



Integration of Educational Domain and Basic Needs According to Abraham Maslow: a Study in the Perspective of Educational Psychology

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ABSTRACT

This paper aims to explore in depth the relationship between the educational domain which includes cognitive, affective, and psychomotor aspects with basic hierarchical needs according to Abraham Maslow in the field of educational psychology. Maslow's theory divides human needs into five main levels, namely physiological needs, safety, affection and belonging, appreciation, and self-actualization. This theory is an important motivation and learning behavior in the school environment. This paper emphasizes that the fulfillment of basic needs is the fulfillment of the development of each educational domain. For example, mastery of the cognitive domain will not be optimal if the need for safety has not been met. The affective domain is closely related to the need for social interaction and recognition.

INTRODUCTION

Understanding basic human needs is an important factor, especially in creating a supportive and conducive learning atmosphere. One of the relevant and widely used theories to understand motivation in the learning process is the hierarchy of needs theory developed by Abraham Maslow. This theory divides human needs into five levels, starting from basic biological needs to achieving self-actualization. ('Adziima, 2022) When all these levels are met, individuals will have higher mental readiness and motivation to develop, including in learning.

Meanwhile, education includes five main domains that cannot be separated: the cognitive domain related to thinking and knowledge, the affective domain which includes values, attitudes, and emotions, and the psychomotor domain related to physical skills, the conative/dynamic domain and the spiritual domain. These five aspects are interrelated and must be fostered in a balanced manner.

However, in reality, many educational institutions still focus too much on academic abilities, and pay less attention to the psychological aspects of students who actually determine the success of learning as a whole. Psychological changes that occur include searching for identity, being emotional, and liking the opposite sex. (Napitupulu et al., 2022)

If students' basic needs such as security, recognition, and social relations are not met, their learning motivation tends to decrease. As a result, various problems can arise such as low academic achievement, deviant behavior, and even social conflict in the school environment. Therefore, it is important for educators and policy makers to realize that the development of the three domains of education cannot run optimally without first meeting the basic needs of students as described in Maslow's theory.

Based on this thinking, this study aims to examine in depth how the integration of Maslow's theory of needs and the three domains of education can produce a more comprehensive, humanistic, and student-oriented learning approach. The hope is that education can take place more effectively and be able to form a generation that is not only superior in cognitive aspects, but also emotionally stable and mature in social relations.

METHODS

In this study, the author uses a research approach in the form of a literature study. Literature study is a study used in collecting information and data with the help of various materials available in the library such as documents, books, magazines. This study uses qualitative research with a literature study method, so that data collection in this study in addition to reference books is also used as sources of books, journals, articles so that it can make valid research.

RESULTS AND DISCUSSION

Abraham Harold Maslow was a renowned American psychologist who is known as a central figure in the development of humanistic psychology. He was born on April 1, 1908 in Brooklyn, New York. Throughout his life, Maslow was very interested in exploring deep questions about the meaning of life, human potential, and what makes a person a whole person. He rejected the pessimistic views offered by psychoanalysis and the mechanistic approach of behaviorism. As an alternative, Maslow believed that humans basically have a positive drive to grow, develop, and achieve the best qualities within themselves. One of his greatest contributions to the world of psychology is the theory of the hierarchy of human needs, which states that human needs are arranged in a certain order, from the most basic to the highest and transcendental level. In his view, Maslow stated that a person cannot move on to the next level of needs if the previous needs have not been met. These needs begin with physiological needs such as food and sleep, followed by the need for safety, affection and belonging, recognition or self-esteem, until reaching its peak, namely self-

actualization when the individual is able to realize their highest potential, find the meaning of life, and become an authentic person.

Abraham Maslow's Theory: Hierarchy of Needs

The Hierarchy of Needs Theory introduced by Abraham Maslow states that humans have five layers of needs that are arranged in stages, starting from the most basic needs to the highest level. Maslow emphasized that a person will not be motivated to fulfill needs at a higher level if more basic needs have not been met.

