



Indonesian Journal of Elementary Education
p-ISSN: 2715-5161; e-ISSN: 2716-5116
Homepage: <http://syekhnurjati.ac.id/jurnal/index.php/ijee>



Non-Directive Teaching Model as a Humanistic Approach in Islamic Religious Education at SD Negeri 16 Koto Baru

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article info

Article history:

Received: 13 04 2025

Accepted: 13 04 2025

Published: 30 04 2025

Keywords:

Non-Directive Model

Humanistic

Islamic Education

abstract

Teachers as the spearhead of education with all the competencies they have are obliged to educate, teach, foster, and direct students to achieve educational goals that educate the nation's life. The purpose of this research is to find out the application of non-directive teaching models as a humanistic approach that is able to please and understand the needs of students in the learning process at school. Therefore, every teacher must have good knowledge related to learning models that suit the needs of students. Because the characteristics of each student in learning are diverse. This research uses qualitative methods with case studies, through interviews, observations and documentation. The results of this study show that the teacher's role in the non-directive learning model is as a facilitator and collaborator in the process of exploring students' identities and solving problems. This is what is meant by non-patronizing or non-directive. The main key to success in applying this model is the partnership between teachers and students. Thus, the application of this model as a humanistic approach in Islamic Religious Education at SD Negeri 16 Koto Baru is considered effective in developing students' character and spirituality, and it is recommended that its implementation be supported through teacher training programs, improved learning media facilities, and active involvement of parents and communities to support the educational process.

How to cite this article:

Faradila, H. (2025). Non-Directive Teaching Model as a Humanistic Approach in Islamic Religious Education at SD Negeri 16 Koto Baru. *Indonesian Journal of Elementary Education (IJEE)*, 7(1), 41-52. <http://dx.doi.org/10.24235/ijee.v7vi1.20042>



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i n f o a r t i k e l	a b s t r a k
<p>Riwayat artikel: Diterima untuk direview: 13 04 2025 Diterima: 13 04 2025 Diterbitkan: 30 04 2025</p> <p>Kata kunci: Model Non-Direktif Pendekatan Humanistik Pendidikan Agama Islam</p>	<p>Guru sebagai ujung tombak pendidikan dengan segala kompetensi yang dimilikinya wajib mendidik, mengajar, membina, dan mengarahkan siswa untuk mencapai tujuan pendidikan yang mencerdaskan kehidupan bangsa. Tujuan penelitian ini untuk mengetahui penerapan model pengajaran non-directive sebagai pendekatan humanistik mampu menyenangkan dan memahami kebutuhan dari peserta didiknya dalam proses pembelajaran di sekolah. Maka dari itu setiap guru harus memiliki pengetahuan yang baik terkait model pembelajaran yang sesuai dengan kebutuhan siswa. Sebab karakteristik dari setiap siswa dalam belajar beraneka ragam. Penelitian ini menggunakan metode kualitatif dengan studi kasus, melalui wawancara, observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa peran guru dalam model pembelajaran non-directive yaitu sebagai fasilitator dan kolaborator dalam proses penggalan jati diri dan pemecahan masalah siswa. Inilah yang dimaksud dengan tanpa menggurui atau non-directive. Kunci utama keberhasilan dalam menerapkan model ini adalah kemitraan antara guru dan siswa. Dengan demikian penerapan model ini sebagai pendekatan humanistik dalam Pendidikan Agama Islam di SD Negeri 16 Koto Baru dinilai efektif dalam mengembangkan karakter serta spiritualitas siswa, dan disarankan agar implementasinya didukung melalui program pelatihan guru, peningkatan fasilitas media pembelajaran, serta keterlibatan aktif orang tua dan komunitas untuk mendukung proses pendidikan.</p>

INTRODUCTION

In the current era of modernization, student activity is needed in education that aims to improve student ideas but cannot be separated from the creativity of a teacher in designing and applying learning models that are suitable for the needs of students. The selection of this learning model must be adjusted to the material to be taught to students (Halijah, 2023). The learning approach is a strategy for a teacher to have the desire to accept that a student can understand his own life (Sidqy, 2024).

