table 1 above, the significance values for humanistic learning theory and students' religious attitudes are 0.058 and 0.000, respectively. From this data, it can be concluded that the significance value for the independent variable is > 0.05 , while for the dependent variable it is < 0.05 . According to the decision criteria, this indicates that the data does not follow a normal distribution.



Picture 2. Normal Q-Q Plot Var_X



Picture 3. Normal Q-Q Plot Var_Y

In the Normal Q-Q Plot diagram of the independent and dependent variables, the data points are not scattered around the diagonal line and are far from it, indicating that the data does not have a normal distribution. To assess the strength of the correlation, the following table provides further explanation.

Table 2. Correlations			
		Var_X	Var_Y
Humanistic Learning Theory	Pearson Correlation	1	.059
	Sig. (2-tailed)		.774

Students' Religious Attitudes	Pearson Correlation	.059	1
	Sig. (2-Tailed)	.774	

Based on the data in Table 3, the significance value for the variables X and Y, which are humanistic learning theory and students' religious attitudes, is 0.774. Since the significance value is > 0.05 , based on the decision criteria, the null hypothesis (H_0) is accepted, which means that it can be concluded that humanistic learning theory does not have a significant correlation with the improvement of students' religious attitudes in Islamic Religious Education.

Table 3. Correlation Coefficient Values

Coefficient Interval	Strength of Relationship
0,00 – 0,19	Very Low
0,20 – 0,39	Low
0,40 – 0,59	Moderate
0,60 – 0,79	Strong
0,80 – 1,00	Very Strong

The correlation coefficient value is 0.059. Based on the interpretation guidelines in Table 3, it can be said that the relationship between humanistic learning theory in Islamic Religious Education and the improvement of students' religious attitudes is very weak. Therefore, there is no significant effect of the humanistic learning theory applied in Islamic Religious Education on students' religious attitudes, and the correlation is classified as very low.

Discussion

The research findings indicate that the application of humanistic learning theory in Islamic Religious Education (PAI) does not have a significant correlation with the improvement of students' religious attitudes, with a significance value of 0.774 ($p > 0.05$) and a correlation coefficient of 0.059, suggesting a very low relationship. These findings provide several important implications that need further analysis. Humanistic learning theory, as proposed by Carl Rogers and Abraham Maslow, emphasizes student-centered learning and recognition of

individual potential for optimal development ²⁰. This approach focuses on the emotional experiences and psychological needs of students during the learning process, aiming to enhance intrinsic motivation and develop better attitudes, including religious attitudes ²¹.

However, the reality in this study shows that the application of humanistic theory did not significantly impact the improvement of students' religious attitudes. This may be due to several factors: 1) The different context of PAI education, which not only involves cognitive and emotional aspects but also integrates religious values, requiring a more comprehensive approach, including spirituality. According to ²², the success of learning aimed at shaping attitudes requires synergy between cognitive, affective, and psychomotor approaches. In this regard, the humanistic approach may not sufficiently address the spiritual dimension, which is central to the development of students' religious attitudes. 2) Differences in student readiness, as ²³, states, the effectiveness of learning is highly dependent on students' readiness, both psychologically and contextually. If students do not have a strong religious foundation or initial experience, the application of humanistic theory may not have a significant impact on their religious attitudes.

The research findings show a very low relationship between the independent variable (humanistic learning theory) and the dependent variable (students' religious attitudes). According to ²⁴, the formation of attitudes, including religious attitudes, is influenced by various factors, such as the family environment, community, and spiritual experiences, which may not be fully accommodated within the humanistic approach. Furthermore ²⁵ explain that students' religious attitudes are more likely to be influenced by habituation and role modeling than by merely student-centered teaching methods. In this context, humanistic theory may only

²⁰ Mohammad Muchlis Solichin, "Teori Belajar Humanistik Dan Aplikasinya Dalam Pendidikan Agama Islam," *Jurnal Studi Islam* 5, no. 1 (2020): 1–12.

²¹ Herawati Aisyah and Hitta Alfi Muhimmah, "Konsep Merdeka Belajar Dalam Prespektif Teori Belajar Humanistik," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 08, no. 01 (2023): 4894–4901.

²² Qodri (2017)

²³ Novina Suprobo, "TEORI BELAJAR HUMANISTIK," *HATTA: Jurnal Pendidikan Ekonomi Dan Ilmu Ekonomi*, 2015, 6.

²⁴ Budi Agus Sumantri and Nurul Ahmad, "Teori Belajar Humanistik Dan Implikasinya Terhadap Pembelajaran Pendidikan Agama Islam," *Fondatia* 3, no. 2 (2019): 1–18, <https://doi.org/10.36088/fondatia.v3i2.216>.

²⁵ Sumantri & Ahmad (2019b)

play a supporting role but not be the primary determinant in the formation of students' religious attitudes.

