The Humanistic Learning Theory as a Learning Approach in Overcoming Students Psychological Problems During the Covid-19 Pandemic

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Abstract: Humanistic learning theory is a learning theory based on human philosopy and aimed to advocate for basic human needs, so that it was quite relevant whwn juxtaposed with psychological problems that became elements of humanity and life stability, especially during the shift in habits due to the COVID-19 pandemic. This study is aimed to analyse humanistic learning theory as a learning approach in overcoming the sdychological problems of students during the COVID-19 pandemic with a developnental psycology perspective. This type of research is a qualitative research based on a positivepost sime philosophy. The data collection technique that the writer used the literature review method. The data analysed by descriptive analysis method with phenomenological hermeneutic approach. The results of this study indicate that the humanistic learning theory in the perspective of developmental psychology in general is able to accommodate the learning process that can give students flexibility in developing their potential without intervention, but full of motivation to foster mental and enthusiasm for learning, namely by strive for a student-centered educational process itself as the main constituent, and other constituents such as policy makers, teachers, and parents or guardians of students can work together to support a humanist educational process as an effort to suppress the psychological problems of students.

Keywords: Humanistic learning theory, Students psychological problems, The COVID-19 pandemic

Introduction

Severa Acute Respiratory Syndrome 2(SARS-COV2) or a new type of Corona that causes the disease which is named *Coronavirus Disease-2019* (COVID-19) has been found in humans since the extraordinary incident that occurred in Wuhan China, in December 2019 ago (Safrizal, 2020). In the end, COVID-19 was declared a "pandemic", or a disease epidemic that spreads over a wide area, until now (early 2021) and no one can guarantee when the COVID-19 pandemic will end. And there is no need to mention quantitative data related to the death toll due to exposure to the COVID-19 virus, without generalizing our humanitarian attitude in the form of concern and sorrow for what has been and is likely to continue (casualties), as well as an optimistic attitude to get through. this COVID-19 pandemic is to the end.

On the way through the COVID-19 pandemic, there has been a cultural conversion towards a new order that has changed the reality of life into (increasingly) crises, especially in Indonesia. Almost all aspects relating to human life were deconstructed and became culture shock due to the implementation of health protocols to prevent the spread of COVID-19. One

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aspect that is important to pay attention to is the aspect of education, and especially students as the object of education itself. This is because the percentage of the total population of Indonesia in the Badan Pusat Statistik (Central Bureau of Statistics) at school age at the primary level is 25.49 million or 56.26% of the total number of students who reach 44.3 million. Students at the junior high school level reached 10.13 million or 22.35%. And students for Senior High School reached 4.78 million people or equivalent to 10.56%, and for Senior High Schools as many as 4.9 million people or 10.83% (databoks, 2019).

Of the total population of Indonesia whothe fact is that students need to pay attention to their fate. In addition, education is also an important factor in improving the quality of human resources of a country (Satiti, 2019). The conversion of a learning culture during the COVID-19 pandemic, which previously studied in classrooms changed to virtual / digital spaces, should not be viewed profanely by policy makers, namely the state in this case is the Ministry of Education to the level of education units / schools as education providers which is praxis. Given that changes in the learning culture are directly related to the basic needs of students as humans, which include the need for social, physiological interactions, cognitive, affective, psychomotor, spiritual and so on, wich affects the psychology of students need deeper attention.

Pregulations related to online learning as a form of concern for the spread of COVID-19 so that physical health assurance is not an ideal solution if it negates the basic rights or needs of plural students. This is evidenced from several studies related to the psychological problems of students in Indonesia which are allegedly due to online learning. As a research conducted by the Ikatan Psikologi Klinis Indonesia/ IPKI (2020) with the title "Gambaran Kondisi Psikologis Siswa di Indonesia pada Masa Pandemi COVID-19: Analisis berdasarkan cara Pembelajaran dan Jenjang Pendidikan" (Description of the Psychological Condition of Students in Indonesia during the COVID-19 Pandemic: Analysis based on Learning and Education Levels), shows that there are students from Elementary, Junior High School, Senior High School, and Vocational High School experiencing symptoms of emotional and behavioral problems, and symptoms of trauma.

