

## PSYCHOLOGY OF LEARNING AS THE MAIN PILLAR OF EDUCATION: CONCEPTS, FUNCTIONS AND APPLICATIONS

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### ABSTRAK

Pendidikan kontemporer dihadapkan pada tantangan untuk memenuhi kebutuhan belajar siswa yang beragam, sehingga menuntut pendekatan yang lebih dari sekadar transfer pengetahuan. Kegagalan model pengajaran 'satu untuk semua' menekankan urgensi pemahaman mendalam tentang bagaimana individu belajar, di mana psikologi pembelajaran berfungsi sebagai pilar fundamentalnya. Berdasarkan hal tersebut, penelitian ini bertujuan untuk melakukan tinjauan literatur komprehensif guna mensintesis prinsip-prinsip inti psikologi pembelajaran dan merumuskan implikasi praktisnya dalam desain instruksional yang efektif. Penelitian ini menggunakan metode studi literatur kualitatif, dengan pengumpulan data sekunder dari sumber akademis kredibel seperti buku, artikel ilmiah, dan jurnal melalui basis data digital. Seleksi literatur didasarkan pada relevansi dan validitas konten. Hasil sintesis menunjukkan bahwa teori-teori utama seperti behaviorisme, kognitivisme, dan konstruktivisme secara konvergen menekankan pentingnya umpan balik, keterlibatan aktif siswa, dan proses metakognitif. Lebih lanjut, literatur secara konsisten menegaskan peran krusialnya dalam mendiagnosis kesulitan belajar dan merancang instruksi terdiferensiasi. Disimpulkan bahwa penguasaan psikologi pembelajaran adalah fondasi esensial bagi pendidik untuk bertransformasi menuju paradigma yang berpusat pada siswa, menciptakan lingkungan belajar yang adaptif, inklusif, dan mampu mengembangkan potensi siswa secara holistik.

**Kata Kunci:** *Psikologi Belajar, Konsep, Fungsi, Aplikasi*

### ABSTRACT

Contemporary education is faced with the challenge of meeting the diverse learning needs of students, thus requiring an approach that goes beyond mere knowledge transfer. The failure of the 'one-size-fits-all' teaching model emphasizes the urgency of a deep understanding of how individuals learn, of which learning psychology serves as a fundamental pillar. Based on this, this study aims to conduct a comprehensive literature review to synthesize the core principles of learning psychology and formulate their practical implications in effective instructional design. This study uses a qualitative literature study method, with secondary data collection from credible academic sources such as books, scientific articles, and journals through digital databases. The selection of literature is based on relevance and content validity. The results of the synthesis show that major theories such as behaviorism, cognitivism, and constructivism convergently emphasize the importance of feedback, active student engagement, and metacognitive processes. Furthermore, the literature consistently emphasizes its crucial role in diagnosing learning difficulties and designing differentiated instruction. It is concluded that mastery of learning psychology is an essential foundation for educators to transform towards a student-centered paradigm, creating an adaptive, inclusive learning environment that is able to develop students' potential holistically.

**Keywords:** *Psychology of Learning, Concept, Function, Application*

## INTRODUCTION

Education is a fundamental process that plays a crucial role in shaping high-quality and competitive human resources. This process cannot be narrowly interpreted as merely the transfer of knowledge from educators to students, but rather as a holistic effort that also involves the development of character, skills, and attitudes. To achieve the noble goals of education optimally, a deep understanding of how individuals learn becomes an indispensable foundation. Understanding the internal and external mechanisms that influence the learning process is key to designing effective educational experiences. Without this foundation, educational efforts risk becoming inefficient and less impactful for the overall development of learners.

In this context, educational psychology serves as a significant pillar of science. This discipline specifically provides deep insights into the mechanisms that occur when someone learns and the factors that influence it, both from within the individual and from their surrounding environment. According to Asriani (2017), learning psychology serves as a primary foundation in the world of education due to its ability to unravel the complexities of the human learning process. This science bridges the gap between theories about how the human mind works and teaching practices in the field, so that every educational intervention carried out can be based on proven scientific principles, rather than just intuition or habit.