The results of this study provide important insights that humanistic learning theory may not be effective enough when applied in isolation to improve students' religious attitudes. Therefore, integrating humanistic theory with other approaches is necessary. Specifically: 1) A spiritual approach and Islamic values should be emphasized in PAI education, which should focus more on integrating Islamic values, fostering religious practices, and providing role modeling by teachers, as suggested by ²⁶. This approach is more relevant to developing students' religious awareness holistically. 2) The combination of humanistic and behavioristic approaches is essential, as ²⁷, points out that the formation of attitudes and behaviors also requires consistent reinforcement. Thus, applying humanistic learning theory in combination with behavioristic approaches can strengthen the habituation of religious attitudes through the use of reward and punishment systems, as outlined by ²⁸.

The findings of this study also highlight the need for further exploration of other factors that might influence students' religious attitudes. For example, family background, social environment, and religious experiences outside of school, as indicated by ²⁹, also play a crucial role in shaping attitudes. Overall, the results of

²⁶ Ali Putri et al. (2023)

²⁷ Muhaemin Latif and Erwin Hafid, "Multicultural Attitudes in an Islamic Boarding School of South Sulawesi-Indonesia," *Cogent Education* 8, no. 1 (2021): 1968736, <https://doi.org/https://doi.org/10.1080/2331186X.2021.1968736>; Ainin Najah, Imam Syafe'i, and Amiruddin Amiruddin, "Implications of Learning in Islamic Religious Education in Forming Students' Attitudes of Religious Tolerance," *Al-Fikru: Jurnal Ilmiah* 16, no. 2 (2022): 306–13, <https://doi.org/https://doi.org/10.51672/alfikru.v16i2.136>; Eko Prayetno, Ibnu, and Deden, "Student Tolerance Attitudes in Islamic Boarding Schools," *Southeast Asian Journal of Islamic Education* 07, no. 02 (2024): 119–38; Osman Birgin and Faden Topuz, "Effect of the GeoGebra Software-Supported Collaborative Learning Environment on Seventh Grade Students' Geometry Achievement, Retention and Attitudes," *The Journal of Educational Research* 114, no. 5 (2021): 474–94; Muhaemin Muhaemin et al., "Religious Moderation in Islamic Religious Education as a Response to Intolerance Attitudes in Indonesian Educational Institutions," *Journal of Social Studies Education Research* 14, no. 2 (2023): 253–74, <https://www.learntechlib.org/p/223024/>.

²⁸ Mona Ekawati and Nevi Yarni, "Teori Belajar Berdasarkan Aliran Psikologi Humanistik Dan Implikasi Pada Proses Belajar Pembelajaran," *Jurnal Review Pendidikan Dan Pengajaran* 2, no. 2 (2019): 266–69, <https://doi.org/10.31004/jrpp.v2i2.482>.

²⁹ Riswan Aradea and Edi Harapan, "Pengaruh Penerapan Teori Belajar Humanistik Terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Kewirausahaan," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 4, no. 1 (2019): 90, <https://doi.org/10.31851/jmksp.v4i1.2479>.

this research suggest that humanistic learning theory cannot stand alone in PAI education to enhance students' religious attitudes. A more integrated and contextual approach is needed for achieving the learning objectives optimally.

Conclusion

Based on the research findings, it can be concluded that the application of humanistic learning theory in Islamic Religious Education (PAI) does not have a significant correlation with the improvement of students' religious attitudes. This is demonstrated by the significance value of 0.774 ($p > 0.05$) and a correlation coefficient of 0.059, which indicates a very low relationship. Therefore, humanistic learning theory is less effective in influencing students' religious attitudes when applied in isolation in PAI learning. The very low correlation suggests that humanistic learning theory, which focuses on emotional approaches and intrinsic motivation, is not sufficient to develop students' complex religious attitudes. Religious attitudes are not only influenced by classroom teaching methods but also by external factors such as habituation, teacher role modeling, family environment, and students' spiritual experiences. Therefore, a more holistic and contextual learning approach is required to optimally support the development of religious attitudes.

The findings of this study imply that humanistic learning theory can be one of the supporting approaches in PAI learning, but it should be integrated with other strategies, such as spiritual-based approaches, worship habituation, and role modeling. With this integration, it is hoped that PAI learning will not only foster students' cognitive and emotional aspects but also comprehensively strengthen religious values. Future research is recommended to integrate humanistic learning theory with other approaches, such as spiritual, behavioristic, or constructivist approaches, to determine whether a combination of methods can be more effective in enhancing students' religious attitudes. This combination is essential to ensure that learning does not only focus on cognitive and emotional aspects, but also includes the formation of religious values through habituation, role modeling, and behavior reinforcement. Additionally, testing this theory across different

educational levels or learning contexts could provide a broader perspective on its effectiveness.

Future studies should also consider external factors that influence students' religious attitudes, such as family environment, school culture, and the community in which students live. Research that examines the role of the external environment in shaping religious attitudes could offer a more holistic and comprehensive view. A qualitative or mixed-methods approach could be used to explore students' experiences in greater depth and understand the dynamics that affect the development of their religious attitudes. Furthermore, future research could utilize different research methods, such as full-scale experiments or quasi-experiments with stricter variable controls, to obtain more valid and reliable results. The use of larger and more diverse samples is also recommended to improve the generalizability of the research findings. With a more diverse approach, future research is expected to make a more significant contribution to the development of more effective Islamic Religious Education methods for shaping students' religious attitudes.

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