Then in Mahmudah's (2020) research entitled "Pengaruh Pembelajaran Daring terhadap Psikologis Siswa Terdampak Social Distancing Akibat Covid 19" (The Effect of Online Learning on the Psychology of Students Affected by Social Distancing Due to Covid 19), there are several psychological problems of students affected by social distancing, namely; reduced learning effectiveness, reduced social interactions, slowness of development, high anxiety, and weakened immunity. Meanwhile, in A. Tabi'in's (2020) study entitled "Problematika *Stay At Home* Pada Anak Usia Dini Di Tengah Pandemi Covid-19" (Stay At Home Problems in Early Childhood Amid the Covid-19 Pandemic), there is a conclusion that staying at home creates various problems for children, among them the problems are; the emergence of stress, sensitivity, children become spoiled, and changes in behavior, these occur when the intensity of staying at home is too long, one of the factors is the limited space for activities or social activities with his friends at school.

From the psychological problems that arise because of the shift in the learning culture, it indicates that health protocols to prevent transmission of COVID-19 that do not accommodate the basic needs of students can be said to cause new health problems, namely mental health, and it is possible that it will also have an impact on physical health. Mental health crises are increasingly concerning when students find it difficult to cope with their psychological problems and arrive at the lowest point of enthusiasm for living life with new habits. As with the news reported by domestic media which states that there are students who have died as a result of studying online (Fahmi, 2020). Even though one of the cases of the death of a student was denied, that online learning is not the cause, but of the other cases it becomes a consideration for evaluating the course of online learning, and not blaming government

regulations regarding online learning, because online learning is a form of government efforts to tackle health problems due to the COVID-19 pandemic, which has dangerous effects.

Here, policy makers and teachers as those who directly educate need to consider a learning approach that gives students the opportunity to balance the aspects related to their basic needs as humans, so that online learning is not solely for the fulfillment of regulations or norms. applies without considering the fundamental aspects, namely the psychology of students. In about mid-2020, the government through the Ministry of Education issued new procedures related to education administration during the COVID-19 pandemic, which included simplifying the load of subject matter towards essential subject matter, and giving teachers independence in the assessment process or assessment to participants. students according to the context. These are things that should be appreciated because of the need to adjust to a new learning culture in which there are a number of problems that need to be resolved.

Among the learning approaches that can support the online learning process during the COVID-19 pandemicas an effort to alleviate the psychological problems of students is a humanistic learning approach. In humanistic learning theory, a series of learning begins and ends with the individual. This means that humanism requires that humans or in the context of education are students as the central point of learning, and teachers as educators are only facilitators. Attitudes and knowledge are requirements for achieving the goal of self-actualization in a supportive environment. Humanistic describes humans as special creatures, humans are not arificial intelligence that moves only because of the subjective desire factor of those who control, but in humans there is a sublime dimension in the form of potential and motivation in self-development and behavior. Therefore, every individual human being is independent in the efforts of self-development and actualization (Suprihatin, 2017).

WithThus in this study, this study will further review the humanistic learning theory which then explores the relevant aspects of the development of students, especially from a psychological perspective, and analyzes the psychological problems of students due to online learning during the COVID-19 pandemic. From that all will be explained how the humanistic learning approach in the context of online learning or distance learning, so that a humanist learning concept emerges, namely learning that is friendly and provides space for students to control their psychological problems, so that it is expected to be a contribution of thought to minimize mental health crises. which is part of the psychological problems experienced by students in online learning during the COVID-19 pandemic.

Literature Review
1. Psychological Problems of Students during the COVID-19 Pandemic

The existence of a health protocol due to the COVID-19 pandemic has become a new dialegic in human struggles in the past year. On the other hand, strict health protocols must be adhered to in an effort to protect oneself from transmission of COVID-19, but other basic needs also cannot be ruled out. As for education, it is one of the basic human needs that must be maintained. In an effort to dialogue between health needs during the COVID-19 pandemic and educational needs for the nation's generation, the Minister of Education issued a circular containing the learning regulations during the COVID-19 pandemic, especially for areas affected by social / physical dictancing. to implement distance learning via online / online (Kemdikbud, 2020).