More specifically, the scope of educational psychology examines how individuals acquire, process, and store information, as well as how learning behaviors are formed and developed over time. As stated by Rosnani (2016), this discipline focuses on crucial elements such as learning motivation, attention levels, memory capacity, and various environmental influences that can support or hinder the learning process. By understanding these various aspects, educators can obtain clear guidance to design teaching methods that are not only effective but also aligned with the unique characteristics of the learners, thereby creating a conducive and supportive learning atmosphere for all.

The development of learning psychology has given rise to various theoretical schools that provide a strong conceptual foundation in educational practice. One of the early and highly influential schools of thought is behaviorism, which emphasizes the role of the external environment. This theory views learning as an observable change in behavior, occurring in response to stimuli and reinforced through rewards or punishments. Shifting from an external focus, the cognitive approach emerged, which places greater emphasis on internal mental processes. According to Yuliana (2020), the cognitive approach examines how information is received, processed, stored in memory, and then used to solve problems, viewing learners as active information processors.

As a further evolution, constructivist theory provides a more student-centered perspective. This stream, as explained by Yuliana (2020), emphasizes the importance of the active role of learners in building or constructing their own knowledge based on the experiences they have had. In this perspective, learning is not a passive process of receiving information, but rather a dynamic process where individuals actively create meaning from their interactions with the environment and new information. The adaptive application of these various theories—behaviorism, cognitivism, and constructivism—in learning can significantly enhance teaching effectiveness and the quality of student learning outcomes, as teachers can choose the approach that best aligns with the learning objectives and materials.

Thus, the role of learning psychology in the world of education becomes very vital and multifaceted. As emphasized by Hidayah & Maunah (2024), a deep understanding of psychological aspects enables teachers to design learning strategies that align with the needs and characteristics of each student, making the teaching and learning process more effective and efficient. Furthermore, its function extends from helping teachers understand the individual

differences of students to developing adaptive learning strategies. According to Kurniasih & Sani (2015), learning psychology also plays an important role in identifying learning obstacles and providing appropriate solutions to address these issues, making it a practical tool that supports the success of the educational process.

Through this article, the basic concepts of learning psychology, its vital functions in the context of education, and how it is practically applied in daily classroom learning activities will be comprehensively discussed. By presenting an in-depth review, it is hoped that educators can gain a comprehensive understanding of the importance of this discipline. This understanding will ultimately empower educators to optimize their roles, not just as teachers, but also as learning facilitators capable of creating an effective, efficient, and more meaningful teaching and learning process for each student they accompany.

## RESEARCH METHOD

This research uses the literature review method, a systematic approach to identifying, evaluating, and synthesizing research works relevant to the topic of learning psychology. According to Snyder (2019), this method aims to build a solid theoretical foundation and obtain a comprehensive understanding of concepts, theories, and applications of psychology in the context of learning. Therefore, the data in this research is entirely secondary data sourced from published scientific works, such as books, journal articles, and other academic documents.

The data collection process is carried out systematically through literature searches in digital academic databases as well as conventional library resources. The main sources for digital searches include Google Scholar, ResearchGate, and national as well as international scientific journal portals. The search was conducted using relevant keywords, such as "learning psychology," "cognitive learning theory," "motivation in learning," and "application of educational psychology." Literature selection was carried out rigorously based on inclusion criteria, namely relevance to the research topic, source validity, and significant contribution to the understanding of learning psychology.

All the literature that has been collected and passed the selection stage is then analyzed using thematic content analysis techniques. This analysis process involves several main steps: (1) in-depth reading to familiarize oneself with the entire data; (2) coding, which involves identifying and labeling segments of data that contain important ideas or concepts; (3) theme development, where similar codes are grouped to form main themes or patterns; and (4) synthesis, which involves weaving these themes into a coherent narrative that logically and structurally answers the research question.

