

Learning Theories: An Ontological Perspective

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Abstrak

Kajian ini bertujuan untuk mendeskripsikan makna pembelajaran dan teori-teori yang melandasinya. Kajian ini menggunakan pendekatan studi literatur. Secara umum makna pembelajaran bisa diartikan sebagai proses interaksi peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar. Dalam kegiatan belajar mengajar tentunya setiap manusia terutama seorang pendidik tidak luput dari berbagai kekurangan, oleh sebab itu teori belajar yang efektif dan efisien harus diaplikasikan dalam proses belajar mengajar dengan harapan mampu mencapai dengan sepenuhnya apa yang menjadi tujuan dalam pembelajaran. Di antara teori-teori belajar yaitu Seperti teori belajar behavioristik, teori belajar kognitif, humanistik dan teori belajar konstruktivistik. Teori behavioristik adalah teori belajar yang mengedepankan perubahan perilaku siswa sebagai hasil proses pembelajaran terjadinya perubahan itu karena adanya interaksi stimulus dan respon. Semakin tinggi stimulus responnya maka semakin berhasil pula dalam proses pembelajaran. Teori kognitivistik adalah teori belajar yang lebih mengedepankan proses saat belajar dari pada hasil belajar itu sendiri, belajar bukan hanya sekedar menyertakan interaksi antara stimulus-respon semata melainkan harus menyertakan proses berfikir yang begitu kompleks. Sementara teori humanistik memandang manusia sebagai makhluk hidup dengan fitrah tertentu yang melekat pada setiap orang. Teori ini membantu orang mengembangkan bakat dan potensi mereka sehingga mereka dapat mengenali dirinya sendiri. Adapun teori konstruktivistik adalah teori yang berpandangan bahwa pembelajaran bukanlah sebuah proses mentransfer ilmu, tapi perlu dibangun/dikonstruksi sendiri oleh siswa, pusat pembelajaran harus dilakukan secara mandiri oleh siswa, guru hanya sebagai fasilitator.

Kata Kunci: belajar, pembelajaran, teori belajar

Abstract

This study aims to describe the meaning of learning and the theories that underlie it. This study uses a literature study approach. In general, the meaning of learning can be interpreted as a process of interaction between teachers and students and learning resources in the learning environment. When the teaching and learning process occurs, of course every human being, especially an educator, cannot be separated from shortcomings, therefore effective and efficient learning theories must be applied in the teaching and learning process with the hope of being able to fully achieve the learning objectives. There are several learning theories, such as behavioristic, cognitive, humanistic, and constructivist. According to behavioristic theory, student behavior changes due to the interaction of stimulus and response. The higher the stimulus response, the more successful the learning process will be. According to cognitivist theory, the learning process is more important than learning outcomes. Learning must include complex thought processes, not just stimulus-response interactions. According to humanistic theory, humans essentially have a natural disposition. This theory helps people develop their talents and potential so that they can recognize themselves. The constructivist theory is a theory which holds that learning is not a process of transferring knowledge, but needs to be built/constructed by the students themselves, the learning center must be carried out independently by the students, the teacher is only a facilitator.

Keywords: learning theory, ontological perspective

INTRODUCTION

Learning is an important component of the educational process. Learning gives someone the ability to change the way they think and behave, such as changing something that is impossible to be possible or from not knowing to knowing. Learning is one of the most important human needs. Through learning it allows a person to experience changes in their behavior, attitudes, and skills or gain understanding of new ideas. The opinion above is supported by Gagne (in Ratna, 2011) that learning is a process in which a person is able to change his behavior as a result of the experience process.²⁵Gagne's statement can be concluded that learning requires a lot of time and learning is obtained through a process of changing a person's behavior and mindset.

In teaching and learning activities, of course every human being, especially an educator, is not immune from various shortcomings, therefore effective and efficient learning theories must be applied in the teaching and learning process with the hope of being able to fully achieve the learning objectives. Learning theories are based on learning principles originating from research by educational psychologists.

Educators are expected to be able to understand how students learn thoroughly, to be able to relate the principles and laws of learning to the methods and techniques used.

