JPPIPA 10(12) (2024)

Jurnal Penelitian Pendidikan IPA

Journal of Research in Science Education

http://jppipa.unram.ac.id/index.php/jppipa/index

Psychology of Learning Theory (Behavioristic, Constructivist, Humanistic) in Science Learning: A Systematic Literature Review

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Received: August 30, 2024
Revised: November 11, 2024
Accepted: December 25, 2024
Published: December 31, 2024

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DOI: 10.29303/jppipa.v10i12.9605

Abstract: In the education system, the application of various learning psychology theories has become the main guideline in forming effective learning strategies. This study aims to review previous studies on the application of Behavioristic, Constructivist, and Humanistic theories in science learning in order to understand the implications of each theory and the potential for integrating the three theories in increasing the effectiveness of science learning. This study is a Systematic literature review (SLR) study with a descriptive analysis approach. The data in this study came from articles that discussed the application of Behavioristic, Constructivist, and Humanistic theories in science learning. Of the 109 articles obtained through Google Search, Google Scholar, and Research Gate, it was concluded that 21 articles met the research criteria. The results of the study showed that only 21 journals discussed according to the criteria of this study, including 11 journals indexed by Sinta. The results of previous studies have made a real contribution to making decisions regarding the implementation of science learning in terms of learning psychology. The success of implementing science learning using the three theories of learning psychology in this study depends on the understanding of teachers as learners, the learning approaches used, learning models, and understanding of students' learning styles.

Keywords: Behavioristic; Constructivist; Humanistic; Science learning.

Introduction

Learning is a process of interaction between educators and students to meet educational goals, namely knowledge, skills, values or attitudes in facing the challenges of the future era. Learning natural sciences (IPA) with the aim of developing critical and analytical thinking skills, and understanding natural phenomena requires adaptation of learning theories in the application process. In achieving effective science learning goals, learning psychology theory has made a significant contribution for educators to understand the student learning process in designing appropriate learning strategies. In the learning process, various learning psychology theories are used to help achieve more effective learning goals (Nasar, 2024; Sultani, 2023). Learning psychology theories that have a significant influence in the world of education include Behaviorism, Constructivism, and Humanism. These three theories offer different approaches to understanding how students learn and get information from the learning process. Behaviorism theory focuses on observable behavioral changes as a result of learning obtained through stimulus (stimulation) and response (adaptation). Behaviorism theory emphasizes measurement, because measurement is an important thing to see whether or not there is a change in behavior that appears as a result of learning. This approach does not pay attention to informal input or experience. Only measurable behaviors are considered important, as "signs" of competence (Manolescu, 2013). Meanwhile, Constructivism theory focuses on the active role of

How to Cite:
Hadi, K. (2024). Psychology of Learning Theory (Behavioristic, Constructivist, Humanistic) in Science Learning: A Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA*, *10*(12), 920–929. https://doi.org/10.29303/jppipa.v10i12.9605

students in building knowledge based on previous experiences and understanding. Learners must be mentally active in building their knowledge structures based on their cognitive maturity (Masgumelar et al., 2021). With the help of constructivist learning, education can shift from instilling knowledge to developing personal competence to solve innovative, complex, and difficult problems (Micheli et al., 2019; Pande & Bharathi, 2020; Scheer et al., 2012).

Humanistic Theory emphasizes more on the development of students as unique individuals. Humanistic learning emphasizes that the main learning is the effort to build communication and relationships between one person and another (Mujub & Suyadi, 2020). Based on the view of humanistic learning theory, a process in learning is important, meaning that students are given freedom to learn and there is no coercion in learning.

Although these three theories have been widely recognized in education, the application of each theory in science learning is not without challenges. The behaviorist approach, for example, often emphasizes memorization and repetition, which is less effective in developing a deep understanding of science concepts. On the other hand, the application of constructivism requires a more complex approach, such as project-based learning which requires greater support from teachers. The humanistic approach, with a focus on the emotional aspects of students, is also difficult to apply consistently in large class situations.

Previous studies have discussed the application of these three theories in education, especially in the context of science learning. These studies show that no single theory is completely dominant or superior, but rather effective application often involves the integration of several different approaches. It is difficult to identify exactly which specific approaches teachers adopt in their learning, as many may adopt aspects of various approaches to meet the needs of the learning process (Guey & C., 2010). A literature review of various learning psychology theories in science learning is important to explore how each approach can be optimally applied and to understand its advantages and limitations in improving the quality of learning. Therefore, this study aims to review previous studies on the application of Behaviorist, Constructivist, and Humanistic theories in science learning in order to understand the implications of each theory and the potential for integrating the three theories in improving the effectiveness of science learning.