## RESULTS AND DISCUSSION

### Result

#### 1. Psychology of Learning

Learning psychology is a branch that studies explicitly how humans learn, namely how they acquire knowledge, skills, attitudes, and habits through experience. This concept is fundamental in education because it provides a scientific basis for understanding and improving the learning process (Andi, 2014).

The scope of learning psychology covers various aspects related to how individuals acquire, process, and remember information and how certain factors affect the learning process. Some of the main topics within the scope of learning psychology include:

- Cognitive Processes in Learning: Studying how the brain processes, stores, and remembers information acquired during the learning process. This includes memory, attention, perception, and problem-solving (Asriani, 2017).

- b. Learning Theories: Understanding the various theories that explain how individuals learn, such as classical learning theory (Pavlov), operant learning theory (Skinner), cognitive learning theory, and constructivism (Piaget, Vygotsky). (Yuliana, 2020).
- c. Motivation in Learning: Examines the factors that encourage individuals to learn, such as intrinsic motivation (motivation from within) and extrinsic (motivation from outside factors), and how this motivation can improve learning outcomes. (Rosnani, 2016).
- d. Learning Styles: Studying the different learning methods between individuals, including visual, auditory, and kinesthetic learning styles, and how these affect understanding and retention of material. (Kurniasih & Sani, 2015).
- e. Emotional and Environmental Influences: Examines how emotional factors and the learning environment (such as stress, anxiety, and social and physical support) affect one's learning ability. (Afandi et al., 2013).
- f. Development in Learning: Analyses how the learning process changes throughout life, from children to adults, and the factors influencing learning development at each age stage. (Asriani, 2017).
- g. Social Learning: Investigates how individuals learn from observation and social interaction, including Albert Bandura's social learning theory, which emphasizes the importance of role models and observation. (Yuliana, 2020).

## 2. Definition of Psychology of Learning

To define the definition of learning psychology, we can refer to the definition of psychology and learning. Learning psychology studies individuals' behavior or psychological symptoms in interacting with the environment. Psychology comes from the Greek words 'psyche' and 'logos,' forming the term 'psychology,' meaning 'soul' and 'science,' respectively. The subject of psychology is individual actions that can be witnessed or understood through communication with the mind. Since the soul is abstract and cannot be directly observed, psychology cannot be called a science that studies the soul. Psychology consists of two parts: First, general psychology studies behavior. Second, special psychology studies the behavior of individuals in specific situations.

Here are some definitions of learning psychology according to experts, complete with sources from journals and books in Indonesian:

1. Nurjan (2016) states that learning psychology is a science that seeks to study and analyze the principles of human behavior in learning and learning. This definition emphasizes the analysis of human behavior in the context of learning. (Thabran 2022)
2. Suggests that the psychology of learning is a study that discusses psychological issues of learning and learning based on the focus or scope of education, which includes efforts to describe, improve, and improve the quality of learning and learning. This definition highlights learning psychology's role in improving education quality (Thabran, 2022)
3. Crow & Crow (in Nurjan, 2016) define learning psychology as a practical science that seeks to explain learning by scientifically established principles and facts surrounding human behavior. This definition emphasizes a scientific approach to understanding the learning process.
4. Winkel (in Nurjan, 2016) states that educational psychology is a branch of practical psychology that studies the prerequisites for learning in schools, various types of learning, and the phases in all learning processes. Although the focus is on educational psychology, this definition is relevant because learning psychology is part of educational psychology.
5. Andi (2014), in his book 'Psychology of Learning,' explains that the psychology of learning is a branch of psychology that studies explicitly how humans learn, namely

how they acquire knowledge, skills, attitudes, and habits through experience. This definition emphasizes the process of acquiring various aspects through experience.