²⁵ Ratna Willis Dahar, *Learning and Learning Theory* (Tulungagung: Erlangga, 2011).55

There are four types of learning theories that are commonly known, namely behavioristic, cognitive, humanistic, and constructivist.

METHODS

This study uses a literature study approach, and data from various sources are analyzed in a narrative descriptive manner.

RESULTS AND DISCUSSION

Understanding learning and learning

The word study in Arabic comes from the words ta'allama-yata'allamu-ta'alluman which is a sulasi mazid with the wazan tafa'ala-yatafa'alu-tafa'ulan, in English study. According to Skinner learning is an act of behavior.²⁶ Learning will increase response; not learning to lower the response. Gagne said that learning is a complex process and the result of learning is ability.²⁷ Every person studying will definitely have abilities, knowledge, attitudes and values. This ability certainly comes from environmental stimuli and students' cognitive processes. According to WH Burton, learning is the process of changing behavior in humans due to the relationship between individuals and their environment so that they are able to interact with their environment. And Ernest R. Hilgard interprets learning as a change in activities, a reaction to the environment.²⁸

According to Thursan Hakim, the definition of learning is a process of change in human personality which is shown in the form of increasing the quality and quantity of behavior such as increasing skills, knowledge, attitudes, habits, understanding, skills, thinking power and other abilities.²⁹

CT Morgan said that learning is a relative change in determining behavior as a result or consequence of previous experience.³⁰ Learning is a process characterized by changes in a person.³¹ This change can be shown in the form of knowledge, understanding, attitudes, behavior, habits. Learning is changing or strengthening behavior through experience.³² The meaning is that learning is defined as a process, activity, and not as a result or goal. Learning is not just remembering, but also understanding. Learning outcomes are not mastery of training results, but changes in behavior. Learning is a process of achieving goals.

From several definitions of learning, it can be concluded that learning is the process of changing a person's personality which results in changes in behavior for the better, such as increasing knowledge, skills, understanding, attitudes and thinking

²⁶ Dimiyati, Learning and Learning (Jakarta: PT Rineka Cipta, 2006).9

²⁷ Dimiyati.10

²⁸ Yuberti, Learning Theory and Development of Teaching Materials in Education (Bandar Lampung: Anugrah Utama Raharja, 2014).2

²⁹ Ahdar Djamaluddin, Studying and Learning (Jakarta: Kaaffah Learning Center, 2019).8

³⁰ Ahdar Djamaluddin.

³¹ Eneng Muslihah, Learning Methods and Strategies (Ciputat: Haja Mandiri, 2014), 45.

³² Oemar Hamalik, Teaching and Learning Process (Jakarta: Bumi Aksara, 2006).27

power. The command to study has existed since the Prophet Muhammad SAW was appointed as an apostle with the revelation of the first revelation, namely the letter AL Alaq verses 1-5 in Hiro Cave.

أَفَرَأَيْتُم مَّن مَّاءٍ حَلَقَ ۖ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ۚ وَرَبُّكَ الْأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ٥

Translation:

1. Read in (mentioning) the name of your Lord Who created. 2. He has created man from a clot of blood. 3. Read, and your Lord is the Most Gracious. 4. Those who teach (humans) through kalam. 5. He taught man what he did not know

The word learning is equivalent to the word "teaching" which comes from the basic word "ajar", which means instructions given to people to know or follow, plus the prefix "pe" and the suffix "an", which means "learning", which means process. , actions, or ways of teaching or instructing so that students want to learn.³³ Learning is the process in which students interact with teachers and learning resources in the learning environment. Learning is the assistance provided by teachers to enable students to gain knowledge and knowledge, master skills and habits, and build attitudes and beliefs. The learning process is experienced by humans throughout life and this applies when and where humans are. The learning process is in line with what the Messenger of Allah said in his hadith narrated by Imam Muslim "demand knowledge from the cradle to the grave." This hadith explains that there is no final word in learning, it is never too late to learn.

The terms "learning" and "teaching" have similar meanings, but they have different meanings. Within the scope of education, teachers teach so that students learn and understand the material to achieve the specified goals (cognitive aspect), as well as influencing changes in students' attitudes (affective aspect) and skills (psychomotor aspect).

