

Humanistic learning with community-based learning approach: Exploring teacher performance in education public office program

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Teachers play a vital role in shaping student learning, making their professional development essential. This study examines the effects of humanistic learning with a community-based learning approach through the mobile teacher program and learning together programs on teachers' performance, focusing on motivation, professional involvement, and skills development. Using a pre-test post-test non-control group design, the research involved 144 junior high school teachers from the Education Department of Lumajang, Indonesia. Data were gathered through an individual teachers' performance scale, assessing indicators across the three performance areas. Descriptive and inferential statistics, including paired sample t-tests, were used to analyze pre- and post-intervention differences. The findings revealed significant improvements in the teachers' motivation, particularly in personal satisfaction, resilience and adaptability, and collaborative spirit. Professional involvement also showed notable enhancements, especially in collaboration with colleagues and alignment with school goals. Additionally, skills development improved, particularly in instructional techniques, adaptability to student needs, and interpersonal communication. However, improvements in active participation in school activities and technology integration were not statistically significant. These findings highlight the effectiveness of humanistic, community-based learning in enhancing teacher performance and underscore the need for further interventions in technology integration and school participation.

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Introduction

Humanistic learning, which emphasizes personal growth, self-actualization, and intrinsic motivation, plays a crucial role in teaching success. When integrated with community-based learning—an approach that encourages collaboration, shared experiences, and collective problem-solving—it strengthens teacher motivation. Studies show that intrinsically motivated teachers are more engaged and effective (Layek & Koodamara, 2024). Humanistic learning supports teacher autonomy, empowering them to take ownership of their professional growth (Jud et al., 2023). This autonomy fulfills basic psychological needs, leading to increased motivation, improved performance, and higher job satisfaction. Similarly, community-based learning fosters motivation by creating a sense of belonging and prioritizing collaboration over competition (Affuso, 2023). When teachers share best practices and work together, they engage in continuous learning. This approach helps reduce isolation and builds supportive professional networks.

The theoretical foundation of humanistic learning is deeply rooted in the works of Carl Rogers, Abraham Maslow, and Edward Deci, all of whom emphasize self-directed growth and intrinsic motivation. Maslow's hierarchy of needs suggests that individuals must fulfill basic psychological and self-esteem needs before achieving self-actualization, a critical factor in professional and personal fulfilment (Feigenbaum, 2023). Teachers who experience autonomy and a sense of belonging in their professional environment are more likely to reach higher levels of motivation and engagement. Rogers extends this perspective by emphasizing experiential learning, where individuals thrive in environments that encourage self-expression, creativity, and emotional connection (Bermea, 2022). Similarly, Ryan and Deci (2020) Self-Determination Theory (SDT) posits that motivation is maximized when three core psychological needs—autonomy, competence, and relatedness—are met. In the context of teacher development, this means that educators perform best when they have control over their learning process, feel competent in their roles, and are supported by a collaborative community.

Programs like the mobile teacher program and learning together programs exemplify humanistic learning with a community-based learning approach in Indonesia practice. The mobile teacher program, also known *guru sambang*, allows teachers to hold classes at students' homes, fostering personalized learning and stronger student-teacher-family relationships (Riyanti et al., 2022). Meanwhile, learning together programs, also known as *sinau bareng*, involves community members in students' learning support, encouraging shared responsibility and enriching the learning environment (Firdiansah, 2013). These programs embody the cooperation, empathy, and support central to humanistic learning with a community-based learning approach. Despite the advantages, limited research explores the application of these approaches within Indonesia's public education sector. Most studies focus on classrooms or alternative settings, leaving a gap in understanding their role in public service contexts (Rahman, 2021). Addressing this gap is essential, as public education institutions not only deliver quality education but also support teacher motivation and performance. This study examines how humanistic learning with a community-based learning approach enhance teacher performance and educational quality in public institutions.

The integration of these approaches in public education also suggests broader educational policy implications. Traditional competency models are increasingly seen as insufficient to meet changing societal needs, prompting a shift toward more adaptive, holistic approaches (Anthony, 2017). For education, this means that teacher development must extend beyond technical training to encompass emotional, ethical, and interpersonal growth (Mbokazi et al.,

2022). By fostering motivation, collaboration, and reflective practice, humanistic learning with a community-based learning approach provide a strong foundation for sustainable professional development. This study explores their potential to improve teacher performance and educational outcomes in Indonesia's public sector, contributing to a deeper understanding of effective teacher development practices.

Literature review

Humanistic Learning with a Community-Based Learning Approach

Educational policies are increasingly shifting toward a holistic approach to teacher development, moving beyond narrow competency-based models to emphasize intrinsic motivation, well-being, and collaborative professional growth. Ryan and Deci (2020) Self-Determination Theory highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation, which is essential for effective teaching. When teachers are provided with autonomy and a sense of purpose, they are more engaged and committed to continuous learning. Darling-Hammond et al. (2020) further emphasize that teacher development should integrate social-emotional learning and collaborative practices to create more adaptive and resilient educators. This perspective aligns with research indicating that teacher collaboration leads to higher student achievement and professional satisfaction (Ronfeldt et al., 2015).

