

Abraham Maslow's Motivation Theory And Its Implications For Historical Education

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Abstract: This study investigates the significance of addressing students' fundamental needs in accordance with Abraham Maslow's hierarchy of needs theory to enhance learning motivation. These basic needs—physiological requirements, safety, love and belonging, self-esteem, and self-actualization—constitute the essential foundation for effective learning. When these needs are satisfied, students are more equipped to realize their potential and attain optimal learning outcomes. Furthermore, external factors such as a nurturing learning environment, adequate facilities, parental role models, and teacher creativity significantly contribute to motivating students to engage in their education. This study underscores the necessity of a holistic approach that involves various stakeholders, including educators, schools, and parents, to foster a supportive and empowering learning atmosphere for students. Through this strategy, students can achieve success.

Keywords— Educational motivation, fundamental needs, Maslow's hierarchy of needs

1. INTRODUCTION

Education plays a vital role for humanity and is a primary focus in realizing the vision and mission of National Development. The objectives of education in Indonesia are grounded in Law Number 20 of 2003 regarding the National Education System (UU Sisdiknas) among others, ensuring equitable access to education, promoting high-quality education, and implementing effective and targeted management and development of educational systems. Generally, students possess potential encompassing spiritual, intellectual, and social dimensions. In summary, the implementation of this law is anticipated to enhance the standard of education in Indonesia and cultivate a generation that is competent, morally upright, and excels in diverse fields.

The primary challenge in education lies in the suboptimal efficiency, effectiveness, and standardization of educational practices, particularly concerning the equitable distribution of education, the quality of education, its effectiveness, and its relevance (Andi Agustang, 2021). Additionally, factors contributing to the low quality of education in Indonesia include inadequate facilities, subpar educator quality, and diminished academic performance among students. In this context, students' learning motivation significantly impacts their academic success. Learning constitutes the central activity within the educational process in schools. It represents a conscious effort to alter attitudes and behaviors. To facilitate behavioral change, motivation is essential. Motivation serves as a critical factor that drives students' desire to learn. Learning motivation can be categorized into two types: intrinsic motivation, which originates from within the student and encourages engagement in learning activities, and extrinsic motivation, which arises from external sources and prompts students to participate in learning activities. The presence or absence of learning motivation profoundly affects

students' academic success. Achievement in learning is attainable when there is a strong will and motivation to learn.

Students' learning motivation is frequently shaped by the satisfaction of their fundamental needs. Maslow's hierarchy of needs theory posits that individuals are compelled to address physiological, safety, social, self-esteem, and self-actualization needs prior to realizing their full potential, particularly within the learning context (Maslow, 1970). Prior research by Cahyono (2022), titled 'Abraham Maslow's Thoughts on Motivation in Learning,' underscores the significance of motivation as a catalyst in the educational process. Maslow's theory elucidates how essential needs, such as safety and recognition, influence students' academic performance and eagerness to learn. The results indicate that meeting these basic needs can enhance enthusiasm for learning and facilitate the attainment of educational objectives. Furthermore, Muh. Luthfan Alfariizki (2023) in his research 'Dinamika Motivasi Belajar Siswa Berdasarkan Teori Hierarki Kebutuhan Maslow: Persepsi, Tantangan, dan Harapan Di SDN Pasir Kalapa' The absence of learning facilities, the selection of learning methods, the irrelevance of material, the pressure and learning load, the challenges in comprehending fundamental concepts, the inadequacy of educators in nurturing students' potential, issues with the effectiveness, efficiency, and standardization of instruction, and a curriculum that leans towards centralization all adversely impact students' motivation to learn.

2. DISCUSSION

Motivation derives from the term "motive," which signifies the impetus to act or move. It is defined as the intrinsic power within an organism that compels it to take action. Motivation does not exist in isolation; rather, it is interconnected with various external and internal factors. Elements that affect motivation are referred to as inspiration.

Furthermore, motivation embodies the concept of movement, encapsulated in broader notions that portray it as a driving force that propels us to persevere, engage in our work, and accomplish tasks (Shunk, 2014). In the realm of education, Shunk (Learning Theories, 2014) elucidates that motivation is a critical factor influencing all stages of learning and performance. This encompasses the drive that propels individuals to act and attain specific objectives. Within the educational context, motivation can be perceived as a force that directs attention and shapes the manner in which students process information.