Method

This study is a Systematic literature review (SLR) study with a descriptive analysis approach. Systematic literature review (SLR) is the process of identifying, evaluating and analyzing all available information to answer predetermined research questions (Snyder, 2019; Xiao & Watson, 2019). This literature review aims to identify, evaluate, and analyze the results of previous studies related to the application of Behaviorist, Constructivist, and Humanistic theories in science learning.

Data Sources

The data used in this study come from secondary data, namely scientific journal articles that discuss the application of Behaviorist, Constructivist, and Humanistic theories in science learning. This is in accordance with the statement of **Zainab et al (2012)** which states that articles used as sources must be relevant to the research conducted by researchers.

Data Collection Techniques

Data collection in this study used Google Search, Google Scholar, and Research Gate. The keywords used are: behavioristic learning theory in science education; constructivism learning theory in science education; and humanistic learning theory in science education. Relevant literature is filtered based on predetermined criteria, then analyzed to identify relevant findings. The criteria for selecting data sources in this study consist of the data used is the result of publications from 2020-2024; articles published in national and international languages; and complete papers can be accessed, and (4) related to the theme of science learning (Figure 1).

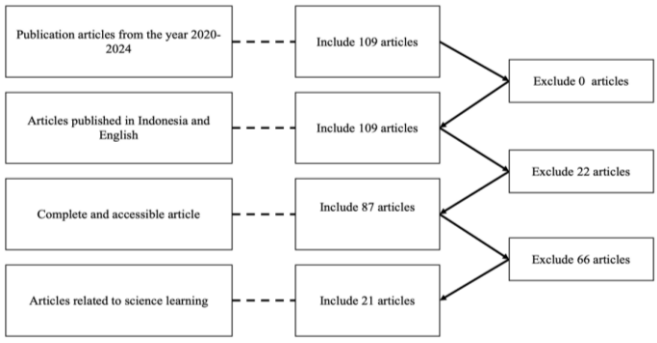

Figure 1. Review process for selecting relevant data

Data Analysis Technique

The data analysis technique used in this study is descriptive analysis. Data collected from various sources were analyzed descriptively to identify the main findings of the application of Behaviorist, Constructivist, and Humanistic theories in science learning. The data were then grouped based on the theories discussed, and evaluated to see the strengths and weaknesses of each theory discussed. The results of this analysis were used to compile the results of the discussion that provided a

comprehensive view of the application of these theories in science learning. The procedures used in this research are: description, describes the results of existing research, including the methodology used, main findings, and implications of the research, grouping, Grouping research based on the theory discussed (Behavioristic, Constructivist, or Humanistic) in the context of application in science learning; criticism and evaluation, evaluate the strengths, weaknesses, and advantages of each of the reviewed studies; and synthesis, compiling conclusions that integrate findings from various studies, to provide a more comprehensive picture of the application of the three theories in science learning.

Result and Discussion

In education, the application of various learning psychology theories has become the main guideline in forming effective learning strategies. The three main theories discussed in this study are often used in various studies to understand how students learn, especially in Natural Science (IPA) learning. Each theory provides a different approach in helping students understand science concepts and previous studies have shown the advantages and limitations of each of these theories. Therefore, it is appropriate that science learning is presented based on the needs of the lesson itself and the students. Hariyanto & Mustafa (2020) stated that good learning is learning that is adjusted to the characteristics of students and the optimal use of the learning environment.

Publication Trends of Learning Psychology Theories in Science Learning

Until 2024, research on learning psychology theories (behavioristic, constructivist, and humanistic) in science learning has been published as many as 21 publications written in Indonesian and English (Figure 2). However, in this case, the author did not include journals published in English in international journals. Because journals that are recognized as international journals are journals indexed by Wos and Scopus (Choi et al., 2013; Purwanto, 2020).

The results of the analysis show that only one journal discusses the theory of behavioristic learning psychology in science learning for five years. However, research on the theory of behavioristic learning psychology in general in learning has been widely studied by researchers. This can be caused by a change in the paradigm of student-centered learning. Meanwhile, learning using behavioristic theory tends to transfer knowledge from teacher to student (Yusra, 2022). Behaviorism is considered to emphasize the aspects of repetition and reinforcement too much. So behaviorism is more appropriate for learning related to basic skills or memorization. While science learning often requires a deeper understanding and critical thinking.

