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Scientific Basis in Learning: Psychology, Communication, and Management

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Abstract. This article explores the scientific foundations of learning from educational psychology, communication, and classroom management perspectives. A qualitative-descriptive library research method identifies key issues such as limited teacher understanding of student development and weak communication skills. The findings emphasize the importance of psychological insight, empathetic communication, and effective management in creating adaptive, humanistic learning. The study proposes strategies including differentiated instruction, empathy-based communication, and innovative classroom practices. Integrating these foundations is crucial to shaping professional and responsive educators facing modern educational challenges.

Keywords: Educational Psychology, Educational Communication, Classroom Management, Humanistic Learning, Learning Foundations

1. Introduction

Learning is not just a process of transferring knowledge from teacher to student. It is a complex interaction influenced by various psychological, social, and structural aspects. Understanding the scientific basis of learning is crucial so that the teaching and learning process occurs effectively.

Education is an activity that involves many parties, such as students, educators, administrators, the community, and parents. Therefore, in order to achieve educational goals effectively and efficiently, each party involved should understand individual behavior and be able to display effective behavior. (Setiawan Jody & Setyadi, 2015). Individual behavior is studied in a science called psychology.

A teacher's success in carrying out various roles is influenced by his/her understanding of the foundations of education, including its psychological foundations. (Magdalena et al., 2023). In today's digital era, teachers must be able to carry out the learning process optimally and innovate in a rapidly developing era. (Diana & Rodhiyana, 2023).

As in previous research, a study conducted by (Ansel, 2024) At SDK Ende 3 showed that although teachers have tried to apply psychological foundations in learning, they still face significant challenges in understanding the characteristics of student development. Meanwhile, research by (Jawhari & Yusuf, 2024) Linguistic, psychological, and environmental communication

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barriers hinder effective learning. These barriers reduce active student participation and hinder the achievement of learning objectives. On the other hand, research by (Amalia et al., 2024) Emphasizes the importance of management functions—especially planning and supervision—in increasing the effectiveness of educational institutions. These three studies show concrete problems related to the lack of integration between psychological, communication, and management aspects in daily learning practices.

In practice, learning cannot be separated from the contribution of psychology, which explains students' behavior, motivation, and development. Psychology helps educators adjust teaching approaches based on students' age, background, and emotional condition. In addition, communication is a crucial element in the learning process because the success of delivering messages, understanding material, and building relationships between individuals is determined mainly by the quality of communication between teachers and students.

The problem that teachers in the field often complain about is that many educators do not understand the characteristics of student development in depth, both from cognitive, affective, and socio-emotional aspects. This impacts the implementation of learning strategies that are not aligned with the psychological needs of students. In addition, teachers' educational communication skills are still low, marked by one-way communication patterns, a lack of empathy, and minimal involvement of students in the learning process. As a result, interactions in the classroom become stiff and do not encourage active student participation.

No less important, the managerial aspect also plays a strategic role in learning. Management is standard and cannot be separated from education and teaching (Tenriwaru et al., 2022). In learning, management includes organized planning, implementation, and evaluation so that the learning process runs structured and directed.

Teachers with good managerial skills can create a conducive learning environment, manage time efficiently, and design varied, student-centered learning activities. Managerial skills can be reviewed through vision, coordination, interaction, communication, and accuracy in all aspects of education (Sabrina et al., 2020).

This article will review the three main pillars that are the foundation of science in learning: psychology, communication, and management. This study presents a novelty in the form of an integrative approach to three main scientific foundations: educational psychology, educational communication, and classroom management in one theoretical framework to support humanistic and meaningful learning. Unlike previous studies discussing each foundation separately and contextually, this article compiles a theoretical synthesis of the three to answer teachers' problems in understanding student development, building empathetic educational communication, and adapting classes. Thus, this study offers a complete conceptual contribution in shaping learning more responsive to student needs and the challenges of teaching practices in the classroom.

By studying psychology, communication technology, and educational management, teachers can improve their profession as teachers and improve teaching into a profession in the true sense. After studying it, it is hoped that teachers will be able to apply it in learning because it has a significant value in improving the quality of education.

2. Method

This study uses a descriptive qualitative approach with a library research method, namely, a data collection method carried out through tracing, understanding, and reviewing theories and scientific findings from relevant literature (Fadli, 2021). This approach was chosen because the study focuses on the exploration and in-depth analysis of scientific concepts that form the basis of the

learning process, especially from the perspective of educational psychology, educational communication, and learning management.