The Five Levels in Maslow's Theory:

- a. **Physiological Needs**
These are the most fundamental needs, such as eating, drinking, sleeping, breathing, and shelter. If these needs are not met, humans cannot survive.
- b. **Safety Needs**
After physical needs are met, humans will want a sense of security both physically and psychologically including protection from danger, stability in life, and future security.
- c. **Social Needs: Love and Belongingness Needs**
This level includes the need to have warm social relationships, such as friendship, love, feeling accepted in a group, and having emotional connections with others. Parents must give affection to their teenagers, because affection is a treasure that cannot be bought. (Purnama et al., 2022).
- d. **Esteem Needs**
At this stage, individuals crave appreciation, recognition, and self-confidence. If these needs are ignored, a person can experience a crisis of self-esteem and feel helpless.
- e. **Self-Actualization Needs**
This is the highest level, where a person tries to achieve their maximum potential, express creativity, pursue life goals, and become a true and meaningful person.

If Abraham Maslow's theory is implemented consistently and human needs are met gradually according to its hierarchy, various positive benefits will emerge, especially in the realm of education and overall individual development.

When all the needs in Maslow's theory are met sequentially and consistently, a person will grow and develop in a balanced way, both in terms of physical, emotional, social, and intellectual aspects. In the world of education, this creates a conducive learning atmosphere and allows students to be actively involved. (Napitupulu et al., 2022) For example, students whose basic needs such as food, rest, and health have been met will have high concentration and enthusiasm for learning. If they also feel safe, both physically and emotionally in the school environment, then feelings of anxiety or fear will not interfere with their learning process.

Then, when the need to feel loved and be part of a community, for example through friendship, teacher support, and positive social interactions, is met, this will increase self-confidence, intrinsic motivation, and emotional attachment to the learning environment. Fulfilling the need for appreciation, whether in the form of praise, recognition, or achievement, will strengthen students' self-confidence and encourage them to continue to develop. At the peak stage, when all these needs have been met, students are in an ideal condition to achieve self-actualization, where they learn because of the urge to grow, develop creativity, seek meaning in life, and contribute their best abilities.

Thus, the effective application of Maslow's theory will produce a whole person who is balanced physically, mentally, socially, and spiritually and is able to make a positive contribution to themselves and society. In the context of education, this will produce a generation that is not only superior in academics, but also emotionally resilient, honest, independent, and ready to face various life challenges.

If the needs in Abraham Maslow's hierarchy are not met sequentially, then various negative consequences will arise, both for individual development and in the world of education. Failure to meet basic needs can hinder overall personal growth and cause disruption in the learning process and character formation.

For example, if physiological needs such as food intake, adequate sleep time, and health conditions are not met, students will have difficulty focusing, get tired easily, and not have enough energy to follow lessons. (Purnama et al., 2022) This can lead to decreased learning achievement and academic motivation. Likewise, if students do not feel safe both physically and emotionally, they will live in tension, anxiety, or even trauma, which ultimately creates discomfort at school and inhibits active involvement in the learning process. (Prihanto et al., 2023).

If the need for social relationships, affection, and belonging is not met, students can feel lonely, isolated, or not accepted by their environment. These conditions can trigger deviant behavior, withdraw from social interactions, or seek acceptance from negative environments. In addition, when the need for appreciation and recognition is ignored, students' self-confidence will weaken, feelings of worthlessness arise, and motivation to achieve can decrease drastically. In the long term, this has the potential to cause an identity crisis or feelings of failure in life.

The most worrying thing is if individuals fail to achieve self-actualization. When previous needs are not met, students do not have an adequate psychological and emotional foundation to grow into authentic, creative, and meaningful individuals. (Pakpahan et al., 2022) They will feel that their lives are empty, lost direction, and have difficulty in recognizing and developing their best potential. Thus, the inability to fulfill the needs in Maslow's hierarchy will have an impact on the decline in the quality of life, psychological imbalance, and inhibit the formation of a strong, healthy, and productive generation.