From the above theory, learning psychology studies how individuals acquire, develop, and apply knowledge and skills through experience, practice, and interaction with the surrounding environment. The field focuses on the mental processes involved in learning, including attention, memory, motivation, and factors that influence how a person absorbs information. Learning psychology also examines various learning theories, such as behaviorism, cognitivism, and constructivism, which provide different views on learning. The main goal of learning psychology is to understand the most effective ways of facilitating individual learning and development, both in formal and informal educational contexts.

Psychology plays an important role in the educational process; we shall see. Psychology, also called psychology, is the field of science that investigates the human psyche. The definition of the soul is often said to be a spirit dependent on the body and can be affected by the surrounding environment. Therefore, the psychic or soul is the focal point of controlling human life and is found in every person or human being. Psychology can also be interpreted as the science of mental life (the science of mental life) and the science of mind (the science of mind) (Maunah, 2022, p. 81).

### 3. The Function of Learning Psychology

Learning psychology has an important role in education, especially in understanding how the learning process takes place and the factors that influence it. Some of the main functions of learning psychology are as follows:

a. Understanding the Learning Process of Learners

Learning psychology helps teachers and educators understand how students acquire, process, and store information. This includes the cognitive, affective, and psychomotor aspects involved in the learning process.

b. Customising Teaching Strategies

By understanding individual differences in learning styles, motivation, and cognitive development, teachers can tailor teaching methods to suit the needs of individual students. This is important to create an effective and conducive learning environment (Hidayah & Maunah, 2024).

c. Improving Learning Motivation

Learning psychology examines the factors that influence students' intrinsic and extrinsic motivation. This understanding helps create more interesting learning strategies and encourages students' active participation.

d. Overcoming Learning Barriers

Learning psychology provides a foundation for teachers to recognize and deal with learning problems, such as attention disorders, anxiety, or difficulties understanding the material.

e. Designing Effective Learning Evaluation

The principles of learning psychology help design evaluation forms that can measure students' abilities and development comprehensively, not just based on final results. Proper evaluation can provide helpful feedback for improving learning (Hidayah & Maunah, 2024).

f. Improving Teacher-Student Relationships

By understanding students' personalities and emotional and social aspects, teachers can build better relationships with learners, create a positive classroom atmosphere, and support learning. A good relationship between teachers and students can improve motivation and learning outcomes (Hidayah & Maunah, 2024).

#### 4. Practical Application in Learning Activities

In modern education, an understanding of the psychology of teaching is becoming increasingly important, given the complexity of the needs and characteristics of increasingly diverse students. Teachers are required to be able to adjust learning approaches, strategies, and techniques according to the psychological conditions of students. This includes recognizing individual differences, applying positive reinforcement techniques, understanding the stages of cognitive development, and managing emotions in the learning environment.

The following is a description of the practical application of teaching psychology in learning activities:

##### a. Understanding Students' Differences

Every student has unique characteristics, whether in learning style, speed of understanding the material, or social and cultural background. This uniqueness affects how they receive, process, and retain information delivered in the learning process. Therefore, teachers need to recognize and understand these individual differences to provide appropriate treatment according to the needs of each student.

With this understanding, teachers can design more effective and efficient learning strategies, such as differentiation methods, selection of relevant learning media, and varied instructional approaches. As stated by Christoper (2018), understanding student characteristics allows teachers to adjust the teaching and learning process so that learning outcomes can improve and the classroom atmosphere becomes more conducive.

##### b. Positive Reinforcement in Learning

Positive reinforcement, such as praise, awards, or other forms of appreciation, effectively increases students' learning motivation. When teachers recognize students' verbal or symbolic achievements, it creates a sense of pride and an intrinsic drive to keep trying better. Positive reinforcement also helps shape expected learning behaviors, such as perseverance, discipline, and active class participation.

According to Haryadi (2021), applying learning techniques tailored to student characteristics is very important in improving learning skills. By understanding the potential and needs of each student, teachers can apply the correct form of reinforcement, individually and in groups. This makes learning more personalized and meaningful for students and creates a positive and supportive learning climate (Haryadi, 2021).