Along with the development of a more humanistic educational paradigm, the non-directive teaching model developed by Carl Rogers offers a student-centered approach. The non-directive model emphasizes the role of the teacher as a facilitator who helps students find the meaning of learning through self-exploration, reflection, and supportive social interactions. In the context of Islamic religious education, this approach is able to help students explore Islamic values more deeply, not only cognitively but also affectively and psychomotorically (Hendracipta, 2021). Correlating religious teachings with the situations or

contexts of students' daily lives can improve their understanding of the relevance of Islamic values in practical life. (Theodoridis and Kraemer, 2020).

Several theories that can be adapted to the character and abilities of students, one of which is the humanistic approach. According to Arthur (2011) learning is not only about how to memorize material but more than that learning is how someone is free to find their own way and can be done anywhere. As long as it brings good results for him. For an educator, carrying out a great responsibility in carrying out his work to educate the nation is not an easy matter. We know that a teacher cannot demand the learning process for each student, but they are the ones who are free to determine their own learning process. This will help students achieve the goals of this humanistic theory. (Naouval, 2024).

According to Carl Roger in Slameto, the benefit of non-directive teaching is the formation of a willingness to learn on their own to achieve understanding and discovery so that a self-concept is formed. This non-directive teaching assumes that students want to be responsible for the learning process and its success depends on the desire of students and teachers to share ideas openly and communicate honestly and openly with others. The learning model also has several syntaxes as a form of process in learning activities by teachers and learning activities for students to achieve learning goals (Nurlaila, 2019).

The nurturing effect is another learning outcome from a learning process that is directly experienced by students (Nurlaila, 2019). This teaching model consists of five stages including: 1) The teacher helps students find the core of the problem they are facing, 2) The teacher encourages students to express their feelings and the teacher must also encourage students to be able to state and explore their problems, 3) Students try to find the meaning of their experiences, find cause and effect relationships and ultimately understand and realize the meaning of previous behavior, 4) The teacher encourages students to make plans and make decisions about their problems, 5) Students report actions in the form of alternative solutions to problems that they have taken in the previous stage. Furthermore, he reflects on the actions he has taken, and tries to make them better and more effective (Lutfiyah, 2019).

Non-directive learning procedures have implications where each student is there to communicate and try to live with others. The main technique in applying the non-directive learning model is what Ragers terms a non-directive interview or interview without being patronizing, namely a face-to-face interview between the teacher and the student. During the interview, the teacher acts as a collaborator in the process of exploring the identity and solving the student's problems (Bruce, 2011).

Non-directive learning has a syntax that is divided into five stages of activities, including, in stage one, the help of the situation is determined. This stage defines the freedom of students to express feelings, an argument, a problem beginning, and some discussion of a relationship if this happens continuously. In stage two, students are encouraged to accept and clarify what the teacher has expressed positive and negative feelings in order to explore and determine the problem (Hariyanto, 2015).

In stage three, students develop insights continuously, feel new understanding in their experiences, see new relationships from causes and impacts, and understand the meaning of previous behavior. In stage four, students act on planning and decision making by appreciating the problem. The role of the teacher to clarify alternatives. In stage five, students report on actions taken, develop further insights, and plan positive activities (Hariyanto, 2015).

The syntax given here can occur in one interview or in a series of interviews. The five stages of non-directive interviews provide teachers with a summary of the processes used in them. Although the specific flow that teachers have is minimal only in terms of control and can help students strengthen their perceptions of themselves by evaluating their progress and development (Nina, 2009).

The application of the non-directive teaching model is designed from a learning environment created by teachers according to the conditions and needs of learners that are realized through non-directive counseling during learning, where students are free to express their feelings, difficulties, and there is no coercion in learning. The focus of learning is that teachers and students together overcome the learning problems they face, so that the consequence is that learning does not tend to be rushed and chase the material content that must be taught but rather focuses on the extent of students' abilities and the progress they get from learning (Nurlaila, 2019).

Research related to nondirective teaching is in accordance with the opinion of Noermanzah (2020) that teachers experience obstacles, especially related to students who have learning difficulties and obstacles in communicating so that the teacher's job is to be a facilitator who is able to create interesting, creative, and innovative learning, one of which is through the application of non directive teaching models. So with Nurlaila's research (2019) as a learning model that is applied must be really well planned and assisted by communicative learning media. These studies are relevant because they provide a basis that the problem of preparing learning difficulties and barriers to communication does not only lie in the aspect of technical ability, but also in the extent to which teachers are able to present effective learning applications.