Motivation theory serves as a conceptual framework elucidating how various human needs act as catalysts for behavior and action. This theory posits that individuals possess a hierarchy of needs, ranging from fundamental physiological requirements such as food and safety to more advanced needs including love, self-esteem, and self-actualization (Maslow, 1970). Within the learning process, student motivation can be viewed as the driving force that fosters engagement and encourages positive actions toward academic success. However, excessive motivation may inadvertently yield negative consequences, adversely affecting learning efficiency. The impetus for students to exert effort in their studies stems from the time required to comprehend, internalize, and apply motivation theory in daily life, particularly within the educational sphere (Prihartanta, 2015).

Human motivation comprises a hierarchy of needs. These needs commence with fundamental physiological requirements, progressing to safety, love and belonging, self-esteem, and ultimately, self-expression. Each level of need must be sufficiently met before an individual can concentrate on higher-level needs. Motivation influences not just a single facet of the individual but alters their overall functioning and behavior. This perspective underscores the individual as an integrated entity, necessitating an understanding of motivation that considers both the conscious and unconscious dimensions of needs, along with the cultural influences on the expression of these needs.

According to Wina Sanjaya (in Emda, 2017), motivation can be categorized into intrinsic and extrinsic types based on its nature. Intrinsic motivation is an internal drive, exemplified by students who pursue knowledge for personal fulfillment or individuals who engage in tennis due to their passion for the sport. In this case, the objective is inherent to the activity itself. Conversely, extrinsic motivation originates from external sources. For instance, students may exert effort in their studies to achieve high grades, or individuals may participate in sports with the aim of winning a tournament. Thus, the goal in extrinsic motivation lies outside the activity. In the educational context, fostering intrinsic motivation can be particularly challenging, as it stems from within the student. It is crucial to assess the level of intrinsic motivation that influences student behavior. One effective approach is to leverage various external motivators to further inspire students to enhance their academic efforts.

Learning is a deliberate activity undertaken by individuals in a conscious state to acquire new ideas, understanding, or knowledge, which facilitates changes in behavior that become relatively stable in their thoughts, feelings, and actions. Students must fulfill several requirements during the learning process, one of which is motivation. Learning motivation serves as a driving force that energizes student engagement and ensures the continuity of educational activities aimed at achieving specific goals. In practice, many students engage in routine learning activities solely due to compulsory education, lacking a genuine desire to learn. This disinterest may stem from a lack of engagement with the subject matter or insufficient creativity on the part of the teacher. A student's learning motivation can originate from both internal (intrinsic) and external (extrinsic) sources. To effectively motivate students, a catalyst such as a creative teacher is essential. Teacher creativity in the learning environment can be manifested in two primary ways: classroom management and the utilization of learning media. Educators can leverage their potential to inspire students to learn. Strategies that teachers may employ to enhance student motivation include assessments, rewards, competitions, opportunities for self-expression, testing, feedback on results, recognition, consequences, learning motivation, interests, and desired outcomes (Oktiani: 2017).

Abraham Maslow (1970) posited that every human being possesses fundamental needs. He depicted these needs in a five-tiered pyramid, with individuals beginning at the lowest level. The five tiers of needs are collectively referred to as Maslow's Hierarchy of Needs, progressing from essential biological requirements to more intricate psychological motivations, which become pertinent only after the basic needs are satisfied. Needs at one level must be at least partially fulfilled before those at the subsequent level can emerge as significant motivators: 1) Physiological needs, 2) Safety needs, 3) Love and belonging needs, 4) Self-esteem needs, 5) Self-actualization needs.

The significance of motivation in the learning process is paramount; student learning motivation can be compared to fuel that ignites the desire to learn, prompting students to engage positively in their studies. However, excessive motivation may yield adverse effects. Coercion can detrimentally influence student learning outcomes and efforts, as adequate time is required to internalize, appreciate, and implement motivational theories in daily life, particularly within educational contexts. The fulfillment of basic needs, as outlined in Maslow's theory, serves as a crucial foundation for student learning motivation. When physiological and safety needs are satisfied, students are more equipped to realize their potential through social interactions, the attainment of rewards, and ultimately, self-actualization. Educators and institutions bear significant responsibility in ensuring that each level of these needs is addressed to foster an optimal learning environment.

Maslow's theory provides a pertinent framework for comprehending and augmenting students' learning motivation. The satisfaction of fundamental needs, such as

belongingness and appreciation, is essential for enabling students to achieve their full potential. In the realm of education, a holistic approach that systematically addresses students' needs can enhance academic engagement and success (Andjarwati: 2015).