The data sources in this study were obtained from various secondary literature such as reference books, scientific journal articles, previous research results, and other relevant academic documents. The data analysis technique was carried out thematically by identifying, grouping, and interpreting the main themes that emerged in the literature. The analysis process was carried out systematically to answer the problem formulation and achieve the objectives of the writing.

In order to maintain the validity of the study results, source triangulation was carried out, namely by comparing various literature that discusses similar themes from different perspectives, as well as through a critical study of the strengths and limitations of each reference. This approach is expected to provide a deep and comprehensive theoretical understanding of the urgency of psychological, communication, and management foundations in supporting the success of adaptive and innovative learning processes in the modern education era.

3. Results and Discussion

Scientific Basis of Psychology in Learning

The application of the scientific basis of psychology in learning is emphasized in two studies in psychology, namely Developmental Psychology and Learning/Educational Psychology. (Syahid, 2016). Developmental psychology is a branch of science that studies individual behavior in the developmental process they experience. Meanwhile, learning psychology is a field of science that examines individual behavior in the context of learning activities. Learning psychology discusses the nature of learning, various learning theories, and aspects of individual behavior that emerge during the learning process (Herman & Muadin, 2023).

a. Developmental Psychology

In general, the periodization (stages) of student development are divided into three aspects, namely the stages of physical development, the stages of cognitive development, and the stages of pedagogical development. (Baharuddin, 2016). Meanwhile, according to Santrock in (Widianingsih, 2025) Experts have different opinions on the issue of periodization of development. However, these opinions can be broadly classified into three, namely, based on biological, didactic, and psychological analysis.

1) Periodization Based on Biology

Biological periodization is the division of developmental periods into specific periods, based on symptoms of changes in a person's physical structure.

Aristotle in (Hamdanah, 2009) Divides a person's developmental period into three periods, namely:

Table 1. Development periods according to Aristotle

Phase	Age	Characteristics
I	0-7 years	Called the early childhood phase or playtime period. This phase ends with the shedding of baby teeth.
II	7-14 years	Called the school-age phase or learning period, which begins with the growth of permanent teeth and ends when the sex glands start functioning.
III	14-21 years	Called the adolescent or puberty phase, which is the transition period between childhood and adulthood. This period starts when the sex glands begin to function until the individual reaches adulthood.

2) Periodization Based on Didactics

Didactic periods mean the division of development periods based on the classification of materials and educational methods for children at a particular time. (Khusni, 2018). Didactic periodization is arranged around educational efforts. (Hamdanah, 2009).

At each stage of education, the subject matter must be adjusted to the level of student development, and the teaching methods must also adjust to their needs and abilities at each age stage.

This review means what needs/materials are appropriate to be given to students at certain times, as well as the possibility of the most effective method to be applied in teaching or educating children at that particular time.

In the context of Islam, this didactic concept is also taught through the hadith of the Prophet Muhammad SAW:

> "*Educate your children in three things: To love your Prophet, to love the family of the Prophet and to read the Qur'an, for indeed the one who upholds the Qur'an will be under the protection of Allah, at a time when there is no protection but His protection, with the Prophets of Allah and His Chosen Ones." (Narrated by Dailami from 'Ali)* (As-Suyuthi, n.d.).

In another hadith:

> "*From Abu Hurairah r.a. (narrated), he said, the Prophet said, "Every child is born in a state of fitrah (purity). It is his parents who will make him a Jew, a Christian, or a Magian..."* (Al-Bukhari, n.d.)

Didactically, both hadiths emphasize the importance of education based on the values of monotheism and morals from an early age. The first hadith teaches that education must instill love for the Prophet, his family, and the Qur'an as a guide to life, which shows the importance of the spiritual aspect in character formation. The second hadith emphasizes that children are born in a state of fitrah (pure), and education from parents and the environment determines the direction of their beliefs and morality. Therefore, education in Islam must be carried out consciously, directed, and responsibly to maintain the purity of children's fitrah and direct them to divine values.