To reduce the negative impact of unfulfilled needs in Abraham Maslow's theory, a planned and sustainable approach is needed that involves the educational environment, family, and community. The following strategies can be implemented:

a. Meeting Physiological Needs

Schools and parents need to ensure that students' basic needs such as food intake, water, rest time, and health conditions are met properly. School meal programs, regular health check-up services, and study and rest time arrangements are essential. At home, parents play an important role in maintaining a healthy lifestyle for children so that they are ready to participate in learning activities.

b. Ensuring a Safe Environment

Schools must be a space that is free from physical threats and verbal violence. Physical safety can be achieved through adequate supervision, firm disciplinary rules, and serious handling of bullying cases. On the other hand, emotional security needs to be built through a friendly approach from teachers, counseling services, and a supportive school atmosphere. (Pira et al., 2022).

c. Building Healthy Social Relations

Education should create a positive, inclusive social atmosphere that respects differences between individuals. Teachers need to encourage group collaboration, discussion activities, and extracurricular activities that foster a sense of togetherness. Students who feel accepted by their surroundings will be more motivated and confident.

d. Giving Awards and Motivational Encouragement

Teachers need to provide proportional appreciation for students' efforts and achievements, either through words, praise, or symbols of appreciation such as certificates or trust in carrying out certain tasks. This helps students feel appreciated

and triggers the desire to continue to develop.

e. **Facilitating Self-Actualization**

Educational institutions should provide a forum for students to express themselves, explore their interests and talents, and channel their creativity. Activities such as art, sports, debates, social activities, or independent projects are a means for this. Students also need to be involved in the decision-making process in order to grow a sense of responsibility and awareness of their potential. (Tatang & Deak, 2022).

Parental and Community Involvement

The synergy between schools, families, and communities is an important element in building a strong support system. Parents need to be involved through effective communication, parenting training, and participation in school activities. (Ayu Lestari & Deak, 2023) The community can help by providing a conducive environment and educational support facilities. Parents play a very important role in the formation of a child's faith, because children are the next generation in the family, church and nation.

Counseling Services and Psychological Assistance

The presence of counselors in schools is needed to help students overcome emotional, social, and academic problems. Regular assistance through guidance and counseling services will help students recognize their identity and face existing challenges in a healthy way. By adopting these strategies, the negative impact of unmet needs in Maslow's hierarchy can be minimized. This allows students to develop holistically, both physically, emotionally, socially, and spiritually.

Human development is a process that occurs throughout life from physical, behavioral, cognitive, and emotional growth and change. (Deak, 2022) In the context of education, domains refer to various aspects of development that are the focus of the teaching and learning process. Ideal education does not merely hone intellectual (cognitive) abilities, but also needs to develop feelings, values, practical

skills, and the spiritual dimension of students. (Fitriani, 2022) Therefore, education experts have long divided educational domains into several main categories, namely:

a. **Cognitive Domain**

This is a domain of thinking that includes aspects such as knowledge, understanding, application, analysis, synthesis, and evaluation. This domain is a major part of the formal education system because it includes academic skills such as reading, writing, arithmetic, and critical thinking. Bloom's Taxonomy (1956) is an important reference in formulating learning objectives in this field.

b. **Affective Domain**

This domain is related to individual attitudes, values, emotions, and motivations. It includes how students respond to something, accept, appreciate, and internalize and make values a part of their lives. Moral education, character building, and developing positive attitudes are part of this domain. Krathwohl compiled an affective taxonomy that describes the process from simply accepting to making values a part of one's personality.

c. **Psychomotor Domain**

This domain includes motor skills and physical activities. Examples include writing, playing a musical instrument, doing laboratory activities, or sports. Simpson (1972) and Dave (1970) developed a psychomotor taxonomy to measure the success of skills-based learning.

d. **Social-Emotional Domain**

Although often categorized into the affective domain, in modern educational practice, this domain is starting to be considered as a separate field. This domain includes developments in aspects of social relationships, empathy, emotional management, and the ability to interact effectively with others (Panjaitan, 2022). The social-emotional learning (SEL) approach has received increasing attention in the 21st century because of its role in shaping students'

collaboration skills and psychological stability. E. Spiritual Domain

Secular education only focuses on cognitive and ethical aspects that are useful for the lives of students, while Christian education has goals as written in Ephesians 4:12-16, namely equipping the saints, building up the body of Christ, unity of faith, true knowledge of the children of God, full maturity, a level of growth that corresponds to the fullness of Christ, holding fast to the truth and building oneself up in love. (Napitupulu et al., 2022) This is a transcendental dimension related to human closeness to God, the search for the meaning of life, and the appreciation of noble values. (Purba, 2017) In religious education, philosophy, and character formation, this domain plays a major role in shaping individuals who have an awareness of the purpose of life and universal moral principles. (Pujiono, 2022).

e. The Relation of Maslow's Theory to the Educational Domain

Maslow classifies human needs into five levels, namely physiological, safety, social (love and acceptance), esteem, and self-actualization needs. (Iskandar, 2016) When students' basic needs are not met, their learning process will be disrupted, because their attention will be more focused on trying to meet these needs than on learning itself (Nurrita, 2018).