##### c. Effective Classroom Management

Understanding educational psychology allows teachers to create good emotional relationships with students so that learning becomes fun. Good classroom management is key to creating a conducive and productive learning environment. Teachers need to have the ability to understand the dynamics that occur in the classroom, including interactions between students, the emotional atmosphere, and the potential for learning disorders. With this understanding, teachers can apply the right strategies to maintain order, focus students' attention, and create an atmosphere that supports the learning process.

As explained by Hidayah & Maunah (2024), understanding educational psychology allows teachers to build positive emotional relationships with students. This relationship is an important foundation for creating a pleasant classroom atmosphere where students feel safe, valued, and encouraged to be active in learning. Students with a good emotional attachment to the teacher tend to be more motivated, cooperative, and enthusiastic in participating in the learning process.

##### d. Improving Students' Learning Motivation

Student learning motivation is one of the key factors in determining the success of learning. To increase this motivation, teachers need to understand each student's needs,

interests, and learning goals. When students feel that the material being learned matches their interests or relates to what they need daily, they will be more interested and encouraged to learn actively.

Teachers who can relate the subject matter to the context of students' real lives can create more relevant and meaningful learning. This improves concept understanding and strengthens students' engagement in the learning process. According to research by Christoper (2018), understanding learners' behavior greatly helps teachers carry out teaching tasks effectively because teachers can adjust learning approaches and methods according to the psychological characteristics of students..

**e. Humanistic Approach to Teaching**

The humanistic approach to learning emphasizes the importance of building warm, open, and empathetic relationships between teachers and students. In this approach, the teacher not only acts as a conveyor of information but also as a facilitator who guides students to recognize and develop their potential. An emotionally supportive learning atmosphere will encourage students to be more confident, independent, and active in exploring knowledge.

As stated by Haryadi (2021), teachers who understand the psychological aspects of students will be better able to apply learning techniques that suit the characteristics of each individual. By paying attention to students' emotional and social needs, teachers can create a more personalized and meaningful learning experience. This approach not only strengthens interpersonal relationships in the classroom but also positively impacts student achievement and psychological well-being.

**f. Cognitive Strategies in Learning**

Applying cognitive strategies in learning, such as concept maps, group discussions, or question-and-answer methods, greatly helps students develop critical thinking skills and problem-solving abilities. These strategies encourage students to actively process information, connect the concepts learned, and hone their analysis and evaluation skills more deeply. Thus, students not only memorize material but are also able to understand and apply knowledge creatively.

According to Hidayah (2024), an understanding of educational psychology also allows teachers to provide fairer and more objective assessments based on the abilities and development of each student. Teachers can adjust the assessment to the student's level of understanding and thought process so the evaluation becomes more accurate and supports the learning process. This approach also helps teachers identify students' special needs for further improvement and development.

**g. Understanding Students' Developmental Stage**

Teachers must understand students' cognitive developmental stages to customize appropriate and effective teaching methods. Each stage of development has different characteristics in how students think and process information. For example, primary school students are usually at the concrete operational stage, where they more easily understand concepts through direct experience and use concrete objects as learning aids. As affirmed by Christoper (2018), a deep understanding of learners' behavior and development is essential for teachers to perform their duties effectively. By knowing the stage of students' cognitive development, teachers can design appropriate learning strategies to make learning more meaningful and improve learning outcomes. It also helps teachers anticipate challenges that may arise during learning (Astuti et al, 2024).

**h. Diagnostic and Formative Evaluation**

Diagnostic evaluation is the first step taken before the learning process begins with the aim of finding out the initial abilities and learning needs of students. Teachers can identify

students' strengths and weaknesses through this evaluation to design appropriate and effective learning strategies. Meanwhile, formative evaluation is carried out continuously during the learning process to monitor students' progress and understanding of the material being taught.

