

## **ABRAHAM MASLOW'S THEORY AND IMPLEMENTATION IN ISLAMIC RELIGIOUS EDUCATION**

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### **Abstract**

This research aims to: 1) discuss the theories of Abraham Maslow 2) this research also discusses the implementation of Abraham Maslow's theory in Islamic religious education. This research is classified as library research. Researchers in this case conduct research using incidental means as the main instrument and analyze scientific literature in the form of journal articles, books, scientific magazines and other scientific publications related to the discussion on the theme proposed by him. The results of this study indicate that: 1) Abraham Maslow argues that humans live to fulfill their lives or needs. Needs in human life are triggered in several levels. Starting from basic needs to the highest needs. Based on Maslow's belief, the greater the value of the need to be achieved, the more serious the individual is to get it. needs that start from the most basic things include: Physiological needs, security needs, a sense of belonging and love, self-esteem, self-actualization. 2) While the Implementation of Abraham Maslow's Theory in Islamic Religious Education a teacher as a student facilitator before starting learning makes an initial plan or design. Related to methods; Providing reinforcement for something good done by students, teachers should interact well with students through small attention so that students feel "belonging". In PAI lessons, for example, giving religious assignments that are challenging, makes students boost their egos and will make them compete with each other to fulfill their egos, at this stage of self-actualization, individuals will actually develop the potential they have. The teacher as a facilitator only facilitates students to develop as they should.

**Keywords:** *Abraham Maslow's Theory, Implementation, Islamic Religious Education*

### **INTRODUCTION**

Education is a means used to achieve goals in influencing the civilization of students in both cognitive, motor, and attitude aspects. Education in the present era does not escape the learning process carried out by teachers for students to achieve the objectives of the material studied (Qodir, 2017: 189). These materials will later become provisions for future needs. These needs apply to every human being both as an individual, social, and God (Sudirman, 2005: 25). At the beginning of the 21st century, there were many surprising changes (Abidin et.al, 2023). Where the world of education is faced with very complex problems in the midst of advances in science and technology (Arif & Ali, 2021).

Humans as social beings are required to be agents in every life (Abidin et.al, 2023). Of course, the challenges of the advancement of the global and modernist era are a challenge and a necessity for modern humans to always be active in giving birth to a new innovation in a change. Modernist life is synonymous with individualism, resulting in instant gratification. Of course, this can change the human order as a social being. Meanwhile, competitive creation and innovation become the basic capital for students to overcome the struggles and obstacles of every problem that exists (Arbayah, 2013: 204).

The world of Islamic education seems to be a long-awaited answer to overcome these problems (Abidin, 2020). The importance of Islamic education in the global era is expected to be able to play a dynamic role, where the growth of science and technology runs parallel both in practical and theoretical settings. Education, especially Islamic religious education, is understood not only as a process of transferring knowledge (Wandi et.al, 2019). But also as a process of value and character formation that is used to be a filter of the negative impact generated by global effects (Maison et.al, 2021). Islamic religious education massively directs individuals to uphold better morality and become a center for extracting local culture in accordance with the character of the nation based on moral, religious and cultural values in accordance with the character of the child (Ikhlas et.al, 2021).

Abraham Maslow in his study revealed the need for a system or "value" that can be a reference, not based on dogma or stigma even based on blind taklid. Maslow confirmed that so far humans have tried their best to find a guide that guides their lives, a reference to right or wrong. However, according to him, humans tend to look for things based on references to the outside world, such as gods, dogma against certain scriptures or justification of the power elite. Maslow wants the "value" to come from within humans based on experiences or research conducted by "good" people (Yan, 2009: 149).

For this reason, the humanistic point of view explains that each learner is free to determine his or her life path (Jhon, 2009: 201). This is certainly a challenge in itself where so far "religion" is considered as a filter in controlling the behavior of students (Ikhlas, 2021). The study of collaboration between humanistics and religion, especially Islam, is a qualified epic comparison, where Islamic education is closely related to the theories presented by Western psychologists, especially in Abraham Maslow's self-actualization theory. For this reason, considering the importance of these developments, it is important to discuss the theories put forward by Abraham Maslow and their implementation in Islamic Religious Education.

## **RESEARCH METHOD**

This research is classified as library research. Researchers in this case conduct research using incidental means as the main instrument and analyze scientific literature in the form of journal articles, books, scientific magazines and other scientific publications related to the discussion on the theme proposed by him. Researchers Data sources are data sources used in a study (Suharsimi Arikunto, 2019: 129). Library research is the collection of theory and information from library data with research as a topic foundation in solving research problems. The data analysis technique used by the author is carried out in various stages including through data collection, data display, data condensation, and carrying out conclusion drawing and verification (Sugiyono, 2018).

## **RESULTS AND DISCUSSION**

### **Biography of Abraham Maslow**

Abraham Maslow is an American psychologist who was born in Brooklyn on April 1, 1908. Noted, Maslow was born to a Russian of Jewish descent who had a very low level of

education. Maslow is the first son of the family. His father hopes that Maslow and his other siblings will be properly educated and successful in the future.