Thus, researchers see that learning at SD Negeri 16 Koto Baru tends to be conditional. Students also have different learning abilities, for teachers cannot beat the same learning approach for all students. However, this approach is still rarely applied optimally and has not been widely researched. During the holistic experience, people learn and develop themselves, perceiving the experience as truly relevant to them and generating attachment relationships that are very important for learning (Georgopoulos & Vouyoukasi, 2018). Based on these problems, this study aims to analyze how the non-directive teaching model can be applied in PAI learning, the role of teachers in facilitating learning with this approach, and its impact on students' understanding and character building. Based on the background and description of the phenomenon of the problem above, the researcher is interested in conducting more in-depth research with the title, "Non-Directive Teaching Model as a Humanistic Approach in Islamic Religious Education at SD Negeri 16 Koto Baru".

METHODS

This study uses a qualitative approach with a case study type conducted at SD Negeri 16 Koto Baru. The main focus of the study is the application of a non-directive teaching model as a humanistic approach in Islamic religious education (PAI) learning. PAI teachers as the main actors in teaching values to students and as international targets (Faradila, 2024). Data collection techniques were carried out through interviews with principals, teachers, and students, and observations were carried out to see directly how teachers apply non-directive teaching models and how students respond to this method in the learning process. Interviews were conducted in a semi-structured manner with PAI teachers to understand the teaching strategies used, with students to find out their experiences in learning, and with the principal to explore school policies related to this teaching method. In addition, documentation was used to collect data in the form of teaching modules, student learning outcome records, and photos or recordings of the learning process (Sugiyono, 2019). Evaluation of data validity is carried out by ensuring that the data obtained is in accordance with reality through the triangulation method. The research is expected to provide a comprehensive picture of the application of the non-directive teaching model in Islamic Religious Education learning at SD Negeri 16 Koto Baru (Abdussamad, 2021).

RESULTS AND DISCUSSION

Application of Non-Directive Teaching Model as a Humanistic Approach in Islamic Religious Education at SD Negeri 16 Koto Baru

This practice of non-directive learning model was conducted in two meetings. This aims to give students time to adapt to the learning method used, so that the research results can be utilized in the teaching and learning process in the future. In order for this research to run well without obstacles that can disrupt the smooth learning process, the researcher has prepared several stages in the planning process, namely: *Perencanaan pembelajaran*

1. Learning planning

The steps taken are as follows:

- a. Writing a lesson plan, with learning tools. In the process, the teacher tries to understand the learners' situation. During the interaction the teacher reflects on the students' thoughts and feelings. By making reflective comments once in a while, students' awareness can help clarify their ideas (Alexander, 2017).

Tabel. 1 Non-directive step model

Phase One: explain the situation that needs help	The teacher encourages learners to express their feelings freely
Phase Two: exploring the problem	-Learners are encouraged to solve problems -Teachers accept and appreciate feelings
Phase Three: Develop insights	- Learners discuss problem -Teacher encourages learners
Phase Four: Planning and making decisions	-Learners plan the first order in the decision-making process -Teacher explains possible decisions
Fifth Phase: Integration	Learners gain deeper insights deeper insights and develop more positive actions actions that are more positive

The social system in this non-directive learning model requires the teacher to act as a facilitator and reflector. Then provide rewards in the interview in the form of acceptance, understanding and empathy (Joyce, 2011). This step is done so that students are able to make their own observations, are able to conduct their own analysis and think for themselves (Roestiyah, 2008).

In the application of non-directive learning models, students are viewed as subjects and objects in learning. They basically have the abilities they have. The learning process is viewed according to the stimulus that challenges students to carry out teaching and learning activities (KBM). In the non-directive learning model in the humanistic approach that includes the development of personal values and an emphasis on educational diversity without limitations, students are more active, asking, searching and finally concluding the material taught with teacher guidance.

b. Develop learning methods and media

Teachers choose learning methods that encourage active student involvement, such as group discussions, individual reflections, and case studies related to morals towards animals and plants. The learning media used include educational videos of inspirational

stories, and role simulations to deepen students' understanding of the importance of protecting the environment and treating animals with compassion.