According to Hidayah & Maunah (2024), understanding educational psychology is very helpful for teachers in providing fair and objective assessments based on students' abilities and development. By using the results of diagnostic and formative evaluations, teachers can adjust teaching methods and provide constructive feedback so that the learning process becomes more responsive to student needs and optimally improves learning outcomes.

i. Emotion Management in Teaching Activities

Teachers who can manage their emotions well will create a positive and conducive learning environment more effectively. This ability is important because teachers' emotions affect classroom atmosphere and student interactions. In addition, teachers also need to assist students in recognizing and managing their emotions in order to cope with stress, frustration, or anxiety that may arise during the learning process.

According to Haryadi (2021), understanding the psychological aspects of students is very helpful for teachers in dealing with challenges that arise due to the different characteristics of each student. By understanding students' emotional and social backgrounds, teachers can provide a more appropriate and personalized approach so that the evaluation and intervention process in learning becomes more effective and supports students' character development and learning abilities.

j. Building Positive Teacher-Student Relationships

Positive relationships between teachers and students are important in increasing students' engagement and motivation to learn. When students feel valued, heard, and supported by teachers, they participate more actively in learning activities. This good relationship also creates a sense of security and comfort, so students are more open to asking questions, discussing, and developing their potential.

According to Hidayah (2024), a strong emotional connection between teachers and students makes learning more enjoyable and meaningful. A warm and supportive atmosphere helps boost the spirit of learning and strengthens social bonds that support character development and students' psychological well-being in the school environment. By applying the principles of teaching psychology, teachers can create an effective learning environment that supports students' holistic development.

## Discussion

### 1. The Foundational Scope of Learning Psychology

Learning psychology serves as the scientific cornerstone of education, providing a systematic framework for understanding the intricate processes by which individuals acquire knowledge, skills, and attitudes. Its primary function is to deconstruct the act of learning into its core components. This field delves into a wide array of cognitive processes, examining how attention, perception, and memory work in concert to process and store new information. Furthermore, it investigates the powerful role of motivation, distinguishing between intrinsic drives that come from within and extrinsic factors that encourage learning from the outside. The scope also extends to understanding emotional and environmental influences, recognizing that factors like stress, anxiety, or a supportive atmosphere can significantly impact a person's ability to learn effectively. By exploring these fundamental elements, learning psychology offers educators the essential tools to analyze and enhance the entire educational experience from a scientific standpoint (Alinier & Hssain, 2019; Closs et al., 2021; Wei et al., 2021).

## 2. Theoretical Frameworks for Understanding Learning

To explain how learning occurs, the field of psychology offers several major theoretical lenses, each providing a unique perspective on the acquisition of knowledge. The behaviorist approach, for instance, focuses on observable behaviors, positing that learning is a change in behavior resulting from stimulus-response associations, reinforced through rewards or punishments. In contrast, the cognitive perspective shifts the focus inward, exploring the mental processes that are often likened to a computer, such as information processing, problem-solving, and memory retention. A third major framework, constructivism, argues that learners are not passive recipients of information but are active builders of their own knowledge. This theory emphasizes that individuals construct their understanding through personal experiences and social interactions, making learning a deeply personal and contextual process. These diverse theories provide educators with different models for designing instruction and understanding student behavior (Hussain & Begum, 2024; Nadeem et al., 2023).

## 3. Recognizing and Adapting to Individual Learner Differences

A central tenet of modern educational psychology is the rejection of a "one-size-fits-all" approach to teaching. The field emphasizes the critical importance of recognizing and accommodating the vast differences among individual learners. These differences manifest in various ways, including distinct learning styles—such as visual, auditory, or kinesthetic preferences—which dictate how a student most effectively absorbs information. Furthermore, educators must consider a student's cognitive developmental stage, as the ability to grasp abstract concepts versus concrete examples changes significantly with age. Understanding these unique characteristics allows teachers to implement differentiated instruction, tailoring their methods and materials to meet the specific needs of each student. This personalized approach not only makes learning more efficient but also fosters a more inclusive and supportive classroom environment where every student has the opportunity to succeed (Goyibova et al., 2025).