In addition, analysis of journals shows that none of the journals are indexed by Wos and Scopus and only 11 journals are indexed by Sinta (see table 1). This can be caused by journals indexed by Wos and Scopus having characteristics such as high writing quality standards, strict peer review processes, and high competence. The scientific publication can be a confusing concept, especially for novice writers. In the context of research and publication, it is important to understand the ethical aspects of writing to avoid conflicts and fraud related to writing (Husamah et al., 2022).

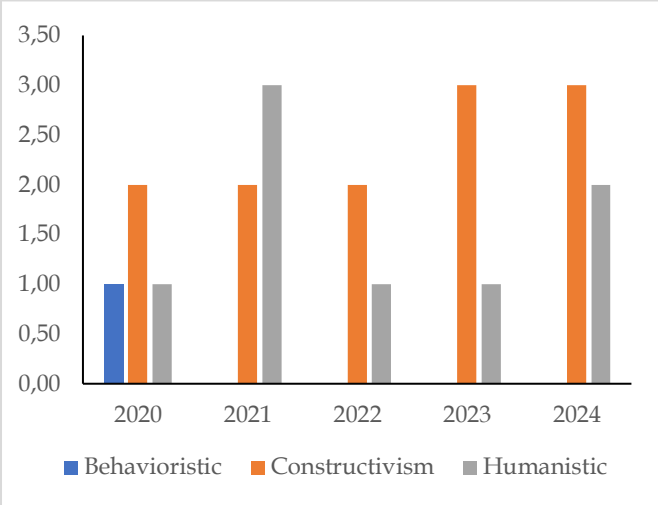

Figure 2. Trends in Learning Psychology Theory Publications in 5 years

Contribution and Important Information for Science Learning Development. We reviewed 21 selected articles. Important information from the articles is presented in table 2.

Based on table 2, it can be seen that research on constructivist learning psychology theory is more dominant compared to humanistic and behaviorist learning psychology theories. The development of research on learning psychology theory has been widely carried out by previous researchers, both in conjunction with models and media and implications as an approach to science learning.

Implementation of learning psychology theory in science learning

Behavioristic implementation in science learning

Behavioristic theory focuses on behavior that can be observed and controlled through stimulus-response and positive and negative reinforcement. This theory

emphasizes results that can be measured, observed, and tested objectively (Shahbana et al., 2020; Shofiyani et al., 2022). Behavioral change competencies include all student behaviors obtained through the formative teaching and learning process (Manolescu, 2013).

Although this theory is often criticized for not supporting learning that requires students to think actively, critically, and creatively. Because students tend to memorize without understanding the context, students think linearly, unproductively and uncreatively (Maharani & C., 2024). However, this theory still has gaps in science learning in terms of developing basic skills, learning habits, and mastery of factual material in science lessons. Behaviorism is suitable for learning that requires practice, habituation, and direct appreciation (Umar, 2018).