Furthermore, modern educational reforms advocate for professional learning environments that prioritize adaptive work-related motivation, balancing the demands of teaching with teacher well-being (Collie & Martin, 2017). Fullan (2016) argues that sustainable educational change requires shifting away from rigid instructional models toward dynamic, context-sensitive teaching approaches that empower educators as reflective practitioners. Hargreaves and O'Connor (2018) reinforce this view by promoting "collaborative professionalism," where teaching is seen as a shared, evolving practice rather than an isolated endeavor. These perspectives underscore the need for holistic teacher development policies that nurture both pedagogical expertise and personal growth, ultimately enhancing teacher effectiveness and job satisfaction.

Despite its widespread adoption, the traditional competency-based model of teacher development has several limitations. Biesta (2015) critiques this model for its overemphasis on measurable outcomes, arguing that it reduces education to a system of standardization that overlooks the ethical and relational dimensions of teaching. This narrow focus often neglects the complexities of professional judgment, creativity, and adaptability, which are essential for effective teaching in diverse and evolving educational contexts. Priestley et al. (2015) further highlight that competency-based approaches tend to limit teacher agency by framing professional growth in terms of externally imposed standards rather than fostering self-directed learning. This model prioritizes technical skills and procedural knowledge while underestimating the significance of teacher autonomy and decision-making. As a result, educators may feel constrained by rigid curricula and assessment structures, leading to disengagement and reduced professional motivation. The ecological approach to teacher agency proposed by Priestley et al. (2015) advocates for more flexible and contextually responsive professional development models that recognize teachers as active agents in shaping their practice.



Teacher Performance in Education Public Office

The theoretical framework for understanding teacher performance in the education public sector is largely informed by theories of teacher motivation, professional practice development, and skills development. Motivation theory, particularly Maslow's hierarchy of needs and Herzberg's two-factor theory (Feigenbaum, 2023), plays a central role in explaining teacher performance. Maslow's theory and Herzberg's theory emphasize the importance of meeting basic needs like job security and esteem for teachers to achieve self-actualization. Intrinsic factors like recognition, responsibility, and personal growth also enhance job satisfaction, thereby improving teacher performance. Professional practice development is crucial for improving instructional quality and adaptability (Borko, 2004). Regular participation in professional learning communities, workshops, and reflection on teaching methods leads to higher instructional effectiveness (Darling-Hammond et al., 2017). Skills development in areas like classroom management, differentiated instruction, and assessment techniques is essential for teachers to meet administrative and pedagogical objectives (Desimone, 2009).

In the context of motivation, teacher performance is often assessed through key indicators such as student achievement, classroom management, and engagement in professional development activities. Public Service Motivation (PSM), a concept developed by Perry and Wise, further explains the intrinsic motivation of teachers to serve the public good, particularly in education (Jud et al., 2023). Teachers who feel aligned with the mission of public education systems and are motivated by the impact they have on students' lives are more likely to perform effectively and with greater job satisfaction. The development of teacher performance can also be understood using frameworks like the Balanced Scorecard approach, developed by Kaplan and Norton. This approach offers a multi-dimensional view of performance management that includes internal processes, professional development, and learning perspectives (Kaplan & Norton, 1992). For teachers, this means that their performance must be evaluated not only in terms of teaching efficiency but also in their contribution to student outcomes, engagement in professional practice, and continuous skills development. Empirical studies support the significance of teacher motivation, professional development, and skills enhancement in driving performance. O'Flynn explored the relationship between performance management systems and teacher outcomes in the public sector, showing that clear goal-setting, feedback mechanisms, and professional development opportunities significantly enhance teacher performance. Teachers who receive regular feedback and opportunities for growth are more likely to improve teaching quality and meet educational goals (O'Flynn, 2007).

Given the potential of humanistic learning with a community-based approach to enhance teacher motivation, professional involvement, and skills development, this study seeks to explore its impact through the following research questions:

- (1) How does the integration of humanistic learning with a community-based learning approach influence teachers' motivation?
- (2) In what ways does humanistic learning with a community-based learning approach enhance teachers' professional engagement?
- (3) How does humanistic learning with a community-based learning approach contribute to teachers' skills development?

Methods

Research design

This study employs an experimental design using a pre-test post-test non-control group design to assess the impact of humanistic learning and the community-based learning approach on teachers' performance. The rationale for using this design lies in its ability to directly measure the effects of the intervention by comparing participants' performance before and after the programs. While there is no control group in this design, which limits the ability to compare the results with a non-intervention group, it still allows for a clear analysis of how the interventions impact the selected group of teachers.