Tabel. 2 Learning Method Framework

Non-Directive Learning Model	Description
Group Discussion	Students share their opinions on the importance of protecting the environment and treating animals well..
Individual Reflection	Students write down their personal experiences in interacting with animals and plants and how they apply Islamic values.
Case Study	Students are given scenarios about good and bad treatment of animals and plants, and they analyze the impact.
Role Simulation	Students play the role of environmental guardians and animal lovers to understand the practice of preserving nature.

c. Evaluation Instruments

Evaluation in the non-directive approach does not only focus on cognitive aspects, but also includes affective and psychomotor aspects. In the research instrument, the teacher designed an assessment instrument that emphasized more on the development of attitudes and understanding of religious values related to morals towards plants and animals.

In this role, teachers and students are partners in learning, sharing open ideas, and communicating with each other regarding the material presented. The planning as a result of the interview conducted by the researcher with the Islamic religious education teacher at SD Negeri 16 Koto Baru is as follows:

"Before learning, what I have to prepare first is making all the necessary learning tools, as well as books related to learning and looking at the material that will be given. I do this to make it easier and as a guideline for me when teaching in class."



Picture 1. Planning of non-directive learning device models in a humanistic approach

This is known through direct observation and document studies conducted by researchers during interviews with the principal. In using the non-directive learning model, before compiling learning activities in the classroom, the first thing to do is

planning. In this planning, the first thing to do is to conduct a class analysis to find out the condition of the class.

2. Learning implementation

The implementation of effective classroom learning in learning, when a teacher is able to create classroom conditions that allow students to develop their abilities optimally and eliminate all obstacles that can interfere with students in implementing learning, and provide facilities and learning media that support students in learning (Rusman, 2012). Therefore, in implementing learning, it is necessary to know the conditions and problems that occur in students during learning.

Based on the results, it was found that the school supports various activities including:

a. Creating an Inclusive Learning Environment

The teacher acts as a facilitator who supports students in expressing their understanding of Islamic values without pressure. The classroom atmosphere is made more open so that students feel comfortable expressing their opinions and experiences in protecting the environment and treating animals well. Discussion and Exploration Based Learning

b. Mentoring and Reflection

Teachers provide individual and group guidance, tailored to the needs of each student. After the learning is complete, a reflection session is held to evaluate the extent to which students understand and internalize the material that has been learned.

As the results of the interview conducted by the researcher with the Islamic religious education teacher at SD Negeri 16 Koto Baru are as follows:

"We try to provide a learning experience that is close to their lives. Children understand faster if they learn through real examples, not just theory. With the support of schools and a supportive environment, children are more enthusiastic."

The implementation of the non-directive learning model in Islamic religious education at SD Negeri 16 Koto Baru was carried out through several stages.

Stage 1: Establishing Situational Assistance

At the beginning of the lesson, the teacher creates an atmosphere that encourages students to be open and express their views about plants and animals. The teacher begins with reflective questions, such as:

"What do you do when you see a hungry cat around the house?"

"Have you ever pulled out leaves or damaged plants just to play around?"

This question elicited a variety of student responses. Some students admitted that they had done bad things to plants and animals because they did not understand that it was bad morals. The teacher accepted all answers without judgment, creating an open discussion space.

Stage 2: Clarification and Acceptance

The teacher listens to the students' opinions and helps clarify their feelings and understanding. Some students seem to begin to realize that their actions towards living things can have negative impacts. The teacher conveys that Islam teaches compassion not only for humans, but also for other living things.

From the results of interviews with PAI teachers, he said:

"Children actually have a sense of compassion, it's just that they don't know that destroying plants is also part of bad morals. With this model, I see them becoming more open and aware of their own experiences."

Stage 3: Insight Development

After the discussion process, students began to realize the relationship between their actions and moral values in Islam. They began to see that plants and animals are also creatures of Allah that must be protected. There were students who said,

"If plants are cared for, they can grow and become a reward for us."

The teacher reinforces understanding with stories from the hadith and stories of the Prophet's companions who showed compassion for animals.