Constraints experienced by students must be brought to the surface, namely the psychological problems of students. Psychology is a mental disorder experienced by a person. To further investigate psychological problems, a psychological approach is needed, Bedard (Mahmudah, 2020) explains that psychology is a science that deals with human behavior and development. Mahmudah (2020) notes that in general students who are affected by social distancing experience problems with learning and mental barriers, namely: reduced learning

effectiveness, reduced social interaction, developmental lag, high anxiety, and weakened immunity. As an effort to reduce the crisis further Mahmudah (2020) notes (in english);

> *Students must receive support to improve or restore good and effective psychological students, which can be followed by social support in the form of feelings of empathy, caring, trust, giving advice or direction to individuals because it can increase the student's own immune system.*

The COVID-19 Response Task Force Research Team from the Ikatan Psikologi Klinis Indonesia (2020) tried to conduct research related to the psychological condition of students in Indonesia during the COVID-19 pandemic by analyzing it based on learning methods and levels of education. The research was carried out by measuring the mental health aspects by comparing the psychological conditions of the three groups of students who were separated based on learning methods, namely learning from home, face to face, and mixed (learning from home and face to face). Measurement of the level of the psychological condition of students is carried out using three scales, namely: Strength and Difficulties Questionnaire (SDQ) to measure emotional and behavioral problems, Children's Revised Impact of Event Scole-13 (CRIES-13) to measure trauma symptoms, and the Psychologycal Well-Being Scale-18 (PWB-18) for measuring psychological well-being. From this research, it was found:

Table 1

Emotional and Behavioral Problems in Students

Primary School	Junior High School	Senior High School and Vocational High School
Students who learn from home show the lowest levels of emotional and behavioral problems (significantly compared to other learning methods).	Students who learn from home show lower behavior (significantly compared to mixed learning methods and not significantly different from face-to-face learning).	Based on the method of learning carried out, there is no significant difference in the level of emotional problems in student behavior.

Tabel 2

Symptoms of Trauma in Learners

Primary School	Junior High School and Senior High School	Vocational High School
Based on the method of learning carried out, there was no significant difference in terms of trauma symptoms in students.	Students who did mixed learning showed the highest level of trauma symptoms (significantly compared to learning from home and face-to-face).	Students who studied from home showed a higher level of trauma symptoms (significantly compared to face-to-face learning and not significantly different from mixed learning methods).

Tabel 3

Psychological Well-Being in Students

Primary School	Junior High School	Senior High School	Vocational High School
Students who learn from home show the	Students who do learning from home	Students who do the mixed learning	Based on learning methods, there is no

highest level of psychological well-being (significantly compared to other learning methods).	show a higher psychological level (significantly compared to mixed learning methods, and not significantly different from face-to-face learning).	method show a higher level of psychological well-being (significantly compared to learning from home, and not significantly different from the one-on-one learning method).	significant difference in terms of psychological well-being in students.

Although the research shows that there are no significant (critical) adverse effects of learning from home, it also does not generalize that there are psychological problems due to learning from home due to the impact of social distancing, and it does not rule out the potential if social distancing is prolonged. Therefore, the government and all stakeholders need to pay attention and make efforts to improve the mental health of learning citizens, namely students, teachers, and parents or guardians when undergoing learning from home. This is because the COVID-19 pandemic is a major disruption to life, and a source of stress that can affect the mental health of the community, especially students (IPKI, 2020).

Another research that can be used as a reference and calculation for the psychological problems of students during the COVID-19 pandemic is the research of A. Tabi'in (2020). The study analyzed the problem of staying at home in early childhood in the midst of the Covid-19 pandemic, where the research was conducted at Puspita Subah Kindergarten. In this study, there were several psychological problems experienced by students, namely stress on children. Stress occurs due to various things, starting from the many learning tasks that have to be done by children. Then the way parents take care of their children while studying from home, parents who require their children to be able to do tasks without looking at the psychological aspects will have the potential to make children overwhelmed and stressed. The next impact of staying at home is a conduct disorder. This can be seen through the behavior of children while staying at home, among these behaviors are that children cannot learn well, this is influenced by changes in habits previously carried out by children, namely playing with their friends. Then the feeling quickly changes, this condition is one of the children's behavior while staying at home, the child never feels at home doing various activities at home. The last behavior is that children are difficult to advise, this psychological condition occurs because the intensity of the child's saturation is getting higher.