The term teaching gives the meaning of work carried out by one party carried out by an educator in transferring knowledge. Meanwhile, the term teaching means there is an interaction carried out by educators with students. Learning is a system that helps students' learning process which contains learning plans so that an internal learning process occurs. According to Gagne (1985) learning is learning as a careful arrangement of events with the aim of producing learning. Further clarifying the meaning contained in learning: "instruction as a set of internal events design to support the several processes of learning which are internal".³⁴ Learning is a set of external events intended to support some internal learning process. According to

³³ Ahdar Djamaluddin, Learning and Learning. Page 10

³⁴ Yuberti, Learning Theory and Development of Teaching Materials in Education. pg 13

Miarso (1993) Learning is an educational effort carried out deliberately with objectives that have been set before the process begins and is controlled. From the understanding of learning from the experts above, we can conclude that learning has the following characteristics: it is carried out consciously, requires students to learn, aims are set at the beginning before carrying out the teaching and learning process, and its implementation is controlled from all aspects, both in terms of content and time, as well as from the results.

Types of learning

Every human being certainly has diversity in terms of potential, character and learning needs. There are at least eight types of learning carried out by humans.

- a. Rational learning is the process of learning to solve problems by thinking logically and rationally
- b. Abstract learning is a learning process using various abstract thinking techniques to solve unreal problems.
- c. Learning skills is the process of mastering physical abilities by mobilizing muscles and nerves.
- d. Social learning is understanding problems and how to overcome them, including family, friendship and organizational problems.
- e. Learning habits is the process of creating or improving habits so that someone has good attitudes and habits based on contextual needs.
- f. Learning problem solving is the ability to solve problems in a systematic, orderly and thorough manner or by using various scientific methods.
- g. Learning appreciation is when someone learns to think about the meaning or value of something so that they are able to appreciate an object.
- h. Knowledge learning is the process of obtaining new information in a planned way through experimental and research activities.

as stated by Benjamin S. Bloom, an education expert who is famous for the idea of a learning taxonomy. Bloom defines learning in three domains: cognitive domain, affective domain, and psychomotor domain.³⁵

- a. The cognitive domain is the domain that includes brain activity, all efforts involving brain activity. In this cognitive domain there are six levels of thinking processes from the lowest level to the highest level, namely: knowledge, understanding, application, analysis, synthesis and evaluation.
- b. The affective domain is the domain related to students' attitudes. In the realm of this attitude, there are five levels, namely: receiving, responding, organizing, characteristics with one value or a complex of values.
- c. The psychomotor domain is the domain related to the words sensory-motor or perceptual-motor. So the psychomotor domain is closely related to muscle

³⁵ Wahyu Hidayat, Evaluation of Islamic Religious Education Learning (Yogyakarta: Gre Publishing, 2012).15

work which causes body movements or their parts. The psychomotor domain is a domain related to a person's skills in receiving learning experiences. In the psychomotor domain, there are four stages, namely: imitation, manipulation, precision, and articulation.

The conclusion is that a person is said to have learned that if there is a change within him, that change will occur as a result of interaction with his environment. The characteristics of learning include:

- a. There are changes both in terms of knowledge, attitudes and skills.
- b. Change requires effort as a result of interaction with the environment.

Learning Theories

1. Behavioristic Theory

Behavioristic theory is a learning theory that places more emphasis on changes in behavior as a result of the interaction between stimulus and response. This theory states that human behavior is a stimulus-response relationship. People who have the most stimulus responses will be smarter and more successful in learning. And the stimulus-response relationship is built through repetition or practice. Connectionism, conditioning, reinforcement, and operant conditioning are the four foundations that make up behavioral theory.³⁶ Among the figures in this theory are Thorndike, Skinner, Ivan Paplov, and Albert Bandura.

a. Thorndike

Thorndike created connectional learning because learning is the process of forming connections between a stimulus and its response. Stimulus, namely anything that can stimulate learning activities, such as thoughts, feelings, or other things that can be captured through the senses, is considered a stimulus. While students' reactions when learning are known as responses; these can be thoughts, feelings, or movements or actions.