Abraham Maslow completed his secondary education to eventually study at the City College of New York (CCNY) majoring in law. Then he continued his studies in Psychology at Wisconsin University. Maslow married Bertha Goodman who was still related to his cousin in 1928. Until finally Maslow got a degree in sequence and in a fairly short span of time namely BA (bachelor) in 1930, master's degree in 1931 and (Ph.D) Doctornya in 1934 from Wisconsin University in the field of Psychology.

Maslow lived in the midst of the rise of scientists with thoughts and when the flow of psychology itself emerged as one of the scientific branches. In America, for example, the Functionalism school of psychology emerged and developed which was initiated by William James and John Watson with his Behaviorism. Sigmund Freud in Vienna with his behavioristic thinking. As well as the Gestalt school of psychology which is popular and large in Germany. In 1954 Maslow spread his understanding in a published work entitled *Motivation and Personality*. Maslow's work received high appreciation and was aligned with other findings so that it became a reference in all American universities, along with Sigmund Freud's Psychoanalysis and John B Watson's Behaviorism (Iskandar, 2016: 27).

Maslow is dubbed the father of humanistic psychology. This refers to the results of scientific studies and findings that are popular and sparked as sunbangsih for mankind. One of his phenomenal and popular works is the pyramid of needs theory or self-actualization theory. The theory coined by Abraham Maslow is considered a useful theory for mankind, especially regarding spiritual improvement and physiological needs in human self-actualization. (Eka, 2005: 235).

Abraham Maslow died in California in 1970 at the age of 62. During his lifetime, he was a smart and diligent person. It's just that he had problems during his childhood. It is said that Maslow had self-confidence problems in his life. He was a shy figure who rarely hung out with his peers, but he was very diligent in reading books. He felt that he was a burden. However, gradually he began to realize the potential that existed in him. Eventually, he became known as the father of humanism and contributed to the society around him. (Freidman, 280: 350-351)

### Theory of Abraham Maslow



According to Abraham Maslow, viewed from a humanistic point of view, demanding the ability of students to grow and develop and be free to determine future goals (Jhon, 2009: 201) In the theory of needs that he coined, Maslow argued that humans live to fulfill their lives or needs. The needs in human life are spurred in several levels. Starting from basic needs to the highest needs. Based on Maslow's belief, the greater the value of the need to be achieved, the more serious the individual is to get it. (Endang, 2014: 2).

Abraham Maslow argues that, if you want high-level needs to be achieved and obtained, then there are certain basic needs that must be met. According to Abraham Maslow's Needs Theory, the needs that start from the most basic things include: 1) physiological needs; 2) security needs; 3) a sense of belonging and love; 4) self-esteem; 5) self-actualization (Jhon, 2009: 180).

a. Physiological Needs

Physiological needs are basic needs for humans such as eating, drinking, having sex is a common thing for humans. A concrete example is the needs at work, such as the need to get a salary, leave work, retirement, the need to have a good work environment, solid work friends. These physiological needs are usually urgent and must be prioritized in carrying out daily activities. Individuals who feel deprived in their daily lives usually the strongest drive comes from physiology. For example, humans are said to be destitute, possibly due to the push factor of physiological needs.

b. Safety Needs

After physiological needs are met, according to Maslow, there is a need for security. This need is a form of expectation to avoid all kinds of danger, humiliation and so on. The human person who "does not feel safe" needs harmony and a set of rules that support him to avoid things he doesn't want. The need for security emphasizes the desire to obtain security and the results obtained with the aim of avoiding various kinds of disasters, illness, failure (Iskandar, 2016: 27). The need for security is not only seen from physical needs. But it is seen from a psychological aspect, such as the need for security of protection.

c. The need to be accepted (Social Needs)

This need is obtained if physiological needs and the need for security are met. In this Social Needs need, the human person is more focused on the desire to have friends, affection, love, and a sense of acceptance. Typically, humans as social creatures will feel happy if they are liked by many people. With this, every human being tries to do stimulus to meet their needs, such as socializing in their environment, seeking ways to help ease the burden on others, working together with their peers in carrying out and doing their tasks.

d. The need to be appreciated (Self Esteem Needs)

This need to be appreciated is commonly referred to as ego needs. Ego needs are related to expectations to get a good impression and want to be noticed, recognized for their existence and the need to get appreciation from others. The

application of this need will trigger a drive for recognition, status, a sense of wanting to be recognized for what he has done and high responsibility.

e. Self-actualization needs (Self Actualization)

This need is the need at the top level. Self-actualization consists of needs related to the potential of individual interests and talents and the maximization of self-development to become a perfect, superior human being (*insanul kamil*). Self-actualization by the group can be fulfilled by providing opportunities to develop potential and innovation to grow and develop, as well as getting equal assignments and gaining success.

Abraham Maslow said that, "Self-actualization, namely, to the tendency for him to become actualized. This tendency might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming" (Maslow, 1970: 46). Self-actualization is the tendency of individuals who strive to become a good person.