The Ministry of Education further made guidelines related to online learning, namely the so-called COVID-19 emergency curriculum or special conditions curriculum. The Ministry of Education reconstructs the load of subject matter towards simplification or what is called essential material, but it is stated that the implementation of the curriculum by education units must pay attention to the achievement of student competencies in special conditions education units (Kemdikbud, 2020). This is done based on various considerations in the form of obstacles that occur, obstacles experienced by teachers; parent or guardian; and students. Here it needs to be agreed that students as vital objects of education, especially in the conditions of the COVID-19 pandemic, should pay more attention to the obstacles that befall them. namely difficulty concentrating on learning from home and the difficulty of assigning questions from the teacher, then increasing feelings of stress and boredom due to continuous isolation which has the potential to cause anxiety and depression. The government has also paid attention to this, by striving for various online learning facilities in the form of applications that can be accessed via cellphones, learning modules for special conditions, even modules for teachers, and parents or guardians to accompany learning. This facility is not something as simple as "simplification of

the curriculum", because it requires careful attention from the teacher, especially the parents or guardians of the students. Moreover, to access these learning facilities, other facilities are also needed to support it.

2. Humanistic Learning Theory

Humanistic learning theory is generally defined as physical and spiritual activity as a process of self-transformation or plural potential development. While learning in a narrow sense is defined as a conscious effort to master the treasures of science as a whole personality formation process. The development of ideal human potential is generally only obtained through a learning process in the form of habituation, various abilities regarding knowledge, attitudes and skills (Ismail, 2014).

Humanistic learning theory is philosophically taken from the understanding or school of humanism, where in that school, in general, humans view humans as the main factor controlling their attitudes and personality. Furthermore, humanism schools hold the view that learning has the goal of making humans human, while the success of learning is marked by a phenomenon where humans are at the stage of recognizing themselves and their environment. Humans or in an explicit context are students who are faced with targets to achieve the maximum possible level of self-actualization. Humanistic theory seeks to understand learning behavior according to the views of students and not from the observer's view (Arbayah in Sumantri, 2019).

Humanistic learning theory can be examined through the thoughts of Abraham Maslow (Sumantri, 2019). Maslow is a figure known as a figure of humanistic psychology. In his thinking about humans, he argues that humans behave in order to recognize and appreciate their ideal existence. Besides Maslow's popular theory is the hierarchy of needs theory. In this theory, humans have the motivation to fulfill their needs, while these needs have a level, from the lowest to the highest level. In his psychological theory, it is explained that, the higher the intensity of human needs, the achievements of the individual, the more serious they are (Sumantri, 2019). Jhon W. Santrock (2009) suggests that the hierarchy of needs in Maslow's theory;

a. Physiological needs

Physiological needs or physical needs are the lowest or basic things in a narrow sense, and are dominant in human needs. Physiological needs have a tendency to human biological properties, such as oxygen needed to breathe, food and drink as intake to grow energy, and other physical needs. Therefore it is said to be the most dominant need for humans in general.

b. Needs a sense of security

When physiological needs have been met, then humans will try to meet the needs at the next level, namely the need for security. The manifestation of the need for security can be in the form of protection, avoidance of fear, chaos and so on. This need has the aim that human life develops to a level after physiological needs to make life more feasible.

c. The need for love and belonging

The need for love and belonging needs to be emphasized that these needs are not related to meeting sexual needs. According to Maslow, the fulfillment of sexual needs is a biological need that falls into the hierarchical category at the first level, namely fidiological. The need for love and a sense of belonging, more precisely, are human traits that tend to seek love from others in order to be understood and understood by others.

d. Need for self-esteem

Maslow classifies the need for self-esteem into two parts, namely: first, it is more directed at self-esteem. This need is considered as human power as a special creature that has potential that other creatures do not have. With the fulfillment of this need, humans are considered as beings who attain an adequate form, have certain skills, are free and independent.