Table 1. Research on learning psychology theory in science learning

No	Article Title And Author	Publisher	Index
Behavioristic			
1	Yuliani et al. (2020) *Pengembangan Media Pembelajaran E-Book Dengan Pendekatan Behavioristik Mata Pelajaran IPA Siswa Kelas IX SMP*	Journal of Instructional Technology	-
Constructivism			
2	Fitria (2021) Implementation of Constructivism Learning Theory in Science	International Journal of Humanities Education And Social Sciences (IJHESS)	-
3	Sudjono (2020) *Meningkatkan Aktivitas Dan Hasil Belajar IPA Melalui Penerapan Pendekatan Konstruktivisme Pada Siswa Kelas VIII-A SMP Negeri 1 Taman Krocok Semester Genap Tahun Pelajaran 2018/2019*	Jurnal Revolusi Pendidikan	-
4	Sunarti (2024) *Implementasi Pembelajaran Konstruktivisme Dalam Pembelajaran IPA Abad 21*	Pendidikan Guru Literasi Kita Indonesia	Sinta 4
5	Abdillah et al. (2023) *Analisis Implementasi Teori Kontruktivisme Dalam Pembelajaran Ipa Materi Siklus Air Pada Siswa Kelas V SDN Sawah Besar 01 Kota Semarang*	Didaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri	Sinta 5
6	Ulliyah et al. (2023) *Implementasi Teori Belajar Konstruktivistik dalam Pembelajaran IPA Kelas III di Madrasah Ibtidaiyah Islamiyah Lumajang*	Indonesian Journal Of Islamic Teaching	-
7	Widiasih (2020) *Pengaruh Model Discovery Learning Berorientasi Konstruktivisme Sosiokultural Terhadap Curiosity Dan Hasil Belajar Ipa Siswa Kelas IV SD Negeri Gugus R.A.Kartini Denpasar Barat*	PENDASI: Jurnal Pendidikan Dasar Indonesia	Sinta 6
8	Rustanti et al. (2024) *Implikasi Pembelajaran Saintifik Pada Pembelajaran IPAS Sekolah Dasar dalam Perspektif Teori Konstruktivism*	Jurnal Ilmiah Mitra Swara Ganesha	-
9	Sekarinasih (2022) *Model Pembelajaran Ipa Berbasis Pendekatan Konstruktivisme Untuk Meningkatkan Karakter Peserta Didik*	Tarbiyah Al-Awlad Universitas Imam Bonjol Padang	-
10	Siagian et al. (2023) The Effectiveness of Constructive Learning Having A Vision of Science, Environment, Technology, Society For Increase Results Learn IPA High School Student	JIPI (Jurnal IPA Dan Pembelajaran IPA)	Sinta 3
11	Herianto & Lestari (2021) *Implementasi Teori Konstruktivisme dalam Pembelajaran IPA Melalui Pemanfaatan Bahan Ajar Elektronik*	Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi	Sinta 3
12	Nurhikmah et al. (2024) Implementation of the Constructivist Learning Model to Improve Primary School Student Learning Outcomes in Science Learning in Majene Regency	Pinisi Journal Of Education	-
13	Elnita (2022)	Jurnal Pendidikan Nasional	-

No	Article Title And Author	Publisher	Index
	Peningkatan Hasil Belajar IPA dengan Menggunakan Pendekatan Konstruktivisme Pada Siswa Kelas VI SD Negeri 30 Cacang Randah Kecamatan Tanjung Mutiara Kabupaten Agam		
Humanistic			
14	Sudarto (2022) The Advantages Of Humanistic Science Learning Tools	International Journal Of Trends In Mathematics Education Research	Sinta 3
15	Dewi, P, A, S 2023 Mengembangkan Literasi Humanistik Siswa *Sekolah Dasar Melalui Pembelajaran IPA*	De_Journal (Dharmas Education Journal)	Sinta 4
16	Daud et al. (2021) Humanistic Theory In The Prospect of Educational Philosophy To Improve Student Learning Outcomes Through IPA Learning In Class IV SDN 8 Tilongkabila Bonebolango Regency	European Journal Of Humanities And Educational Advancements (EJHEA)	-
17	Harta et al. (2021) *Pengembangan Instrumen Kemampuan Berpikir Kritis dan Literasi Humanistik Pada Pembelajaran IPA Kelas V SD*	PENDASI: Jurnal Pendidikan Dasar Indonesia	Sinta 6
18	Arzfi & Jamna (2024) *Implementasi Teori Belajar Humanistik dalam Pembelajaran Berdiferensiasi IPAS di Sekolah Dasar*	Mitra PGMI: Jurnal Kependidikan MI	Sinta 4
19	Rosmalah (2020) *Analisis Keterampilan Mengajar Ipa yang Ramah Anak dan Berpikir Kreatif Calon Guru SD Melalui Implementasi Model Pembelajaran Humanistik Berbasis Humanistik Teknologi Pembelajaran*	Klasikal: Journal of Education, Language Teaching And Science	Sinta 4
20	Muqarrobin (2021) *Hubungan Pendekatan Humanistik Terhadap Motivasi Belajar Pada Mata Pelajaran IPA dI SMP/MTS Kecamatan Widodaren*	JMPI: Jurusan Manajemen Pendidikan Islam	Sinta 3
21	Fahrunnisa & Fisa (2024) *Implementasi Teori Belajar Berdasarkan Aliran Psikologi Humanistik Pada Pembelajaran IPAS Kelas V SD Negeri 050728 Tanjung Pura*	Harmoni Pendidikan : Jurnal Ilmu Pendidikan	-