There are three principles in learning according to Thorndike:

- 1) *Law of readiness*, Learning will be successful if students are ready to carry out activities, because students who are ready to respond and respond will produce a satisfactory response.
- 2) *Law of exercise*, learning will be successful if it is done by increasing practice in studying.
- 3) *Law of effect*, if you get good results in studying, your learning will also increase.

³⁶ Omon Abdurakhman, "Learning and Learning Theory," Journal of Elementary School Teacher Education 2, no. 1 (2015), <https://doi.org/10.30997/dt.v2i1.302.6>

b. Skinner

According to him, an important factor in learning is providing rewards and reinforcement. The goal of psychology is to predict how behavior will be controlled. According to this theory, teachers encourage children to be more diligent by giving prizes or high grades. This theory is known as operant conditioning. Operant conditioning is the process of strengthening operant behavior so that it can be repeated or eliminated as desired. Among the six concepts contained in Skinner's theory (operant conditioning):³⁷

- 1) There are positive reinforcers and negative reinforcers.
- 2) *Shaping*, the process of developing behavior that gets closer to the expected behavior.
- 3) Successive approach, the process of changing behavior by providing reinforcement at the right time so that responses are in accordance with directions.
- 4) *Extinction*, the process of stopping an activity due to the lack of reinforcement.
- 5) *Chaining of response*, there is an interconnected response and stimulus between the two.

Skinner believes more in negative reinforcement which is different from sanctions. If sanctions are applied first, negative reinforcers or stimuli must be reduced to increase a balanced response. For example, a student must be punished for making mistakes, and if he continues to do so, the punishment will continue to increase. However, if a student continues to do it and the teacher provides a reduction in the sanction with the intention of making the student think and realize that he has made a mistake, this is what is known as "negative reinforcement."

c. Ivan Pavlov

After conducting experiments on a dog, Ivan Pavlov produced a learning theory, namely:

- 1) *Law of Respondent Conditioning*, namely the law of habituation that is required. If two types of stimulus are given simultaneously, both will increase.
- 2) *Law of Respondent Extinction*, extermination law demanded. Its strength will decrease if the reflex that has been strengthened through Respondent conditioning is reintroduced without using a reinforcer.

In learning, efforts will be made to create habits in students so that there is a continuous learning process. In addition, in the learning process, when the teacher promises to give prizes to students who excel but does not give prizes to students, this can cause student psychologists to become less enthusiastic about learning.

³⁷ Yuberti, Learning Theory and Development of Teaching Materials in Education.32

d. Albert Bandura

According to this theory, the basic principle of learning is that social and moral learning is mainly carried out through imitation and presenting examples of behavior (modeling). Apart from that, this theory shows how important conditioning is. By giving rewards and punishment, a person will consider and determine which social behavior should be carried out. Behavioristic theory is known as learning theory because human behavior is the result of learning results.

Behaviorists do not debate whether humans are rational or emotional, good or bad; in contrast, behaviorists only want to know how environmental factors control a person's behavior. The application of behavioristic theory in learning is related to several factors including objectives, characteristics, materials, media and existing learning facilities. Behavioristic theory emphasizes the stimulus-response relationship so that students are passive, meaning that students' abilities can be shaped by the teacher. Students will increase their abilities if the teacher provides stimulus in the form of exercises, but on the other hand, if the teacher does not provide stimulus, students will respond accordingly. According to this theory, input in the form of stimulus and output in the form of response are important components of learning.

According to this theory, the process of stimulus and response is not considered very important, the most important thing is the presence of reinforcement. If reinforcement is added, the response will increase, but if the response is reduced or removed, the response will also increase.

The advantages of this theory are:

- a. Enables teachers to pay attention to students' learning situations and conditions.
- b. Teachers don't usually give lectures; instead, teachers train students to learn on their own.
- c. Has the ability to change desired behavior into positive recognition, and inappropriate behavior into negative rewards based on visible behavior.
- d. Pre-formed students can be maximized through continuous training and repetition.
- e. Learning materials, arranged hierarchically from simple to complex, are divided into small sections characterized by learning objectives, and the achievement of certain skills can encourage consistent behavior towards certain areas.
- f. This theory is suitable for acquiring skills that require practice and habituation involving speed, spontaneity and endurance.