Setting and participant

This study was conducted in Lumajang, Indonesia, within the education department, which oversees teacher training programs such as the mobile teacher program and learning together program. These initiatives aim to enhance teacher performance by introducing innovative teaching and learning methods that align with the region's educational priorities. A total of 167 junior high school teachers from both public and private schools in Lumajang were initially selected. However, only 144 teachers successfully completed both the pre-test and post-test assessments, and their data were included in the final analysis. These teachers, operating under the coordination of the Lumajang education department, consisted of 86 females and 58 males. Participation was voluntary, and all teachers demonstrated a strong willingness to engage in the research.

To ensure a comprehensive representation of teachers in the study, the researchers have carried out the interviews until data saturation was reached inviting all eligible teachers within the Mobile Teacher and Learning Together programs. This approach was employed to maximise the data representativeness by involving teachers from diverse educational and professional backgrounds. The inclusion criteria required that participants: (1) be actively teaching in Lumajang's junior high schools, (2) be engaged in at least one of the teacher training programs, and (3) agree to participate voluntarily in both pre-test and post-test phases. The demographic and professional characteristics of participants are summarized in Table 1.

Table 1. Demographic and Professional Background of Participants

Characteristic	Category	n (%)
Gender	Female	86 (59.7)
	Male	58 (40.3)
Teaching Experience	2–5 years	32 (22.2)
	6–10 years	41 (28.5)
	11–15 years	38 (26.4)
	>15 years	33 (22.9)
Education Level	Bachelor's Degree	128 (88.9)
	Master's Degree	16 (11.1)
Subjects Taught	Mathematics	30 (20.8)
	Science	26 (18.1)
	Indonesian Language	22 (15.3)
	Social Studies	20 (13.9)
	English	18 (12.5)
	Other subjects	28 (19.4)

While the pre-test post-test non-control group design enables the study to measure individual changes over time, it has certain limitations that may affect internal validity and generalizability. The absence of a control group means that improvements in teacher performance cannot be attributed solely to the intervention, as external influences (e.g., additional training, policy shifts) might contribute to the results. Additionally, maturation effects may influence outcomes, as teachers naturally improve their skills over time regardless of the intervention. Testing effects may also play a role if teachers perform better in the post-test due to familiarity with the assessment rather than genuine learning gains. Lastly, the study's focus on Lumajang's education system may limit generalizability to other regions with different educational contexts. To mitigate these concerns, the study emphasized pre-test and post-test comparisons, maintained consistent intervention delivery, and controlled for external influences where possible. Future research may benefit from employing a quasi-experimental design with a control group to enhance the validity of findings.

Procedure

The research procedure, outlined in Figure 1, began with a preparation phase, which involved obtaining approval from the Lumajang education department and securing ethical clearance. A total of 144 junior high school teachers participated in two intervention programs: the mobile teacher program and the learning together program. Before the intervention, participants were fully briefed on the research objectives, and informed consent was obtained. Research instruments were carefully developed to measure teacher performance, focusing on motivation, professional involvement, and skills development.

During the pretest phase, baseline data were collected to assess participants' initial levels in these key areas. This was followed by the intervention phase, which consisted of six structured meetings—three sessions for mobile teacher program and three for learning together program—designed to enhance teacher engagement and instructional practices through community-based learning approaches. The mobile teacher program aimed to provide personalized instruction through home visits, allowing teachers to adapt their teaching to students' individual needs. Each session lasted 2–3 hours and incorporated adaptive teaching strategies, ensuring that students from diverse backgrounds could actively engage with the learning materials. Teachers utilized problem-solving approaches tailored to students' home environments, integrating local culture and daily experiences into the lessons. The program also emphasized empathetic engagement, strengthening teachers' professional responsibility

and ability to address individual learning needs beyond the classroom.

The learning together program focused on collaborative learning by engaging teachers with community stakeholders, such as parents, local leaders, and educational experts. Conducted in a workshop format lasting 2–4 hours per session, this program served as a platform for teachers and stakeholders to discuss educational challenges and co-develop practical solutions. Activities included lesson co-design, peer teaching, and interdisciplinary collaboration, which fostered professional engagement and encouraged teachers to integrate real-world community issues into their lesson plans. This approach aimed to cultivate critical thinking and problem-solving skills among students.