Table 2. Contribution and Important Information of Learning Psychology Theory

No	Important Information	References
Behavioristic		
1	There are differences in student learning outcomes before using learning media and after using learning media with a behavioristic approach.	Yuliani et al. (2020)
Constructivism		
2	Teaching based on constructivist views is very useful to help student learning.	Fitria (2021)
3	Science learning through the constructivist approach of the learning cycle model can increase student activity	Sudjono (2020)
4	The implementation of constructivist learning in 21st century science learning includes student skills in understanding, analysis, application in experimental groups in collaboration, and the use of teaching materials and can improve student learning outcomes.	Sunarti (2024)
5	By applying constructivist theory to science lessons, students understand better and can follow the lessons well	Abdillah et al. (2023)
6	The teacher has planned the science content learning well, so that learning goes according to plan, using relevant learning media and available in the surrounding environment, students look very enthusiastic and excited during the learning process.	Ulliyah et al. (2023)
7	There is a significant influence of the sociocultural constructivism-oriented discovery learning model on students' science learning outcomes	Widiasih (2020)
8	Scientific learning is related to constructivism learning theory, especially in the application of the independent curriculum to elementary school science material	Rustanti et al. (2024)
9	The implementation of constructivism-based learning has been proven to be able to improve students' curiosity, discipline, and responsibility	Sekarinasih (2022)
10	The constructivism learning model is effective in improving learning outcomes	Siagian et al. (2023)
11	Constructivism theory can be implemented as an approach to integrating technology in science learning	Herianto & Lestari (2021)

No	Important Information	References
12	Constructivism learning that starts from planning, implementation, observation and reflection that is carried out can improve student learning outcomes	Nurhikmah et al. (2024)
13	The constructivism approach can improve students' science learning outcomes	Elnita (2022)
Humanism		
14	The advantages of science learning devices with a humanistic approach are (1) making it easy for teachers to teach science, (2) providing high motivation to teachers in teaching science, (3) making teachers more aware of developing students' emotional, spiritual, and creative potential in science learning, (4) making students feel happy about science learning, (5) making it easier for students to understand science, (6) motivating students to learn science, (7) making students aware that emotional, spiritual, and creative potential must be developed in science learning, and (8) opening students' horizons to develop emotional, spiritual, and creative potential in everyday life independently.	Sudarto (2022)
15	Humanistic literacy can be developed in elementary school students through science learning by developing group learning, student-centered learning, and making creative and marketable products.	Dewi, 2023
16	Science learning in elementary schools should be carried out by providing direct experience to students to foster natural curiosity, so that it can help students develop their abilities so that students can improve student learning outcomes.	Daud et al. (2021)
17	The humanistic literacy instrument developed meets the expert reliability requirements with a value of 0.656 with a high category so that it is suitable for use in learning.	Harta et al. (2021)
18	The application of humanistic learning theory in differentiated science learning has a positive impact on students' creativity and learning achievement.	Arzfi & Jamna (2024)
19	The humanistic learning model based on effective learning technology is used to improve science teaching skills	Rosmalah (2020)
20	There is a relationship between the humanism approach and students' learning motivation applied in science learning	Muqarrobin (2021)
21	Implementing humanistic education in learning can increase students' intrinsic motivation.	Fahrunnisa & Fisa (2024)

The efforts that can be made in science learning with Behaviorism learning theory are: forming learning habits through repetition and reinforcement; positive and negative reinforcement to improve skills; drill-based learning; and utilizing reward systems. The appropriate learning methods used using Behaviorism learning psychology theory are reinforcement, practice, stimulus, and motivation (Damayanti et al., 2021; Dhori, 2021).

Implementation of Constructivism in Science Learning

Constructivism theory emphasizes that students actively construct their own knowledge based on previous experiences and understanding. In constructivism theory, the emphasis on the learning process is greater than the end result. Constructivism, learning presents learning as a constructive process in which students construct internal illustrations of knowledge, interpretations of personal experiences (Sugrah, 2019). Although learning outcomes are considered important as goals, the learning process that includes strategies and methods is also considered to have significant value.

In the context of science learning, the constructivist approach is often applied through learning that encourages active student involvement or student-centered learning. The essence of constructivist learning has changed the need for a paradigm shift from teacher-centered knowledge creation to participant-centered knowledge creation through collaboration (Pande & Bharathi, 2020). This changes the student learning process to connect real-world experiences, problem-solving foundations, and various reflections and reconstructions (Tsai & A., 2023).