Disadvantages of Behavioristic Theory

- a. Not all lessons can use methods from this theory

- b. The teacher as the teacher center all knowledge comes from the teacher
- c. Students are only listeners, listening to what the teacher tells them to do.
- d. The application of "punishment" is thought to be an effective way to improve student discipline.
- e. The use of ineffective methods will have a negative impact on students, especially in terms of motivation to increase student knowledge.

2. Cognitivist Theory

Cognitivist theory is a theory that focuses more on the process of student learning activities rather than on the student learning outcomes themselves. According to this theory, learning is not just a stimulus-response interaction but rather a learning process, especially in thinking holistically. And this theory views learning as an effort to understand everything, and this effort is carried out by students actively and efficiently. Student activity can be obtained through searching for information, experience, solving problems, observing their environment, and implementing something in order to achieve certain goals.

According to experts, what determines students' success in obtaining new information or knowledge is the knowledge they have previously. Cognition is a human's mental or psychic powers such as observation, vision, attention, presumption and judgment. The word cognition refers to the perception of recognition. The statement of this theory is that learning occurs due to the presence of variable barriers in parts of student cognition.

Learning is a change in perception and understanding. These changes do not always take the form of changes in behavior that can be done by observation.

Experts from Cognitivist theory

a. Jean Piaget

The theory is known as "cognitive developmental". Jean Piaget is an expert in the development of psychologists because of his research on the stages of a person's development and changes in age that can influence students' learning abilities. Piaget said that the development of mental capabilities is able to inherit mental resilience that previously did not exist. Intellectual development is qualitative, not quantitative, meaning that children's thinking abilities certainly have qualitatively different abilities according to their respective ages.

In Piaget's theory there are three phases in the learning process, namely assimilation, accommodation, equilibration. Assimilation is the process of integrating new information into an existing cognitive system. Meanwhile, accommodation is the process of adapting the cognitive system to a new situation. Meanwhile, equilibration is a balance process between assimilation and accommodation. A concrete example is a student who already knows the basics of addition, so when a teacher explains

multiplication material, the student will consciously carry out an integration process between the addition that he has previously known and the basics of multiplication that he has just learned about, so this process is called with the assimilation process. And when students are given material about multiplication problems with new formulas, this is what is called accommodation, while equilibration is balancing the basics of addition and new multiplication principles so that they continue to develop and increase their knowledge. Equilibration is very important because it will help students organize various information well and logically.

In Piaget's theory, every child develops their thinking process in various stages.

1) Sensorimotor (from zero to two years old)

In this phase, children will learn to recognize themselves through their sensory abilities such as sight and hearing, and motor skills such as hand touch.

2) Preoperational (ranging from two to seven years)

In this phase, children will develop their abilities, especially in terms of memory and imagination, and the most dominant thing is that children will imitate someone in terms of behavior and speaking.

3) Concrete Operations (from seven to eleven years)

In this phase, children have begun to develop the ability to think logically, but only for physical objects. For example, children are able to understand that water can also melt and freeze, and are able to organize crayons based on their color.

4) Formal Operation (from the age of twelve until adulthood)

In this phase, children will gain the ability to think abstractly, be able to use logic to solve problems, and learn to plan how to do something.

b. Robert M. Gagne

Gagne in his learning theory states that learning is produced by the brain through the information processing process to process, store, collect and retrieve knowledge.³⁸He also explained that in the learning process there are several ways to process information, namely: (1) information is obtained from the five senses and immediately continues to the nerve center of the brain and then processed into information. (2) the process of filtering or filtering information and storing it briefly. (3) information that enters memory is mixed with previously existing memories and after that the experience can be revealed again after undergoing processing.³⁹Gagne revealed that the learning process must involve stages, namely through the stages of remembering, understanding, motivation, retention, acquisition, treatment,

³⁸ Silvie Afifatuz Zulfah, "Application of Robert M. Gagne's Information Processing Theory to Islamic Religious Education Learning at SDI AL Mubarak Surabaya," *Journal of Islamic Religious Education* 6, no. 2 (2022): 6.