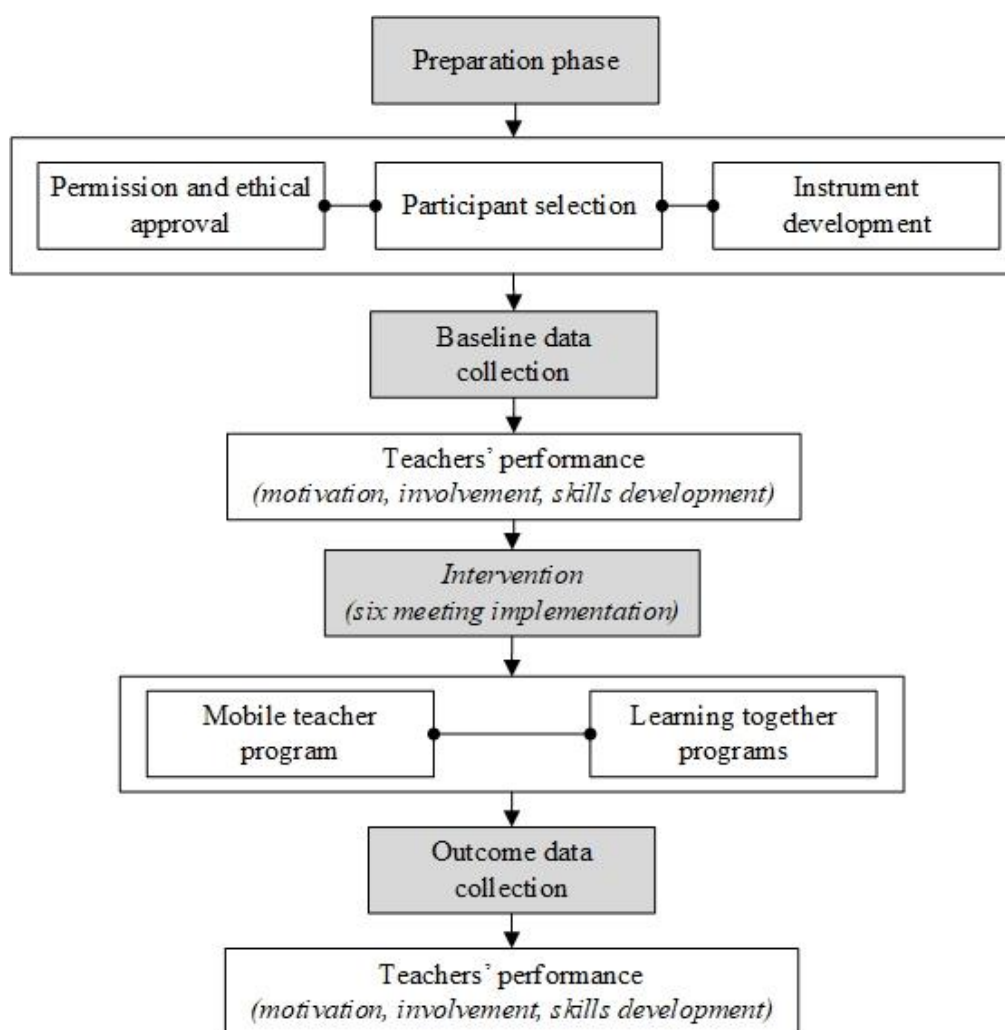


Figure 1: Research Procedure

During the posttest phase, teachers' motivation, professional involvement, and skills development were re-evaluated to measure the impact of the interventions. The findings aimed to assess the effectiveness of humanistic learning combined with a community-based learning approach in improving teacher performance. Although the mobile teacher program and learning together program were designed to align with the Lumajang education system, their core structures and methodologies can be adapted to various cultural and educational contexts. The individualized teaching strategies of mobile teacher program can be particularly beneficial in rural or underserved areas, while the collaborative framework of learning

together program can be implemented in teacher training programs, professional development initiatives, and community-based education models worldwide.

Data Collection

The individual teachers' performance scale was designed to measure key aspects of teacher performance, focusing on motivation, professional involvement, and skills development. The instrument consists of 30 items, with 10 items for each dimension: motivation, professional involvement, and skills development. All items were rated on a 5-point Likert scale, ranging from "1 = Strongly Disagree" to "5 = Strongly Agree." The individual teachers' performance scale can be seen in Appendix 1. To ensure content validity, a Content Validity Ratio (CVR) was used to evaluate the coherence, relevance, and representativeness of the items. A panel of six experts, including three academic professionals and three educational practitioners, was invited to review the scale. The experts assessed the relevance of each item using a four-point scale (1 = Not Relevant to 4 = Highly Relevant). The lowest Item Content Validity Index (I-CVI) was 0.833, while the Scale Content Validity Index Average (S-CVI/Ave) reached 0.978, indicating that the items developed for the individual teachers' performance scale demonstrated strong coherence, relevance, and representativeness. According to Wilson, for a panel of six experts, an I-CVI above 0.80 and an S-CVI above 0.90 are considered acceptable (Wilson et al., 2012). Additionally, the instrument's internal consistency was measured using Cronbach's Alpha, yielding a score of 0.79, which indicates a good level of reliability, as values above 0.7 are generally considered acceptable for research instruments (Wahyudi et al., 2023).