Some important points needed to better understand Maslow's hierarchy of needs theory are:

- 1) Needs that have been achieved (satisfied) then motivation will cease. For example, if a person feels that he has given enough gifts to his organization, it is a substitute for motivation.
- 2) Desires or needs that are not achieved (satisfied) will cause inner pressure (stress, conflict in the soul). These unfulfilled needs can result in work results that are not as expected.
- 3) Abraham Maslow argues that humans have the potential to progress to the next level in the pyramid he has created to achieve satisfaction. This opinion may be true for some people, it may not be in accordance with the point of view of the person seeing. (Ivancevich, 2006:148)

### **Implementation of Abraham Maslow's Theory in PAI**

The implementation of Abraham Maslow's Theory in Islamic Religious Education, if discussed explicitly, will find five important points that can be correlated in Islamic Religious Education learning. It is different if we look at it from a general perspective, then the results to be known are increasingly widespread, not in accordance with the initial framework compiled by the author,

Some implementations of Abraham Maslow's hierarchy of needs in PAI learning include:

- a. Physiological needs are related to basic human needs, such as eating, drinking, having a place to live, and also biological needs are basic things that are commonly owned by living things. In this basic need, the school or educational institution can fulfill it by providing some basic facilities such as standard classrooms that are comfortable for learning, adequate and clean toilets, a healthy complete canteen and a safe and conducive environment for students.

If it is associated with PAI learning, primarily a teacher as a student facilitator

before starting learning makes an initial plan or design. Regarding what methods to use in providing PAI learning. The method is useful in addition to the success of future learning. In addition, the teacher will also know the attachment of advanced basic needs to achieve the expected goals. The next implementation is to prepare PAI learning in order to achieve the goals at the next level, having a sense of security both physically (physical) and psychologically.

- b. The need for security is fulfilled by: preparing learning tools well, acting as a pleasant educator, creating a conducive atmosphere, not making threats or forms of one-sided judgment. Provide reinforcement for something good done by students.
- c. Social needs (belongingness and love needs)

This need is based on love and affection, students if they want to learn conductively then they must accept that their position is well received by teachers and peers. Conversely, in relation to the needs acquired by students, teachers should interact well with students through small attention so that learners feel "belonging". This need is met in several ways, including:

- 1) Relationship between teachers (learners) and students (learners).  
The teacher as a facilitator for students can be attractive by being a good "confidant", being patient by understanding the background of students (personality, student characteristics), respecting students' decisions and thoughts.
- 2) Peer to peer relationships, can occur with mutual cooperation between students, discussion-based learning, development of student activity units and activities that can make mutual understanding between fellow students.

- d. Esteem/ego needs

The desire for achievement, appreciation and charisma. So he needs recognition from others. In PAI lessons, for example, giving religious assignments that are challenging, makes students boost their ego and will make them compete with each other to fulfill their ego. Even the smallest achievement of students should be appreciated, because by giving rewards or simple but meaningful words, it can help to motivate students to improve their achievements.

Esteem Needs can be met by:

- 1) Building self-confidence in learners (self-esteem)  
Adding insight based on background to achieve the desired goal (scaffolding). Expanding and providing general knowledge for students to participate and feel responsible. Take into account the assets that students have and focus on development so that it is not only concentrated on the cognitive domain, but also on other student needs and talents (motor and affective).

2) Knowleding

Provide challenge and change to students to explore what they know. Through several approaches such as inquiry, discovery. Do not forget to also provide challenges to students by asking "eccentric" and unique religious questions so that students are interested and can develop their creativity.

e. Self-actualization needs

The implementation of self-actualization in Islamic religious education learning occurs by giving full control to students to explore as much information as they want to know. Facilitate students to explore their potential. At this stage of self-actualization, individuals will actually develop the potential they have. The teacher as a facilitator only facilitates students to develop as they should.

Maslow in his theory describes the individual to develop his potential and then actualize it as a superior human being (insan kamil). The main or ideal goal of education for students is that students have competencies that are in accordance with their passions, so that the knowledge they gain can be useful and implemented in their future lives..

## CONCLUSION

Abraham Maslow is an American psychologist who was born in Brooklyn on April 1, 1908. Abraham Maslow completed his secondary education until finally studying at the City College of New York (CCNY) majoring in law. Then he continued his studies in Psychology at Wisconsin University in a fairly short span of time, namely BA (bachelor) in 1930, master's degree in 1931 and (Ph.D) Doctor in 1934 from Wisconsin University in the field of Psychology in the theory of needs that he coined, Maslow argues that humans live to fulfill their lives or needs. Needs in human life are spurred in several levels. Starting from basic needs to the highest needs. Based on Maslow's belief, the greater the value of the need to be achieved, the more serious the individual is to get it.

The implementation of Abraham Maslow's theory in Islamic Religious Education, if discussed explicitly, will find five important points that can be correlated in Islamic Religious Education learning. A teacher as a student facilitator before starting learning makes an initial plan or design. Related to methods, providing reinforcement for something good done by students; teachers should interact well with students through small attention so that students feel "belonging". In PAI lessons, for example, giving religious assignments that are challenging, makes students boost their egos and will make them compete with each other to fulfill their egos; At this stage of self-actualization, individuals will actually develop the potential they have. The teacher as a facilitator only facilitates students to develop as they should.

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