Then the second, is more of an award. This means that humans have the desire to get prestigious recognition. This need will have a psychological impact in the form of self-confidence, value, resilience and so on.

e. The need for self-actualization

The need for self-actualization is at the top of the hierarchy of human needs in Abraham Maslow's perspective. The achievement of self-actualization has implications for peaking psychological conditions, as well as changes in perception, and motivation to always grow and develop.

The hierarchy of needs illustrated by the five demands above becomes Maslow's key structure for all species, does not change, and comes from a genetic or instinctive source. However, it should be noted that needs are also psychological, not just physiological (Muazaroh & Subaidi, 2019). These aspects that are embedded in the hearki of human needs become the basis for consideration in education in every condition, so that education can reach a more holistic stage. Education as an effort to develop the potential of students with the various educational tools used must be able to advocate for the plurality of human nature that is naturally embedded in humans.

Research Methods

This research is a qualitative research which refers to a positive post-sime philosophy, in which the purpose of its use is to study the related conditions of natural objects. The existence of researchers is a key instrument, while sampling, sources, and data is done purposively and snowball (Sugiyono, 2012). This qualitative research method is carried out on natural objects where the object is processed without any manipulation from other parties or from the researchers themselves, where the presence of the researcher does not completely affect the dynamics that occur in the object of research. Thus, using this type of research, the researcher intends to conduct a general assessment regarding the psychological problems of students in online learning due to the COVID-19 pandemic.

In collecting data, researchers used the literaure review method. This technique is used by researchers to conduct a preliminary study which aims to obtain the main and the problems to be studied (Sugiyono, 2013). Literature reviews are used in data collection related to research variables, which trace sources in the form of books, scientific journals, proceedings, and other relevant data that support this research (Arikunto, 2013). The analysis used in this research is phenomenological hermeneutics (Muhadjir, 2011) with provisions such as objective, systematic and general. The phenomenological approach is used to understand the concepts in humanistic learning theory, besides that it also uses a psychological approach which is used as a point of view as well a theoretical concept. It intends to find out humanistic learning theory from the aspect of psychological regulation, which is a basic human need for a balance of life. Thus it can be seen what is happening in the psychology of students while they are learning. The flow of this research is: first, collecting sources related to the psychological problems of students during the COVID-19 pandemic. Second, collect resources related to humanistic learning theory. Third, using intertextuality analysis intercreatively by emphasizing descriptive content analysis, then making it relevant to online learning during the COVID-19 pandemic. Fourth, conduct a study of understanding the probability of engagement that will arise if humanistic learning theory is relevant to learning during the COVID-19 pandemic.

Findings & Discussion

1. Humanistic Learning Theory in the Perspective of Developmental Psychology

The psychological problems experienced by students during the COVID-19 pandemic, if traced through Abraham Maslow's humanistic learning theory, derive from the symptoms of uncertainty in the learning process and other aspects that still have a correlation. Uncertainty can be in the form of regulations or regulations that are inconsistent in their application aspects. As with the regulations made by the government regarding emergency curricula which contain learning needs that are integrated with the context being experienced, it could be that at the educational unit level they do not understand the meaning of essential material and how it is applied, as well as minimal reading and meaning of the socio-psycho-cultural participants the students are. This is important to note.

Humanistic learning pays attention to the essence of learning, namely efforts to construct communication synergies and individual relationships with individuals, and individuals with groups (Sumantri, 2019). The ideal education has the substance of the ability to present the meaning of two constituents, namely teachers as educators and learners or students, namely educators not only transferring knowledge and language skills, but also as a form of help so that students are able to actualize themselves until they reach the coherence stage with the aim education, namely developing the potential of students (Bagir, 2019).

In a psychological perspective the development of humanistic learning theory regarding the form of relations can be seen in Albert Bandura's social-learning theory (Gunarsa, 2012). The theories proposed by Bandura have implications for the expansion of psychotherapy techniques based on learning theories to make behavioral changes. Bandura argues that in the attitude of learning as a process of development, it tends to focus on the aspect of observation. The observational events in Bandura's view have a cognitive element that accompanies them. It means that there is an internal process that represents real objects on the outside, which are observed through the senses. This process then becomes the basis for the emergence of behavior in accordance with what is observed. The observation process, according to Bandura, has four components, namely: first, attention influenced by personal interests. Second, remembering or remembering what has been previously noticed. Third, producing motor motion. Fourth, reinforcement and motivation.