Data analysis

The Individual Teachers' Performance Scale was analyzed alongside both pretest and posttest data to assess changes in motivation, professional involvement, and skills development. Descriptive statistics were applied to each sub-indicator, presenting the mean and standard deviation for both pretest and posttest scores. To evaluate the normality of the data, Q-Q plots were reviewed, and normality was further validated using the Kolmogorov-Smirnov test. The paired samples *t*-test was used to examine significant differences between pretest and posttest scores under the assumption of equal variance. If variances were unequal or group sizes differed significantly (by a factor of 1.5 or more), the Wilcoxon Signed-Ranks Test was conducted to identify statistical differences. A significant threshold of 0.05 was used to establish statistical significance across all tests. To enhance the practical interpretability of findings, Cohen's *d* was used to report effect sizes, providing insights into the magnitude of the observed differences (Cohen, 1988). All statistical analyses were performed using a statistical package program.

Result

The findings of this study highlighted the limited empirical evidence on the integration of humanistic learning with a community-based learning approach in enhancing teacher motivation, professional involvement, and skills development. Prior research primarily focused on either humanistic learning or community-based approaches separately, without examining their combined impact in structured educational interventions. By implementing the mobile teacher program and learning together program, this study provides empirical support for the effectiveness of these approaches in fostering teacher engagement, adaptive instructional strategies, and collaborative problem-solving skills. The statistically significant improvements observed in motivation, professional involvement, and skills development

suggest that humanistic with a community-based learning approach can be effectively integrated to enhance teacher performance, thereby contributing new insights to the existing body of educational research.

Impact of humanistic learning with a community-based learning approach to teachers' motivation

Table 2 summarizes the mean and standard deviation of the pre- and post-motivation scales. The findings reveal that the humanistic learning with a community-based approach positively impacted teachers' motivation across five key indicators. The most notable improvement was in personal satisfaction, with the mean score rising from 3.15 to 3.50, indicating enhanced fulfillment in their roles. Collaborative spirit and teamwork also saw significant gains (from 3.18 to 3.44), as did goal setting and professional growth (from 3.28 to 3.42), reflecting the program's success in fostering cooperation and professional development. While the increase in commitment to student success was modest (from 3.25 to 3.38), it still indicates a positive shift. Resilience and adaptability improved as well (from 3.25 to 3.41), suggesting teachers became better equipped to handle challenges.

Table 2. Means and standard deviations for pre/post-motivation scale

Motivation Scale	M (Scale from 1 to 4)		SD		Min		Max	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Personal Satisfaction	3.15	3.50	0.78	0.72	1.00	2.00	5.00	5.00
Commitment to Student Success	3.25	3.38	0.75	0.73	2.00	1.00	5.00	5.00
Goal Setting & Professional Growth	3.28	3.42	0.73	0.75	2.00	2.00	5.00	5.00
Resilience and Adaptability	3.25	3.41	0.81	0.79	1.00	2.00	5.00	5.00
Collaborative Spirit and Teamwork	3.18	3.44	0.75	0.75	2.00	2.00	5.00	5.00

Abbreviations: M, Mean; SD, Standard Deviation; Min, Minimum; Max, Maximum

A further analysis examined the significance of differences between pre- and post-training results. The Kolmogorov-Smirnov test confirmed that all motivation scale indicators were normally distributed, supported by Q-Q plot inspections showing data points closely aligned with the expected normal distribution. This confirmed the normality assumption for subsequent tests. A homogeneity test revealed that the variances of pre- and post-training scores were homogeneous, indicating no significant variance differences. Based on these results, a paired sample t-test was conducted to determine statistically significant differences in motivation scores across the indicators.

The results of the analysis in Table 3 address the research aim by demonstrating the effectiveness of humanistic learning with a community-based learning approach in enhancing teachers' motivation across several key indicators. The paired samples t-test revealed significant improvements in personal satisfaction ($p=0.000$, $D=0.653$), resilience and adaptability ($p=0.036$, $D=0.294$), and collaborative spirit and teamwork ($p=0.002$, $D=0.492$), indicating that these areas were meaningfully influenced by the intervention. The effect size calculations using Cohen's D further highlight the strength of these findings. Specifically, the moderate-to-large effect size ($D=0.653$) for personal satisfaction suggests that the intervention had a substantial impact on teachers' sense of fulfillment and emotional well-being. Likewise, the moderate effect size ($D=0.492$) for collaborative spirit and teamwork underscores the intervention's effectiveness in fostering professional relationships and teamwork among educators.

However, commitment to student success ($p=0.109$, $D=0.253$) and goal setting & professional growth ($p=0.059$, $D=0.272$) did not show statistically significant improvements, and their small effect sizes suggest that these areas were less influenced by the intervention. This indicates that while the program effectively enhanced motivation in terms of personal well-being and collaboration, additional measures may be needed to strengthen teachers' long-term commitment to student outcomes and structured professional development. Future interventions could integrate targeted coaching sessions, reflective practices, and mentorship programs to support goal setting and sustained engagement in student success initiatives.