In Comenius' statement, pedagogically (education), the formation of a person's personality in the didactic phase, as a whole, occurs through four levels of age and education as follows. (Paso et al., 2021):

Table 2. Division of didactic phases according to Comenius

No.	Education Level	Age Range	Description
1	Kindergarten	1–6 years	The initial stage of education and child development
2	Mother Tongue School (Scola)	6–12 years	Children learn to use and understand language under maternal guidance
3	Latin School (Scola Latina)	12–18 years	Classical education emphasizes intellectual training and formal language
4	Academy (Academic)	18–24 years	Higher education or university level

Meanwhile, Maria Montessori in (Ahmadi & Sholeh, 2005) Divides a person's personality into the didactic phase as follows:

Table 3. Division of didactic phases according to Maria Montessori

No.	Age Range	Phase Name
1	1–7 years	A phase of receiving and regulating stimuli from the external world through the senses
2	7–12 years	The abstract phase is when the child pays attention to moral issues, and the ethical sense originating from their conscience starts to function. The child begins to recognize the needs of others.
3	12–18 years	A phase of self-discovery and satisfaction in dealing with social issues
4	18–24 years	A phase of higher education, where students are trained to face the reality of worldly interests. They must be able to think clearly and avoid disgraceful behavior.

3) Periodization based on Psychology

Periodization based on Psychology means dividing development periods based on the condition and characteristics of the child's psyche in a specific period. (Hamdanah, 2009).

An expert who initiated this kind of division, among others, according to Havighurst, in (Ahmadi & Sholeh, 2005):

Table 4. Psychological phase division according to Havighurst

No.	Age Range	Phase Name
1	0–6 years	Infancy and early childhood
2	6–12 years	Childhood or school age
3	12–18 years	Adolescence
4	18–30 years	Early adulthood
5	30–50 years	Middle age or later adulthood
6	50 years and above	Elderly age or old age

Meanwhile, Kohnstamm in (Ajhuri, 2019) Divides the development phases from the perspective of education and the noble goals of humanity into five phases, namely:

Table 4. Psychological phase division according to Kohnstamm

No.	Developmental Phase	Age Range	Alternative Name / Description
1	Vital Period	0–1.5 years	Nursing phase
2	Aesthetic Period	1.5–7 years	Trial and play phase
3	Intellectual Period	7–14 years	School age
4	Social Period	14–21 years	Adolescent phase
5	Maturity Period	21 years and above	Adulthood

b. Psychology of Learning

Learning psychology is a science related to human behavior in learning and teaching, regarding mental processes and their influencing factors. (Marjulis et al., 2023).

The purpose of learning psychology, according to (Nurjan, 2016) Includes several important interrelated aspects. *First,* learning psychology aims to help teachers become wiser in guiding students during the growth and learning process. With a good understanding of psychology, teachers can adjust their learning approach according to the needs and development of each student. *Second,* learning psychology provides a broad basis for educators in carrying out their educational tasks, so students are expected to experience improvement in their learning methods and outcomes. *Third, teachers can design and create a more efficient and effective educational system through the study and*

analysis of student behavior in the educational process. Understanding these psychological dynamics allows educators to direct educational processes in a better and more meaningful direction for student development.

The benefits of learning psychology are as follows: 1) setting clear learning objectives so that the learning process can be appropriately directed, 2) arranging effective learning conditions so that students can learn in an atmosphere that supports optimal development, 3) preventing the occurrence and development of mental and emotional disorders that can hinder the learning process, 4) maintaining good mental health as a foundation in achieving maximum learning outcomes, 5) striving to develop the ability and utility of healthy mental conditions possessed by students, 6) providing various information needed in the learning process, both for teachers and students, 7) helping each student overcome personal problems faced so that they can focus more on learning, and 8) getting to know and understand each student both individually and in groups so that learning strategies can be adjusted to their respective characteristics (Nurjan, 2016).

Scientific Basis of Communication in Learning

a. Definition of Communication

Communication in general is a process of forming, delivering, receiving, and processing messages that occur within a person and/or between two or more people with a specific purpose. This definition provides several basic understandings, namely that communication is a process of forming, delivering, receiving, and processing messages. (Pohan & Fitria, 2021).

b. Communication Process

Anything that obscures or interferes with the communication process is called Noise. According to Adler & Rodman (1982) in (Prabowo, 2001) 2 types of noise inhibit the communication process, namely:

1) Physical noise, including all things that make it difficult for messages to be seen, heard, or anything that distracts attention. This physical noise can interfere with the communication process in every element.
2) Psychological noise, which is related to the psychological influences in the sender (communicator) and recipient (communicant), so that they are unable to convey or receive clearly.