## 4. The Teacher's Role in Cultivating a Positive Learning Ecosystem

The role of the teacher, as viewed through the lens of learning psychology, extends far beyond simple instruction. Teachers are architects and managers of the entire learning ecosystem, responsible for cultivating an environment conducive to growth. A key function is to foster and sustain student motivation. This is achieved by making learning relevant to students' lives, setting clear and achievable goals, and creating an atmosphere of curiosity and engagement. Effective classroom management is another critical component, ensuring the learning environment is orderly, focused, and free from distractions. Moreover, teachers must be adept at managing the emotional climate of the classroom, helping students navigate learning-related stress and anxiety. By building positive, trusting relationships, teachers create a sense of psychological safety that empowers students to actively participate and take intellectual risks (Beamish & Saggers, 2018; Blazar & Kraft, 2016; Imad, 2022).

## 5. Applying Psychological Principles through Practical Teaching Strategies

The theoretical principles of learning psychology are most powerful when translated into concrete, practical classroom strategies. One of the most effective techniques is the consistent use of positive reinforcement. Providing specific praise, recognition, or other forms of appreciation for effort and achievement helps build student confidence and reinforces desired behaviors like perseverance and active participation. In addition to behavioral techniques, teachers can employ various cognitive strategies to promote deeper understanding. Methods such as creating concept maps, facilitating structured group discussions, and using probing questions encourage students to move beyond rote memorization. These strategies prompt them to actively process information, make connections between ideas, and develop essential higher-

order thinking skills, such as analysis, evaluation, and creative problem-solving (Makhene, 2019; Murad et al., 2021; Riwayatiningsih, 2019; Soltis et al., 2015).

## 6. The Humanistic Approach and the Power of Relationships

A humanistic approach to education prioritizes the emotional and psychological well-being of the student, recognizing that learning is a deeply personal journey. This perspective casts the teacher not as an authority figure who dispenses knowledge, but as a facilitator who guides and supports students in realizing their full potential. Building warm, open, and empathetic relationships is central to this approach. When students feel seen, heard, and valued by their teachers, they develop a stronger sense of belonging and security in the classroom. This positive emotional connection is foundational; it reduces learning anxiety, boosts intrinsic motivation, and encourages students to be more open and engaged. By focusing on the whole person, the humanistic approach ensures that education supports not only academic achievement but also personal growth and psychological resilience (Yue et al., 2019).

## 7. The Function of Assessment as a Tool for Learning and Growth

From a psychological standpoint, assessment is not merely a tool for assigning grades but a vital component of the learning process itself. Effective assessment begins with diagnostic evaluation, conducted at the start of a learning unit to identify students' pre-existing knowledge and specific needs. This allows teachers to tailor their instruction from the outset. Throughout the learning process, formative evaluation provides continuous, real-time feedback to both the teacher and the student. This ongoing monitoring helps identify areas of difficulty and allows for immediate adjustments to teaching strategies. This approach ensures that evaluation is a fair, objective, and supportive process that is aligned with students' developmental stages. By using assessment as a diagnostic and formative tool, educators can create a responsive learning cycle that supports every student's individual path to mastery.

## CONCLUSION

Learning psychology is a key educational pillar by providing a strong theoretical and practical basis for understanding and optimizing the learning process. Through concepts such as behaviorism, cognitivism, and constructivism, learning psychology assists educators in designing effective, adaptive, and learner-centered teaching strategies. The function of learning psychology is not only limited to theory but also plays a practical role in identifying students' learning needs and overcoming obstacles that arise during the educational process.

By applying the principles of learning psychology, the educational process can run more effectively and efficiently, creating an environment that supports learners' motivation and active involvement. Therefore, mastering the psychology of learning is the key to the success of sustainable education, providing a positive impact in improving the quality of learning outcomes and developing the potential of students as a whole..

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