Table 3. paired samples *t*-test results for pre/post-motivation scale

Motivation Scale	Pre/Post	Difference Mean	SD	t	p	D
Personal Satisfaction	Pre Post	0.35	-0.06	-4.527	0.000*	0.653
Commitment to Student Success	Pre Post	0.13	-0.02	-1.615	0.109	0.253
Goal Setting & Professional Growth	Pre Post	0.14	0.02	-1.906	0.059	0.272
Resilience and Adaptability	Pre Post	0.17	-0.02	-2.118	0.036*	0.294
Collaborative Spirit and Teamwork	Pre Post	0.26	0.00	-3.222	0.002*	0.492

Abbreviations: SD, standard deviation; p, probability; D, Cohen's D

*Differences between the groups are significant ($p < 0.05$).

Impact of humanistic learning with a community-based learning approach to teachers' involvement in professional practice development

Table 4 highlights changes in teachers' professional involvement pre- and post-training. The most notable improvement was in engagement with educational goals, with the mean score rising from 3.22 to 3.42, suggesting that the training helped align teachers' efforts with institutional objectives. Collaboration with colleagues also improved significantly, with the mean score increasing from 3.27 to 3.47, indicating a more cooperative environment. However, the slight change in active participation in school activities (from 3.31 to 3.32) suggests that while the intervention boosted involvement in some areas, it had limited impact on broader school engagement, signaling a need for additional support in this area.

Significance of differences in the professional involvement scale before and after training. The Kolmogorov-Smirnov test confirmed that all indicators were normally distributed, a result validated by Q-Q plots showing close alignment with the expected normal distribution. A homogeneity test revealed no significant variance differences between pre- and post-training scores, meeting the equal variance assumption. With these prerequisites satisfied, a paired sample *t*-test was used to evaluate whether the changes in professional involvement scores across various indicators were statistically significant.

Table 4. Means and standard deviations for pre/post-professional involvement scale

Professional Involvement Scale	M (Scale from 1 to 4)		SD		Min		Max	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Collaboration with Colleagues	3.27	3.47	0.75	0.72	1.00	2.00	5.00	5.00
Active Participation in School Activities	3.31	3.32	0.72	0.77	2.00	2.00	5.00	5.00
Contribution to Decision-Making Processes	3.26	3.40	0.70	0.77	2.00	2.00	5.00	5.00
Engagement in School's Educational Goals	3.22	3.42	0.75	0.70	1.00	2.00	5.00	5.00

Abbreviations: M, Mean; SD, Standard Deviation; Min, Minimum; Max, Maximum

Table 5 showed significant improvements in two areas: collaboration with colleagues ($p=0.011$, $D=0.375$) and engagement in the school's educational goals ($p=0.019$, $D=0.380$). These results suggest that the intervention effectively fostered teamwork among community-based learning teachers and aligned their efforts with the school's broader objectives, promoting a cohesive teaching environment. The moderate effect sizes ($D=0.375$ and $D=0.380$, respectively) indicate that the intervention had a meaningful impact on strengthening professional collaboration and aligning teachers with institutional goals. These findings highlight the importance of structured peer collaboration and shared goal-setting initiatives in enhancing professional involvement.

However, there were no significant improvements in active participation in school activities ($p=0.857$, $D=0.026$) or contribution to decision-making ($p=0.069$, $D=0.268$), indicating a limited impact on extracurricular engagement and governance roles. The small effect size for decision-making ($D=0.268$) suggests that while some teachers may have engaged more in leadership discussions, the overall effect was weak. This implies that teachers may require additional opportunities, incentives, or training to take on more active roles in school decision-making and extracurricular participation.

Table 5. paired samples *t*-test results for pre/post-professional involvement scale

Professional Involvement Scale	Pre/Post	Difference Mean	SD	t	p	D
Collaboration with Colleagues	Pre Post	0.19	-0.02	2.585	0.011*	0.375
Active Participation in School Activities	Pre Post	0.01	0.04	0.180	0.857	0.026
Contribution to Decision-Making Processes	Pre Post	0.14	0.07	1.829	0.069	0.268
Engagement in School's Educational Goals	Pre Post	0.19	-0.04	2.370	0.019*	0.380

Abbreviations: SD, standard deviation; p, probability; D, Cohen's D

*Differences between the groups are significant ($p < 0.05$).

Impact of humanistic learning with a community-based learning approach to skills development

Table 6 shows pre- and post-training results for teachers' skills development, with notable improvements in adaptability to student needs (mean increase from 3.34 to 3.51) and interpersonal communication skills (from 3.30 to 3.48). These gains suggest the training



effectively enhanced teachers' ability to tailor instruction and communicate with students, fostering a supportive classroom environment. The increased adaptability indicates improved responsiveness to diverse learning styles, crucial for inclusive education. However, technology integration saw only a modest improvement (mean increase from 3.18 to 3.26), suggesting the need for further professional development to fully embed technology into teaching practices, essential for modern, interactive learning experiences.