For communication to occur, several processes are needed to achieve the right target. To achieve the target, clear elements are needed as per Lasswell's model, namely: Communicator, message, recipient, media, and effect (Herliani, 2024).



Picture 1. Lasswell's Model

c. Implementation of Communication in Learning

The teaching and learning process is essentially a communication process, namely, delivering messages from the message source through certain channels/media to the message recipient. Viewed from the perspective of communication elements, the description is as follows:

a. Communicator, can be a teacher or student (2-way communication)

b. The message is the content/lesson material to be conveyed. Channel, in the form of the media used
c. Communicator can be a teacher or student (2-way communication)
d. Effect, in the form of feedback or feedback the communicator gives, will create continuous 2-way communication.

Messages are delivered through communication symbols, both verbally and nonverbally, in a process called encoding. Furthermore, the message recipient (communicator) will interpret these symbols to understand their meaning, which is called decoding. However, this message delivery process does not always run smoothly. If the interpretation of the message is unsuccessful, it indicates a failure or failure to understand what is heard, seen, or observed.

d. Communication Media in Learning

Communication in education is one of the elements that is very important in its position, and even has a massive role in determining the success of a person's education. (Kesumawati et al., 2024).

Media in a limited sense, according to Rusman, in (Mahardika et al., 2021)As a learning aid, this means that media is a tool teachers use to motivate students to learn, clarify information or learning messages, emphasize important parts, provide learning variations, and clarify learning structures.

The benefits of learning media can be described as follows: 1) attracting students' attention, 2) helping to accelerate understanding in the learning process, 3) clarifying the presentation of messages so that they are not verbalistic (in the form of written or spoken words), 4) overcoming space limitations, 5) making learning more communicative and productive, 6) allowing for conditioning of learning time, 7) eliminating boredom in learning, 8) increasing students' motivation in learning something or creating a passion for learning, and 9) serving students' diverse learning styles. (Zikri et al., 2024).

In this case, the media has an objective function, namely to clarify, facilitate, and make interesting the curriculum message that will be conveyed by the teacher to students so that it can motivate their learning and make the learning process more efficient.

Each medium displays content with different characteristics from the others. (Bahriyah, 2018)So there is no single medium that is superior in all respects. It all depends on the needs.

Therefore, in the teaching and learning process, it is recommended to use multimedia, namely the use of more than one medium in presenting information to the audience. The use of media in question combines various visual, auditory, and kinesthetic media into one teaching material. This is based on considerations: 1) differences in human ability to receive information, and 2) the characteristics of each medium, which are the strengths and weaknesses of each.

Scientific Basis of Management in Learning

a. Definition of Management

In terms of language, the word "management" comes from Latin, namely from the word "manus," which means hand, and "agere," which means to do. These words are combined into the verb "managere," which means to handle (Rochaendi et al., 2022).

In the context of education, Educational Management is an activity or series of activities in the form of a process of managing the cooperative efforts of a group of people who are members of an educational organization, to achieve previously determined educational goals, by utilizing existing resources and using management functions to achieve goals effectively and efficiently. (Angelya et al., 2022).

b. Management Theory and Principles

According to Nanang (Fattah, 2009) Management theory helps explain organizational behavior related to motivation, productivity, and satisfaction. The characteristics of management theory can be broadly stated: a) referring to empirical experience, b) there is a relationship between one theory and another, and c) recognizing the possibility of rejection.

Management principles play an important role in determining work methods, selecting workers and developing their skills, determining work procedures, setting responsibility limits, compiling job specifications, implementing training and education, and designing reward systems and amounts. These aim to increase work effectiveness, efficiency, and productivity (Fattah, 2009).

c. Role and Function of Management in Education

The provision of quality and equitable education will face increasingly complex challenges. For this reason, it is necessary to have professional management of the education system. This is where the role of management in implementing the education system lies.

According to Nawawi in (Shafa et al., 2024) Educational management is an applied science in the world of education that includes a series of activities or processes of controlling the efforts of several people to achieve educational goals in a planned and systematic manner, which are carried out in a particular environment, especially in formal educational institutions.

In educational management, management is essential. There are four management functions, namely the planning function, the organizing function, the directing function, and the controlling function (Qudsiyah et al., 2023).