Picture 2. Developing Insight into the subject of Morals towards Animals and Plants through a non-directive model

Stage 4: Decision Making

Students are directed to plan concrete actions as a form of implementing moral values towards plants and animals. In small groups, they create posters with the theme "Love Living Things" and make simple plans such as watering plants every day, not removing flowers and leaves and feeding pets with love.

Stage 5: Reporting and Reflection

At this stage, students convey the activities that have been done during one week. Some students bring photos when they water the plants at home or feed the chickens. They tell how they feel after doing it, and most feel happy and more responsible.



Picture 3. Student reflection in the learning process

In a follow-up interview, the teacher stated:

"This model really helps children realize that morality is not just a rote lesson. They become more involved because they can talk about their own experiences and make their own decisions."

This role of the teacher helps students explore new ideas about life, their school, and their relationships with others. The model creates an environment where students and teachers are partners in learning, share ideas openly, and communicate honestly with each other. The non-directive model is more about nurturing students than controlling the sequence of learning. The emphasis is more on developing effective long-term learning styles and developing strong, well-directed individual personalities than on short-term goals or subjects. Non-directive teachers are patient and do not sacrifice the long-term view by forcing quick results.

Analysis of the Implementation of the Non-Directive Teaching Model as a Humanistic Approach in Islamic Religious Education at SD Negeri 16 Koto Baru

The non-directive teaching model is an approach that emphasizes students' freedom to express their opinions, feelings, and experiences without direct direction from the teacher, so that the teacher acts as a facilitator in accompanying the learning process. In the context of Islamic Religious Education at SD Negeri 16 Koto Baru, this approach is very much in line with Islamic humanistic values that emphasize the development of character, spirituality, and self-awareness of students as a whole.

Its implementation can be seen through the creation of a conducive classroom atmosphere, where teachers encourage students to express their opinions through reflective questions such as "What do you think about the treatment of living things around us?", which then leads students to discuss morals in the treatment of plants and animals and internalize the value of compassion as taught in Islam. The teacher plays an active role as a companion by clarifying students' views, providing constructive feedback, and conveying the values of justice and compassion that are at the heart of Islamic teachings, thereby increasing students' emotional involvement and participation in the learning process. Through discussions, mini projects such as poster making, and personal reflection, students not only gain theoretical knowledge but also relate real experiences to religious values, which has been shown to enhance their understanding of the relationship between everyday behavior and Islamic principles. Although there are obstacles such as the need for longer discussion time and students' limited ability to speak openly, the support of a conducive school environment, the availability of varied learning media, and regular training for teachers are able to overcome these obstacles.

The results of observations and interviews with teachers revealed that the implementation of the non-directive teaching model has resulted in an increase in positive attitudes and behaviors, where students began to show concern for living things, were more open in expressing themselves, and were able to relate personal experiences to Islamic values in depth. Therefore, the implementation of this model as a humanistic approach in Islamic Religious Education at SD Negeri 16 Koto Baru is considered effective in developing students' character and spirituality, and it is recommended that its implementation be supported through teacher training programs, improving learning media facilities, and active involvement of parents and the community to support a education process. Teachers also conduct interviews without patronizing, which are face-to-face interviews between teachers and students. During the interview, the teacher acts as a collaborator in the students' self-discovery and problem-solving process. This is what is meant by non-patronizing or non-directive. The key to success in implementing this model is the partnership between teachers and students.

CONCLUSION

Non-directive learning focuses on the student where the facilitator strives to see the world as the student sees it. This creates an atmosphere of empathic communication where students' self-control can be nurtured and developed. The teacher also plays a role in

changing students for the better, where he/she accepts all feelings and thoughts, even from students who have wrong opinions. Here the teacher indirectly communicates to the students that all opinions and feelings are acceptable.

The main technique in applying the non-directive learning model is what Rogers termed as non-directive interview, which is a face-to-face interview between teachers and students. During the interview, the teacher acts as a collaborator in the students' self-discovery and problem-solving process. This is what is meant by non-patronizing or non-directive.

The application of non-directive teaching models in Islamic Religious Education learning at SD Negeri 16 Koto Baru has proven effective as a humanistic approach. This model is able to foster awareness of Islamic values in depth and shape students' character through personal experience and freedom of thought. This approach is very relevant in character and spiritual education, especially in forming noble morals from an early age.

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