³⁹ IS Budi, "Information Processing Theory in Learning Models in Elementary/MI," *Journal of Islamic Education and Management* 15, no. 1 (2022): 7.

generalization, and feedback.⁴⁰ These stages make it easier for teachers to convince students that they will acquire the skills needed to complete the work and act as a stimulant to help students organize and complete their learning successfully.

c. Bruner's theory

Bruner's theory is known as free discovery learning, he emphasizes that learning activities have an effective impact if a teacher is able to provide space for students to carry out discoveries, research, and even prove certain concepts or theories in the field. Bruner also added that students' cognitive development is influenced by language development. Bruner's theory offers that the learning process must go through three stages, namely enactive, iconic and symbolic.⁴¹

In the enactive stage, students learn by seeing directly what is happening in their environment. Iconic is a developmental phase in which students acquire knowledge through verbal visualization and images rather than through concrete objects or real situations in their environment. And symbolic is a developmental stage where students gain knowledge through symbols of language, mathematics and logic. This allows students to convey concepts abstractly, which is influenced by their level of development.

Implications of cognitivist theory in the student teaching process:

According to Piaget, children's way of thinking and using language will certainly not be the same as adults, therefore an educator must adapt when communicating with children. Children will learn better if they have the opportunity to interact with the environment they experience. Teachers must help children interact with the environment as best as possible. The material they have to learn should feel new but familiar to them. A teacher must also provide opportunities for children to learn according to their development. Students must be given the opportunity to communicate with their friends in class. usually associated with learning. Observing, seeing, thinking, paying attention, guessing and judging are human mental or psychic abilities known as cognition.

3. Humanistic Theory

Humanistic theory is a theory that encourages students to develop their potential and talents so they can recognize themselves. Humanistic theory states that the purpose of learning is to humanize humans. If students have a good understanding of themselves and their environment, then the learning process is considered successful. During the learning process, students must strive to achieve

⁴⁰ B. Warsita, "Robert M. Gagne's Learning Theory and Its Implications for the Importance of Learning Resource Centers," *Technodic Journal* 12, no. 1 (2018): 64.

⁴¹ Pahliwandari, "Application of Cognitive Learning Theory in Physical and Health Education Learning," *Journal of Education* 5, no. 2 (2016): 154.

self-actualization as best as possible. This learning theory aims to understand learning behavior from the perspective of the perpetrator, not from the perspective of observation. According to humanistic theory, any type of learning can be beneficial, because its aim is to humanize humans: achieving optimal self-actualization, self-understanding and self-realization of the individual who learns.

Humanistic theory refers to a person's psychology, and the aim of this theory is to humanize humans so that everyone can recognize themselves with the abilities they have.

Principles of humanistic theory:

- a. Humans have a natural desire to learn, curiosity about their environment, and a deep desire to learn and gain new experiences.
- b. Learning will be faster and more meaningful if the material studied is in accordance with students' needs.
- c. Self-study that involves the whole person—thoughts, feelings, and sensations—will be better and last longer.⁴²

1) Carl Rogers

According to Carl Rogers, learning is a process of mutual understanding between teachers and students so that teachers can know what their students need without forcing them. He argues that true learning is impossible without students' emotional and intellectual engagement. Therefore, humanistic learning theory states that students' motivation to learn must come from themselves. He also said that learning is divided into two: meaningful learning and meaningless learning. Learning produces meaningful learning if it involves students' thoughts and feelings. On the other hand, meaningless learning occurs if it only involves students' minds but does not involve their feelings.

According to humanistic theory, the teacher's role is as a facilitator who actively participates in:

- a. helps create a friendly classroom environment that encourages students to be enthusiastic about learning.
- b. helps students understand their learning goals and gives them the freedom to learn.
- c. helps students utilize their desires and enthusiasm as motivation to learn.