Table 6. Means and standard deviations for pre/post-skills development scale

Skills Development Scale	M (Scale from 1 to 4)		SD		Min		Max	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Instructional and pedagogical skills	3.28	3.47	0.75	0.80	2.00	2.00	5.00	5.00
Technology integration	3.18	3.26	0.76	0.61	1.00	2.00	5.00	5.00
Adaptability to student needs	3.34	3.51	0.69	0.74	2.00	2.00	5.00	5.00
Reflective teaching practices	3.31	3.45	0.73	0.79	2.00	2.00	5.00	5.00
Interpersonal communication skills	3.30	3.48	0.78	0.66	1.00	2.00	5.00	5.00

Abbreviations: M, Mean; SD, Standard Deviation; Min, Minimum; Max, Maximum

The Kolmogorov-Smirnov test was employed to evaluate the normality of the data, and the results showed that all indicators of the skills development scale were normally distributed. This was further confirmed through Q-Q plot visualizations, which indicated that the data points aligned well with the expected normal distribution, thus fulfilling the assumption of normality required for further statistical analysis. Additionally, a homogeneity test revealed that variances between pre- and post-training scores were consistent, indicating no significant variance differences. This allowed for the use of the paired sample t-test to determine whether the changes in skills development were statistically significant across the various indicators.

The paired sample t-test results in Table 7 showed that the significant improvements observed in instructional and pedagogical skills ($p=0.027$, $D=0.331$), adaptability to student needs ($p=0.024$, $D=0.351$), and interpersonal communication skills ($p=0.008$, $D=0.353$) affirm the effectiveness of the training programs in enhancing teachers' professional capabilities. The moderate effect sizes ($D=0.331$, $D=0.351$, and $D=0.353$, respectively) indicate that these improvements were not only statistically significant but also meaningful in practical terms. These findings support the research's aim to foster practical skills that improve teaching quality and responsiveness to student needs, highlighting the value of community-based and humanistic learning approaches in professional development. However, technology integration ($p=0.281$, $D=0.178$) and reflective teaching practices ($p=0.105$, $D=0.251$) did not show significant improvement, with small effect sizes suggesting that further emphasis on digital literacy and structured reflection strategies may be necessary.

Table 7. paired samples *t*-test results for pre/post-skills development scale.

Skills Development Scale	Pre/Post	Difference Mean	SD	t	p	D
Instructional and Pedagogical Skills	Pre Post	0.18	0.05	-2.227	0.027*	0.331
Technology Integration	Pre Post	0.09	-0.14	-1.081	0.281	0.178
Adaptability to Student Needs	Pre Post	0.18	0.04	-2.284	0.024*	0.351
Reflective teaching practices	Pre Post	0.14	0.06	-1.633	0.105	0.251
Interpersonal Communication Skills	Pre Post	0.18	-0.11	-2.712	0.008*	0.353

Abbreviations: *SD*, standard deviation; *p*, probability; *D*, Cohen's *D*

*Differences between the groups are significant ($p < 0.05$).

Discussion and conclusion

The findings on teacher motivation and interpersonal connections from humanistic with community-based learning approach highlight their impact on professional practices and skills development. These approaches foster collaborative and supportive teaching environments, enhancing teachers' involvement in professional development and pedagogical skills. The study confirms that humanistic learning, combined with community-based learning, significantly boosts teacher motivation, aligning with previous research showing improvements in satisfaction and teamwork (Fauzan et al., 2023; Sakerani et al., 2019; Tessier et al., 2010). However, contrary to previous findings that found no significant improvement in commitment to student success, possibly due to cultural and institutional differences in the Indonesian context (Mohamed et al., 2024). The mobile teacher program and learning together programs were pivotal in enhancing teacher motivation by fostering nurturing and emotionally supportive environments (Abdullah et al., 2002). The mobile teacher program, which involved visiting students' homes, deepened teachers' understanding of students' personal circumstances, leading to increased personal satisfaction and collaboration. Similarly, learning together programs promoted collective learning, reinforcing teamwork and peer support (Siswanto, 2024). The shared learning experiences helped build a strong community, enhancing resilience and adaptability among teachers (Suprpto & Handoyo, 2021).

Reflective practices and group collaboration were central to the community-based learning approach, fulfilling psychological needs for autonomy, competence, and relatedness, thereby increasing intrinsic motivation (Vuong & Nguyen, 2022). Despite this, the study found minimal improvements in goal setting and commitment to student success, indicating a need for future programs to emphasize measurable objectives for professional growth (Bourne et al., 2018). This aligns with Maslow's hierarchy, suggesting that after fulfilling emotional needs, individuals seek achievement and self-actualization (Feigenbaum, 2023). The study also highlighted improvements in professional practice development, with findings consistent with research showing the positive impact of collaborative approaches on teamwork and goal alignment (Smith et al., 2020). Humanistic learning emphasizes holistic development, fostering collaboration and aligning individuals with collective goals (Jones & Daniels, 2018). The structured collaboration opportunities likely enhanced teachers' engagement and commitment to educational objectives, supporting the notion that emotionally rich



environments enable teachers to thrive.