In addition, humanistic learning theory also puts forward the success of education from the aspect of character, namely superior and wise human beings. This concerns the matter of growing morality in students. The process of character education in the perspective of developmental psychology according to Lawrence Kohlberg (Gunarsa, 2012), there are six stages. First, is the orientation towards obedience and punishment, of course this returns to wisdom, or the balance of human life as a form that is present from the God, the relationship between individuals and / or groups, and therefore there is causality that binds humans not to be able to. move or behave that deviates from the existing provisions, therefore it is necessary to recognize this matter. Second, Relativistic Hedonism or depending on needs (ego). At this stage of development the pros and cons of a behavior depend on relativity or human needs, so that the presence of obedience and punishment has emerged from one's consciousness or from within, no longer from other people. Third, is orientation regarding good children. Standardization of the good and bad of children's actions is from the aspects or norms that prevail in society, so that other people judge. Fourth, is to maintain social norms and authority. Fifth, is the orientation towards the agreement between himself and the social environment. And sixth, namely universal principles or the development of ethical norms (conscience) to determine moral actions with universal principles (Gunarsa, 2012).

The learning stages summarized in the developmental psychology perspective learning theory above need to be raised and developed again in the educational process, and adjusted to the context of the COVID-19 pandemic. Humanistic learning theory in the perspective of

developmental psychology accommodates the educational process, among others, first, giving students the freedom to develop their potential without intervention but is full of motivation to grow mentally and enthusiastically to learn, namely by striving for a student-centered educational process. itself as the main constituent. Second, humanistic theory in the perspective of developmental psychology develops character starting from moral cultivation in students, namely upholding the aspect of causality in religious and social life.

2. Implications of the Humanistic Learning Approach in the Learning Process

The humanistic approach itself includes psychological approaches other than psychoanalysis, and behaviorism, all of which believe that psychological factors have a major influence on a person's mental condition. Especially humanistic, that individual behavior is influenced by the hierarchy of needs they have. In addition, individuals are believed to have the ability to understand their potential and develop to achieve self-actualization (Dewi, 2012). As for the learning process in the context of the COVID-19 pandemic which has resulted in online distance learning, the mental condition of students needs to be considered, this is quite relevant if the humanistic learning approach can be applied in learning because in this approach students will become central constituents in the learning process and in an effort to maintain mental health.

Figure 1

Humanistic learning Policy Scheme During the COVID-19 Pandemic
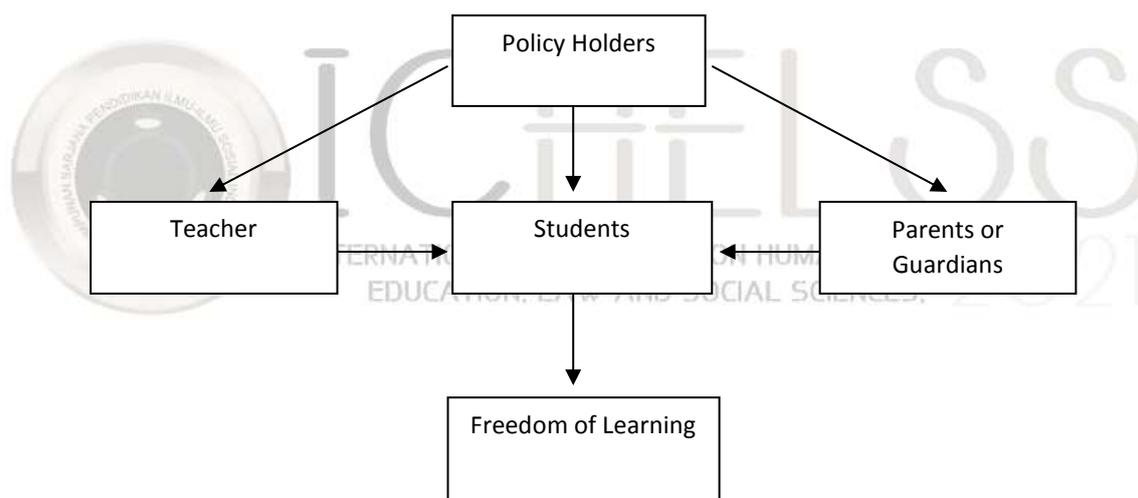
The scheme explains that in education during the COVID-19 epidemic, policy makers (government), teachers, and parents work together in educational efforts that lead to participant learning independence within the framework of a humanistic learning approach;