2.1. Physiological Requirements.

This need represents the most fundamental requirement, encompassing eating, drinking, oxygen, and bodily homeostasis, among others. When this need is unmet, other needs become secondary. Conversely, when it is satisfied, higher-level needs emerge. The fulfillment of students' basic physiological needs, as outlined in Maslow's hierarchy of needs, is essential. Physiological needs, including food, hydration, and sufficient rest, are critical prerequisites for students to effectively engage in the learning process. If these needs are not met, students' motivation to learn is likely to diminish.

2.2 Necessity for Security.

These needs emerge once basic physiological requirements are fulfilled and encompass security, stability, protection, order, and freedom from fear or anxiety. The necessity for security is a crucial consideration, as students require an environment devoid of pressure, threats, or violence, whether physical or psychological. The learning environment constitutes a vital component of the educational process that shapes learning objectives. It is inseparable from the content students engage with. Students' learning behaviors are shaped by their experiences at school, home, and within the community. The benefits of a conducive learning environment must be complemented by robust support from educators.

Learning conditions significantly influence students' motivation and academic performance. This is closely linked to the state of the classroom, which must meet the necessary requirements for effective study (Harianti, 2016). Furthermore, the availability of learning facilities plays a crucial role in the educational process. Insufficient learning opportunities can hinder students from acquiring fundamental skills, ultimately leading to subpar academic outcomes. To promote effective learning, schools should maintain cleanliness, provide comprehensive resources, ensure safety, minimize noise, and offer both general and specialized facilities (Latifah, 2008). As the primary formal educational institutions, schools play a pivotal role in shaping students' academic success (Ridwan, 2008). A conducive learning environment can inspire students to engage more deeply in their studies by fostering an understanding of their school environment, including the classroom dynamics, teacher-student relationships, and curriculum. Conversely, poor relationships between teachers and students can adversely affect student performance.

Home serves as the most significant educational environment for children. Within a family, parents bear the responsibility of guiding and educating their offspring. The family represents the initial setting where children acquire knowledge, while parents educate and provide direction. Parenting styles encompass the methods by which parents

nurture, care for, guide, and direct their children. Each parent adopts a distinct parenting style and model. Parental exemplars are also linked to character education, which includes aspects such as religion, discipline, tolerance, friendship, and independence (Nadhifah: 2021). Parenting encompasses all activities undertaken by parents that pertain to the physical and mental development of their children. An inappropriate parenting approach can adversely affect a child's personality. Parenting styles also reflect the dynamics between parents and children, aiming to guide, nurture, and protect, with the expectation of consistent attitudes between mother and father. Each parent cultivates a unique parenting style tailored to their children. Varied parenting patterns are closely associated with differing personality traits in children (Harianti: 2016). Frustration in fulfilling these needs frequently leads to maladjustment. Love differs from sex, which is primarily physiological. Satisfying social needs, such as fostering positive relationships with peers and teachers, instills a sense of acceptance that enhances students' confidence in learning. Furthermore, the need for recognition in the form of acknowledgment for students' efforts and achievements bolsters their self-esteem, subsequently motivating them to persist in their educational pursuits.

2.3 The necessity for Love and Belonging

According to Abraham Maslow's hierarchy of needs, the levels of love and affection necessitate feelings of comfort and satisfaction. This desire engenders a sense of being loved and belonging. Humans experience love and affection, which manifest through patterns and actions of mutual understanding and care. The need for love is fundamental in fostering a passion for life itself, and feelings of love cultivate the desire to possess or be possessed by another. This need encompasses both the giving and receiving of affection (Aiman, Arifi, and Maryono, 2022). Love is a natural emotion granted to humanity by the Almighty. It is a noble and pure sentiment, bestowed by God upon His servants to enable them to find success, meaning, light, and enthusiasm in life. As social beings, humans require the presence of others to navigate their existence. Marcel posits that humans do not live in isolation but in the company of others. Consequently, love emerges as the most significant desire in human life. Al-Ghazali asserts that love is the essence of religion, marking both the commencement and conclusion of the human journey. The stage preceding love serves as an introduction, while the subsequent stage represents the outcome of love (Loka and Yulianti, 2019). In this context, love does not pertain solely to romantic relationships but also encompasses the bonds shared among friends and family. Surrounding us are numerous individuals who care for us, maintaining connections with friends and family. The need for affection and love must be fulfilled following the initial physiological needs and the subsequent need for security. Indicators of this need can be observed in the development of an individual's personal life. Beyond the requirements for children's growth and development, which stem from protective measures that influence their maturation, other psychological factors such as comfort, affection, and attention also play a crucial role.