However, the lack of significant improvements in active participation in school activities and decision-making differs from previous studies reporting enhanced teacher involvement (Mohamed et al., 2024). This discrepancy may stem from cultural and institutional factors unique to the study's setting, such as hierarchical structures or limited extracurricular opportunities. Cultivating a supportive organizational culture and providing structured leadership roles could foster broader teacher involvement. The humanistic learning and community-based learning approaches also contributed to skills development, improving adaptability, communication, and pedagogical skills, aligning with their theoretical foundations (Hamidah, 2015). The improvements in interpersonal communication indicate successful implementation of humanistic principles. However, limited progress in reflective teaching practices suggests a need for more guidance to embed these practices into daily routines (Schön, 2016).

Our study concluded that humanistic learning with a community-based learning approach has positive impact to teachers' performance, especially in motivation, professional involvement, and skills development community-based learning junior high school teachers in Lumajang. There are significant improvements in key areas of motivation, particularly in personal satisfaction, resilience, and collaborative spirit, though commitment to student success showed minimal change. Similarly, significant positive changes were observed in professional involvement, specifically in collaboration with colleagues and engagement in the school's educational goals, but there was no notable increase in active participation in school activities or contribution to decision-making processes. For skills development, improvements were seen in instructional and pedagogical skills and adaptability to student needs, while technology integration and reflective teaching practices showed less pronounced progress.

The mobile teacher program and learning together program played a crucial role in shaping the outcomes of this study. The mobile teacher program allowed teachers to gain deeper insights into students' learning environments, fostering stronger teacher-student relationships and promoting personalized instruction. This hands-on, community-based approach encouraged adaptive pedagogy, where teachers learned to tailor their teaching strategies to suit individual student needs. By engaging with students in their homes, teachers developed a greater sense of empathy and responsibility, reinforcing humanistic values in education. Meanwhile, the learning together program created a collaborative ecosystem where teachers, parents, and community stakeholders co-designed learning strategies. This program not only strengthened professional relationships but also provided a platform for teachers to exchange best practices, promoting a culture of continuous learning. The synergy between these two intervention programs demonstrated how humanistic with a community-based learning approach can complement one another to enhance teacher engagement and effectiveness.

These findings hold significant implications for public institutions, particularly in teacher motivation, professional development, skills enhancement, and technology integration. Public educational institutions often face challenges in maintaining teacher motivation, especially in underfunded and resource-limited environments. The study highlights how humanistic with a community-based learning approach interventions can serve as effective strategies to sustain teacher engagement by fostering personal connections and collaborative professional environments. However, active participation in school activities and decision-making remained a challenge, pointing to institutional barriers such as rigid hierarchies, bureaucratic constraints, or a lack of structured opportunities for teacher leadership. Moreover, the limited

improvements in technology integration suggest a need for targeted efforts to equip teachers with digital literacy skills. Integrating technological tools into humanistic with a community-based learning approach could bridge this gap, enabling teachers to enhance instructional methods and connect with students more effectively in an increasingly digital world.

Based on these findings, we recommend that educational policymakers and school administrators incorporate structured mentorship programs to reinforce reflective teaching practices and leadership development among teachers. Additionally, providing targeted professional development workshops focused on goal setting, measurable student success strategies, and digital pedagogy would help address existing gaps in skills development. Schools should also establish collaborative learning communities, where teachers can share experiences, co-develop teaching materials, and participate in peer coaching initiatives. To foster active participation in school decision-making, institutions could introduce teacher leadership roles and participatory governance models, ensuring that teachers feel empowered to contribute meaningfully to educational policies and curriculum development. Finally, future research should explore long-term effects of humanistic with a community-based learning approach on teacher retention, student achievement, and institutional performance, ensuring that these approaches are sustainable and adaptable across diverse educational contexts.

Declarations

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Ethics Statements:

This research was reviewed and approved by the Ethics Committee of Malang State University, Indonesia. The study was conducted in compliance with ethical guidelines to ensure the protection of participants' rights, privacy, and confidentiality. All participants provided informed consent prior to their involvement in the research.

Conflict of Interest:

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Informed Consent:

All participants in this study have agreed to participate voluntarily after being fully informed about the nature, purpose, procedures, and potential risks and benefits of the research. They have provided their



informed consent, understanding their right to withdraw from the study at any time without any negative consequences.

Data Availability:

The data supporting the findings of this study are available upon reasonable request. Researchers interested in accessing the data can contact to corresponding author for further information. While no specific datasets are publicly deposited, we are committed to transparency and open science practices, and we will make every effort to provide access to relevant data for the purpose of further inquiry. The data are not publicly available due to privacy or ethical restrictions.

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