Cognitive Aspect: Success in the cognitive domain is greatly influenced by the sense of security and comfort in the learning environment. If students are still struggling to meet basic needs such as food or shelter, their ability to concentrate on learning will decrease (Amelia & Siregar, 2022). In English, education is termed to educate, which means improving morals and increasing intellectuality. (Napitupulu et al., 2022)

Therefore, fulfilling basic needs is the main requirement in achieving learning goals that involve developing knowledge and intellectual abilities. (Prihanto et al., 2023).

Affective Aspect: In the affective domain, the need for social relationships and appreciation is very important. Students who feel left out or unappreciated will have difficulty developing positive attitudes towards themselves and others. (Deak & Mengga, 2023) Therefore, it is very important to create a learning environment that supports and appreciates the contribution of each individual so that students' affective development runs optimally.

Psychomotor Aspect: The development of physical and practical skills in the psychomotor domain depends on the health and safety conditions of students (Syafi'i et al., 2018). If students feel physically or mentally uncomfortable, their participation in practical activities will decrease. (Umarba, 2021) Therefore, it is important for educators to ensure student well-being to support the development of psychomotor skills.

f. Challenges in Integrating Basic Needs in Education

Although the application of Maslow's theory in education provides many benefits, there are several challenges that need to be overcome. One of the biggest challenges is the diversity of needs that students have. Each student may have different backgrounds, challenges, and needs, which requires educators to develop a more flexible and adaptive approach. The use of technology to personalize learning or special training for teachers in dealing with students' psychological problems can be a solution to overcome this challenge.

In addition, limited resources in many schools, especially in less developed areas, are often obstacles in creating an environment that fully supports the fulfillment of students' basic needs (Rohinsa, 2023). Lack of psychological support, limited time for individual attention, and excessive academic pressure often prevent schools from meeting students' basic needs comprehensively.

The integration of Maslow's theory in education provides a deeper understanding of the relationship between the fulfillment of students' basic needs and learning success. (Mendrofa, 2023) By understanding how the fulfillment of basic needs can affect the learning process in the three domains of cognitive, affective, and psychomotor, educators can create learning strategies that are more holistic and responsive to students' psychological needs. (Pakpahan et al., 2022) However, the challenges that exist require collaboration between educators, students, parents, and educational institutions to create an environment that can support the fulfillment of students' basic needs as a whole.

CONCLUSION

Abraham Maslow's hierarchy of needs theory provides an important basis for understanding how humans, including students, develop and are motivated. Human needs are divided into five levels, ranging from physiological needs to self-actualization. In the context of education, this theory emphasizes that the learning process will only achieve optimal results if students' basic needs are first met. If these needs are ignored, various problems can arise in the cognitive, emotional, social, and spiritual aspects of students.

To minimize the negative impacts of unmet needs, a comprehensive approach is needed: meeting students' basic needs, creating a safe and supportive environment, building positive social relationships, providing fair rewards, and helping students identify and develop their potential. All parties in the school, family, and community have a very important role in creating an educational environment that supports the fulfillment of students' needs as a whole.

Maslow's theory is closely related to the domains of education. The physiological and safety needs described by Maslow underlie the development of the psychomotor and cognitive domains; without healthy physical and mental conditions, students will not be able to absorb information or actively participate in the learning process. (Deak et al., 2022) The need for affection and belonging is directly related to the affective and

socio-emotional domains, which emphasize the importance of empathy, interpersonal relationships, and values in learning. On the other hand, the need for self-esteem and self-actualization is closely related to the spiritual and actualization domains in education, which aim to form individuals who are reflective, meaningful, and aware of their life goals. Thus, the integration of Maslow's theory and the educational domain enriches the practice of educational psychology, as it helps educators understand that education is not just a transfer of knowledge, but also a process of forming holistic individuals both physically, emotionally, socially, intellectually, and spiritually.

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