So in essence, the role of management in education is as a manager of the education system to realize educational goals. Meanwhile, the management function, also seen as a process, includes the process/function of planning, organizing, directing, and controlling (supervision and evaluation) of the implementation of the education system in educational institutions (schools).

d. Contribution of Management Theory in Educational Technology

From the explanation above, it can be concluded that management in educational technology is a process of managing instructional design (learning design), which includes planning, coordinating, organizing, and supervising sources, information, and learning systems.

The contribution of management theory in educational technology can be seen in the management program in educational technology, including project management, resource management, personnel management, and program management. (Januszewski & Molenda, 2008).

The function of project management in education includes the process of planning, monitoring, and controlling design projects and developing instructional designs. Meanwhile, resource management functions in planning, monitoring, and controlling service systems and resource support, which include labor, finance, raw materials, time, facilities, and learning resources.

The function of personnel management is to prepare experts who can manage various learning resources. Program management supervises and controls all previous managerial activities so that instructional design management can run effectively and efficiently.

So it can be concluded that the contribution of management theory in educational technology is as a manager of educational technology. In contrast, the management process plays a role in instructional design management. The instructional design components that are the objects of management are design project management, learning source/media management (including print technology, audio-visual technology, computer-based technology, and integrated technology), and learning resource management that includes messages, people, materials, equipment (facilities), techniques, and settings that include physical and non-physical environments. Moreover, the entire

process of management technology contributes to solving learning problems, so that the learning process can achieve learning goals effectively and efficiently.

To answer the implementation challenges in today's learning, the solutions offered in this article do not only stop at the importance of understanding the foundations of psychology, communication, and management, but also try to explore innovative approaches that are applicable and contextual. Regarding educational psychology, teachers can apply learning differentiation strategies based on initial assessment results (diagnostics) that describe students' readiness to learn, interests, and learning styles. By understanding the variation in student characteristics, teachers no longer use a uniform approach, but rather design responsive learning activities—for example, providing project-based assignments for students with kinesthetic tendencies, or discussion forums for students with verbal tendencies. On the communication side, teachers need to master an educational communication model based on empathy and reflection, such as nonviolent communication (NVC) developed by Marshall Rosenberg. This model encourages teachers to communicate learning expectations and directions without judgment and to be more open to receiving feedback from students, including in the context of online learning, which is prone to miscommunication. Teachers can use interactive media such as video check-ins, response emojis, or online reflective quizzes to build healthy and enjoyable two-way communication.

Meanwhile, in terms of classroom management, innovative solutions that can be implemented include implementing adaptive virtual classes that combine a Learning Management System (LMS) with the principles of participatory management. Teachers not only manage the allocation of time and activities unilaterally, but also involve students in compiling learning contracts and selecting flexible evaluation methods. In online classroom management, teachers can create a balanced synchronous-asynchronous schedule, integrate educational games (gamification) to maintain motivation, and use a simple monitoring dashboard to track student participation and development in real time. With these approaches, the scientific basis for learning is no longer merely normative-theoretical. However, it becomes the basis for real work that can respond to the complexity of modern learning. The solutions offered are expected to help teachers build a more adaptive, inclusive, and meaningful learning process for every student in the era of digital education transformation.

4. Conclusion

Learning is a complex process that is not just a transfer of knowledge, but involves interactions influenced by various scientific aspects. The three main pillars that form the scientific basis of learning, namely psychology, communication, and management, significantly contribute to improving the effectiveness and quality of the teaching and learning process.

First, the psychological foundation provides teachers with a deep understanding of student development, learning needs, and overcoming psychological obstacles in the learning process. By understanding developmental psychology and learning psychology, teachers can design learning approaches appropriate to students' age stage, emotional condition, and background.

Second, the communication foundation is the key to success in delivering messages and lesson materials. Effective communication between teachers and students can build positive relationships, increase learning motivation, and create a conducive classroom atmosphere. Teachers must have good verbal and non-verbal communication skills to optimize learning.

Third, the foundation of educational management is needed to organize and manage all learning activities systematically, from planning, implementation, to evaluation. Teachers who have good

managerial skills will be able to create a productive, efficient, and enjoyable learning environment for students.

By integrating these three foundations into learning practices, teachers carry out their duties professionally and contribute to improving the overall quality of education. Therefore, understanding and applying the foundations of psychology, communication, and management are very important in forming adaptive, reflective, and innovative teachers in the era of ever-evolving education.

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