2) Arthur Combs

According to Arthur, learning is an activity that can be done anytime, anywhere and most importantly is able to produce something for itself. He believes that learning will occur if it has meaning for students. Teachers cannot force material

⁴² Herliani et al, Learning and Learning Theory (Klaten: Lakeisha, 2021).118

that they do not like or is not related to students' lives. Children fail in math and history not because they are stupid, but because they are forced, reluctant, and believe there is no good reason to study them. In fact, bad behavior stems from a person's inability to do something that will not make them happy. For this reason, teachers must understand students' behavior by trying to understand their world view, so that if teachers want to change their behavior, teachers must try to change students' thoughts or beliefs.

In this theory, learning will occur if it has meaning for someone, the teacher has no right to force students to learn if the students don't like the material. When students cannot master certain areas, concrete examples such as mathematics, physics or chemistry, it does not mean they are stupid but rather they have no motivation so they are reluctant to deepen the material. Therefore, a teacher's job is to really understand the characteristics of students as a whole so that when a student loses their enthusiasm for learning, it is the teacher who must provide encouragement and even provide insight to foster their enthusiasm for learning again.

Application of humanistic theory

The humanistic school refers to a person's psychology and believes that humans are living creatures with certain natures. Therefore, the goal of the humanistic school is to humanize humans so that everyone can recognize themselves with the potential they have. This theory can be applied by any teacher who teaches in schools, both formal and non-formal. This theory involves knowledge dimensions, attitude dimensions, and skills dimensions. And student behavior will not change if learning only focuses on the cognitive component. Teachers in humanistic learning act as facilitators; help students and make them aware of the benefits of learning in their lives. Teachers also help students achieve their learning goals and facilitate their learning experiences.⁴³

Among the applications of humanistic learning theory are the following: a. Maintain student motivation to learn; b. Provide additional explanations if there are questions that are not clear; c. Have the ability to understand the characteristics of each student; d. Providing learning facilities and resources; e. Maintain good communication relationships with students to maintain control of learning; and f. Maintain a pleasant learning atmosphere.

Humanistic theory has several advantages: it helps improve a person's attitudes, personality, and morals; grow someone's interest in learning more; increase creativity; The ability to change one's perspective and way of thinking; Ability to have significant experience; and A student's ability to achieve self-actualization the longer the time spent.

⁴³ Wasty Soemanto, *Educational Psychology* (Jakarta: PT Grafindo Persada, 1998).75

The shortcomings of this theory are as follows: a. If there is no seriousness and motivation from students, the learning process using this theory will not be successful; b. This theory can cause an individualistic attitude; c. The role of educators is limited to being a facilitator; d. the emergence of social inequality if students experience difficulties in exploring their potential; and e. there is no need to tire of providing motivation to students because an educator is an external motivator for students.

4. Constructivist Theory

Constructivist theory defines learning as a truly active activity, where students construct their own knowledge, search for their own meaning, find out about what they are learning and conclude new concepts and ideas with the knowledge that already exists within them. Constructivist learning is a learning approach that places greater emphasis on process and freedom in obtaining information and creating experiences. This gives students the opportunity to think about their experiences and express their ideas in their own words during their learning process, which helps them become more creative and imaginative and improves their learning environment. Constructivist theory is a learning theory that emphasizes that students must participate in the process of developing knowledge individually apart from just receiving information. According to Von Glasersfeld, constructivism is a field of philosophy of knowledge which emphasizes that knowledge is our own construction (formation).⁴⁴

Learning is more expected to be experiential learning, or human adaptation from real experience in the laboratory and with colleagues, focused on developing new concepts and ideas. Therefore, educational priorities are not only centered on a teacher but also on the students themselves. Nor does it focus on results but on the process in a certain context. Transformed knowledge is not something that stands alone; it was created and reformulated. It can be objective or subjective, and focuses on how the human brain uses convergent and divergent functions.⁴⁵

The basic principles of constructivist theory are as follows: a. Develop methods for collecting and analyzing information; b. Knowledge is formed from various perspectives, c. The main tasks of students in the learning process, including regulating or controlling their own thinking processes and interacting with their environment. d. scaffolding is used in the learning process. Scaffolding gives students guidance and direction to build themselves. e. Educators act as tutors, mentors, and facilitators to support and guide students in their learning. f. The importance of assessing learning outcomes and the actual learning process.