Family and school represent the primary environments where children's emotional needs can be addressed (Putri, 2023).

2.4 Necessity for Self-esteem

These needs comprise two subsets: first, the need for strength, achievement, competence, and independence; second, the need for reputation, status, recognition, and appreciation from others. The fulfillment of these needs fosters a sense of self-confidence and utility; conversely, unfulfilled self-esteem needs lead to frustration, resulting in feelings of inferiority and helplessness. Students' social needs are satisfied through positive relationships with peers and educators, which enhance their sense of acceptance and motivate their learning. Rewards for achievement, such as praise or recognition, have been demonstrated to bolster students' motivation, while self-actualization needs inspire them to reach their fullest potential, particularly through relevant and creative tasks. This study underscores the strategic role of teachers in ensuring these needs are addressed by creating a supportive learning environment and attending to students' emotional well-being (Cahyono, 2022).

2.5 Self-actualization Needs Refer To The Necessity of Fully Realizing One's Potential.

At its zenith, the pursuit of self-actualization acts as a catalyst for students to realize their fullest potential, particularly in demanding, creative, and suitable tasks. This study underscores that educators' comprehension of students' fundamental needs is crucial for enhancing learning motivation, especially in disciplines often perceived as challenging, such as mathematics. By addressing these needs, students become increasingly motivated and are afforded the opportunity to attain optimal learning outcomes (Zebua: 2021). Certain individuals are driven to attain success, striving for distinctive accomplishments not solely for the rewards associated with success itself. They possess the ambition to improve upon previous efforts, seeking to accomplish tasks in a more effective or efficient manner. This drive is characterized as the need for achievement (nAch-achievement need) (Kadji: 2012).

The need for romance embodies a personal commitment to self-sacrifice, specifically the aspiration to cultivate the skills of the student. This inclination can be articulated as a passion for embracing one's own role and maximizing one's potential. Drawing from Maslow's framework, it can be inferred that the essence of romance lies in the pursuit of fulfilling one's role, expressing one's capabilities, forming opinions, and offering judgments through reflections on various subjects. The core aspect of Maslow's motivational theory emphasizes the quest for self-realization, wherein a teacher or student engaged in the study of mathematics often explores the ongoing debates of other groups within this discipline. This interest manifests in students' eagerness to present ideas, render judgments, and provide insights on the analyses conducted by their peers in the realm of mathematics. Furthermore, education is facilitated through resources that integrate practical applications with the study of mathematics alongside everyday activities. The educational models that bridge these daily experiences

include problem-based learning and contextual teaching and learning, among others, enabling students to appreciate the relevance of their lessons. Additionally, educators can create opportunities for students to excel in their practice.

3 CONCLUSION

This study explores the importance of addressing students' fundamental needs, as outlined in Abraham Maslow's hierarchy of needs, in order to stimulate learning triggers. These basic needs—comprising physiological requirements, safety, belonging, esteem, self-actualization, and play—serve as benchmarks for the effectiveness of educational tools. When these needs are satisfied, students are more equipped to realize their potential and attain optimal learning outcomes. Furthermore, external factors such as a supportive learning environment, adequate facilities, parenting styles, and teacher creativity significantly influence students' motivation to learn. This study underscores the necessity of a holistic approach that engages various stakeholders, including educators, schools, and parents, to foster a learning environment that supports and empowers students. By implementing these strategies, students can achieve enhanced academic performance and fully develop their potential.

The fulfillment of students' fundamental needs is essential for enhancing their motivation to learn, as articulated in Abraham Maslow's hierarchy of needs theory. These needs encompass physiological requirements, safety, love and belonging, esteem, and self-actualization. When these needs are satisfied, students are more capable of achieving and developing their potential to the fullest. External factors, including the learning environment, available facilities, parenting styles, and the creativity of teachers in their instructional methods, significantly impact students' motivation to learn. It is imperative for educators and schools to cultivate a conducive and supportive atmosphere while recognizing students' efforts to bolster their self-confidence. Furthermore, positive parenting practices at home can offer emotional support and additional motivation for students. Through a holistic and integrated approach, schools, teachers, and parents can assist students in meeting their basic needs, thereby enhancing their engagement and success in learning. This underscores the necessity of collaboration among various stakeholders to foster a competitive, independent, and high-achieving generation.

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