In implementing learning, the constructivist approach emphasizes the problem-solving aspect as the basis for triggering knowledge built by students (Shahbana et al., 2020). To implement learning in the context of constructivism, four aspects must be met, namely building student knowledge, knowledge based on real-life contexts, student-centered learning, and collaborative implementation (Corte, 2010). Therefore, the learning models that underlie the theory of constructivist psychology include, namely Problem based learning, project-based learning, inquiry and discovery learning.

From the explanation above, it can be concluded that the application of learning psychology theory in science learning can be done, namely: student-centered learning; teachers as facilitators; experimental and

problem-based learning; and the need for apperception and exploration treatments in learning.

Implementation of Humanism in Science Learning

Humanistic learning gives students the freedom to express their opinions in the learning process. This is reinforced by Daud et al. (2021) because basically the humanistic theory is considered successful if students understand the environment and themselves well in the learning process Daud et al. (2021). The humanistic approach is an approach to education that can fulfill a person's potential, which prioritizes the humanization of students as developing individuals, with the aim of helping them recognize and realize their unique potential (Nast & Yarni, 2019; Sudarto, 2022). In the process of improving the quality and quantity of learning, the humanistic psychology theory views being able to understand the life experiences of students as active learners who are in a socio-cultural and eco-psycho-spiritual context (Bland & DeRobertis, 2023). Humanistic learning seeks to understand learning behavior from the perspective of students. The weaknesses and shortcomings of students in the learning process are considered a necessity that must be overcome by the teacher. Teachers do not have the right to criticize or criticize students, because students are treated as subjects and not as objects of learning (Rofikoh et al., 2015). The theory of humanistic psychology learning emphasizes content and processes that are oriented towards students as learning subjects, making the learning process a very important aspect. Therefore, teachers in the learning process must be able to deliver learning according to students' wishes. Rosmalah (2020) stated that teachers must be able to connect academic knowledge with the knowledge that students have and are currently having. The quality of learning must include: personal student involvement, initiative, evaluation by students themselves, and the presence of a lasting effect on students.

In implementing science learning, teachers must be able to bring about an active learning process that helps students develop their creativity and talents. The main role of teachers in the humanistic view is as a facilitator. The characteristics of a teacher who is a facilitator are responding to students' feelings, using students' ideas to carry out interactions that have been designed, having dialogues and discussions with students, appreciating students' activities and the students themselves, understanding and adjusting the contents of the students' thinking framework, and smiling at students (Rosmalah, 2020). This learning process can be implemented through discussion activities, discussing material in groups so that students can express their respective opinions (Putrianingsih, 2022). From the results of the discussion above, it can be concluded that the application of humanistic psychology theory in science learning can be implemented by: student-centered learning; teachers positioning themselves as student partners; the availability of a learning environment that supports the learning process; teachers must be able to awaken the potential for student development; meaningful learning (real learning); and teachers must know the learning styles of students.

Conclusion

During the five-year period, the results of research on the application of science learning reviewed from the psychology of learning have produced 21 publications, namely: behavioristic (1 article), constructivist (12 articles), and humanistic (8 articles). Efforts that can be made in science learning with the Behaviorist learning theory, namely: the formation of learning habits through repetition and reinforcement; positive and negative reinforcement to improve skills; drill-based learning; and the use of reward systems. On the other hand, the application of constructivist learning psychology theory in science learning can be done, namely: student-centered learning; teachers as facilitators; experimental and problem-based learning; and the need for apperception and exploration treatments in learning. And while the application of humanistic psychology theory in science learning can be implemented with: student-centered learning; teachers position themselves as partners of students; availability of a learning environment that supports the learning process; teachers must be able to awaken the potential for student development; meaningful learning (real learning); and teachers must know the learning styles of students. The success of implementing science learning using the three theories of learning psychology in this study depends on the understanding of teachers as learners, the learning approach used, the learning model, and the understanding of student learning styles. The Systematic Literature Review in this study has limitations, namely this study generally only uses limited keywords and only includes publications by authors from Indonesia with search sources of Google Search, Google Scholar, and Research Gat. For further research, it is recommended to use national and international journal samples and use search sources such as DOAJ, Sinta, Eric, Scopus, and Web of Sciences. This can be a comparison of different analysis results from the Systematic Literature Review related to the implementation of learning psychology theory in science learning which is able to provide a more detailed picture, so that it can inspire researchers in this field.

Acknowledgments
The author would like to thank all parties who have contributed to the implementation of this research.

Author Contributions
This article was written by single author.

Funding
This research received no external funding

Conflicts of Interest
The authors declare no conflict of interest.

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