 a. Policy Holders

Policy holders or the government, in this case through the Ministry of Education and the Ministry of Religion of the Republic of Indonesia, which provide education as well as other Ministries that participate in providing policies related to learning during the COVID-19 pandemic must be consistent with their policies regarding distance learning for schools located in zones has the potential for the spread of COVID-19 as a form of government attention to citizens who need protection and security, this is also part of the humanistic hierarchy. This consistency must also be followed by the consistency of the government in paying attention to education at the praxis level.

The government has pursued policies in the form of an emergency curriculum that includes study time, essential subject matter, learning modules during the COVID-19 pandemic, even modules for educators, and parents or guardians as learning companions for

students, as well as the provision of other learning facilities to support them. However, it is inevitable if in practice it cannot be published as a whole. After that, it is necessary to adjust again related to the effectiveness of the learning process by considering the situation and conditions that will come.

b. Teacher

Returning to the essence of humanistic learning theory, that the teacher is a constituent in the educational process who acts as a facilitator, meaning that the teacher is not a party who merely conveys knowledge, but as a party that helps students to be able to actualize themselves which of course must also be relevant to educational purposes. Teachers have a strategic role in efforts to educate the nation's generation, including during the COVID-19 pandemic. During the pandemic, teachers work the extra mile because they have to adapt to a changing teaching and learning culture.

Teachers are encouraged to play an active role in determining the learning process, so that creativity needs to be raised. Teachers act as a link between government policies and parents or guardians as learning companions, especially at the Early Childhood, Kindergarten, and Elementary School levels, which are more prone to mental health problems. Various forms of learning tools, such as learning media, learning methods, alternative learning strategies, as well as learning instruments and so on must prioritize the humanistic side.

Teachers should not just fulfill administrative tasks without seeing the basic needs of students as humans who have a hierarchy by considering the socio-psycho-cultural context of students. As with the assignment of study workloads, this must be considered wisely. Among the alternatives in learning, first, the teacher must really practice education that refers to substantial material so that learning is effective, secondly, the teacher considers methods, media and learning resources that can be accessed by students and can foster learning motivation, third, provide exploration of students in the context of learning so that students are not bored (limited and supervised), fourth, teachers can create study groups according to the conditions of the students' area so that students can interact, because this is one of the human needs. Because it is so difficult in the process of educating, it is also necessary for policy makers to pay attention to the fate and welfare of teachers.

c. Parents or guardians

The various backgrounds of parents or guardians of students are a problem that is no less complicated because it will affect the learning process during the COVID-19 pandemic. However, broadly speaking, parents are the specialists who play an active role in maintaining the mental health of students. This can be done by establishing a relationship with the teacher, where both of them will consult with each other regarding learning. Parents or guardians as learning companions must not just make separate targets or achievements for students without looking at the primary aspects contained in human needs in the hierarchy of humanistic theory, which must also be met, including psychological needs.

Conclusion and Summary

Online distance learning due to the COVID-19 pandemic is a manifestation of the Government of the Republic of Indonesia's concern for basic human needs in the form of protection and security. This includes being a priority for needs. However, it is necessary in distance learning to consider the other side of the needs, in the form of the psychological needs of students, in order to minimize the occurrence of a mental health crisis. The approach that is relevant to the conditions of education during the COVID-19 pandemic is the humanistic learning approach. In humanistic learning theory there is a hierarchy of human needs, namely physiological needs, security needs, love and belonging needs, self-esteem needs, and self-actualization needs. From the aspect of developmental psychology, This humanistic learning theory can be a framework for children's development through a learning or learning process

that optimally encourages children to actualize their potential and foster moral awareness that shapes character, meaning that holistic humanistic learning theory can be a learning approach that does not distort educational goals, and can be used as a a special learning approach to overcome the psychological problems of students due to the COVID-19 pandemic.

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