⁴⁴ Herliani et al, Learning and Learning Theory.124

⁴⁵ C. Semiawan et al, Process Skills Approach How to Activate Students in Learning (Jakarta: PT CN Media, 1992).6

It is important that students not only learn from their teachers, but also build their own knowledge. Teachers can only teach in a way that makes information meaningful and relevant, gives students opportunities to discover or apply their own ideas, and encourages students to understand and use their own learning strategies.

The objectives of constructivist learning theory are as follows: a. Increase students' ability to ask questions and find their own answers; b. Helping them become independent thinkers; and c. Increase focus on the learning process.

a. Piaget

According to Piaget, knowledge is implanted in a child's mind through assimilation and accommodation activities according to his schema. This process includes: (1). Schemas, also known as "schema", are cognitive structures that allow a person to adapt and develop consistently in their interactions with their environment. (2). Assimilation is a cognitive process of schema change that simply adds to or details previous ideas. (3). Accommodation is the process of making new plans or changing initial ideas. (4). Equilibration; The balance between assimilation and accommodation is known as equilibrium, which allows a person to integrate external experiences with their internal structures (schema).

b. Vygotsky

Vygotsky preferred to call his learning theory "social cognitive learning". Social cognitive learning argues that culture is an important factor in a person's development. No other creature on earth has a culture of its own making, and every human child develops within its own culture. Therefore, a child's learning development is influenced significantly or not significantly by his own culture, including the culture of his family environment, in which he develops. The following are the characteristics of constructivist-based learning: a. Orientation: gives students the opportunity to develop motivation to study the topic by giving them the opportunity to make observations; b. Elicitation: giving students opportunities to express their ideas through discussions, writing posters, and other means. c. Idea restructuring: clarifying ideas with other ideas, building new ideas, and evaluating new ideas. D. Use of new ideas in situations: ideas or knowledge that have been formed must be used in various situations. E. Review: when ideas or knowledge are used, existing ideas must be changed by adding or changing something.

Learning, according to the constructivist perspective, is the process of forming knowledge. Students must do this formation. Students must actively participate in activities, think actively, organize ideas, and understand what they are learning. The most important symptom of learning is the student's desire to learn (intention). Teachers do not transfer students' knowledge, but help them form their own knowledge and require a deeper understanding of students' perspectives.

In this constructivist approach, the teacher's role functions more as a mediator and facilitator for students, which includes: a. Providing learning

experiences that allow students to be responsible; and b. Provide or provide activities that foster curiosity and encourage them to express their ideas. Teachers must encourage students and provide conflict experiences. c. evaluates, monitor, and show whether student thinking is working. They must also demonstrate and question whether students' knowledge can be used to solve relevant new problems.

In education, constructivist theory has an impact on the following things: creating individuals who have the agility to think logically to solve any problems faced; The curriculum is created in various ways so that students can create situations that allow them to construct their knowledge and skills. A part from that, problem solving exercises are usually carried out through group study by analyzing problems that occur in everyday life. It is hoped that students always participate in the practice process and can find a way of learning that is suitable for themselves

CONCLUSION

Learning can be interpreted as a process of relationship between teachers and students and learning resources in the learning environment. When the teaching and learning process occurs, of course every human being, especially an educator, cannot be separated from shortcomings, therefore effective and efficient learning theories must be applied in the teaching and learning process with the hope of being able to fully achieve the learning objectives.

There are several learning theories, such as behavioristic, cognitive, humanistic, and constructivist. According to behavioristic theory, student behavior changes due to the interaction of stimulus and response. The higher the stimulus response, the more successful the learning process will be. According to cognitivist theory, the learning process is more important than learning outcomes. Learning must include complex thought processes, not just stimulus-response interactions. According to humanistic theory, humans essentially have a natural disposition. This theory helps people develop their talents and potential so that they can recognize themselves. The constructivist theory is a theory which holds that learning is not a process of transferring knowledge, but needs to be built/constructed by the students themselves, the learning center must be carried out independently by the students, the teacher is only a facilitator.

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