

DECLINING STUDENT LEARNING MOTIVATION IN DIGITAL COSMETOLOGY, ETHNOBEAUTY, AND WELLNESS LEARNING: A HUMANISTIC THEORY PERSPECTIVE

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ABSTRACT

This study examines the problem of declining student learning motivation in the digital era from the perspective of humanistic theory, with specific attention to cosmetology, ethnobeauty, and wellness learning. The development of information technology has made learning resources more accessible; however, it also creates challenges such as digital distraction, instant culture, reduced face-to-face interaction, and weakened intrinsic motivation. This study uses a qualitative methodology with a library research approach by analyzing books, scientific journals, and academic articles related to learning motivation, digital learning, humanistic theory, beauty education, ethnobeauty, and wellness. The results indicate that declining motivation is influenced by high digital distraction, unmet psychological needs, lack of empathy in digital learning, and the dominance of task-oriented learning. From Maslow's perspective, students' needs for safety, belonging, esteem, and self-actualization may not be adequately fulfilled in digital learning environments. From Carl Rogers' perspective, limited interpersonal communication, empathy, congruence, and unconditional positive regard can reduce meaningful learning. In cosmetology, ethnobeauty, and wellness education, this issue is important because students need not only cognitive understanding, but also practical skill, emotional sensitivity, client-centered communication, cultural awareness, and holistic wellness values. Therefore, technology integration should be balanced with humanistic learning strategies that strengthen empathy, reflection, professional identity, and meaningful engagement in beauty and wellness learning.

Keywords: Digital Era, Learning Motivation, Humanistic Theory, Cosmetology Education, Ethnobeauty, Wellness Learning

INTRODUCTION

The era of the 21st century can be marked by the intensive development of information technology, which affects various fields, among which the field of education cannot be ignored. The introduction of information technology into the learning process leads to the evolution of education from a traditional one to one that is more flexible, more technology-based, and thus more open to innovation (Adnyana et al., 2025). The opportunity to get more information, utilize interactive learning tools, and apply artificial intelligence makes it possible to make education more efficient.

In cosmetology, ethnobeauty, and wellness education, digital transformation also changes the way students access beauty knowledge. Students can easily obtain tutorials, cosmetic product information, skin and hair care trends, traditional beauty practices, and wellness content from digital platforms. However, this accessibility does not automatically produce meaningful learning. Beauty and wellness education requires students to develop technical competence, client-centered communication, hygiene awareness, cultural sensitivity, and ethical responsibility. Therefore, the decline of learning motivation in the digital era needs to be analyzed not only as a technological issue, but also as a humanistic problem related to students' psychological needs and meaningful engagement.

However, behind all these advantages, there is a contradiction, and this contradiction is a decrease in motivation among students to acquire knowledge. Although technological innovations are intended to improve the quality of the learning process, they can lead to a lack of engagement of learners with their studies. Such a situation can be very problematic because motivation is a key factor in terms of success in education (Material, 2024).

The decline in motivation to learn in the digitalization era can be understood through several factors, such as lack of concentration when studying, dependence on digital gadgets to enjoy entertainment rather than concentrating on learning, and reluctance to go through the learning process itself which requires effort and determination (Sari et al., 2023). Cyberloafing, which refers to the use of digital gadgets for non-learning purposes while engaging in the learning process, is an example of a phenomenon that illustrates this concern. In addition, the availability of digital information instantly shapes students' mindsets, thus making them want immediate results.

This condition is particularly relevant in beauty and wellness learning because students may become more interested in consuming visual beauty content than engaging in deep learning processes. Digital platforms provide instant beauty trends, product claims, and treatment demonstrations, but students still need critical understanding to evaluate whether the information is scientifically valid, culturally appropriate, and safe for clients. Studies on plant-based cosmetics show that natural beauty practices require attention to scientific validation, quality control, and sustainability, not merely visual appeal or trend popularity (Gamage et al., 2022). Therefore, digital learning in cosmetology should not only provide access to information, but also strengthen students' motivation to learn reflectively and responsibly.

The above case reveals that the problem of learning motivation is not only related to the influence of external conditions such as technology but also related to the psychological perspective of the students involved. Thus, it can be said that a perspective that only considers technological problems in the learning process is inadequate in terms of explaining the phenomenon. Thus there must be an alternative perspective that considers students as holistic beings, taking into account not only their cognitive aspects but also their emotional and social aspects.

Humanistic Learning Theory is a suitable perspective in this regard. According to this theory, the fulfillment of basic human needs and interpersonal relationships is considered important in the learning process. The hierarchy of needs proposed by Abraham Maslow asserts that motivation for growth is provided after a person's needs are met, from physiological needs to self-actualization. Meanwhile, Carl Rogers emphasized the need for an empathetic teacher-student relationship to facilitate effective learning.

Humanistic theory is suitable for examining motivation in beauty and wellness education because this field is closely connected to the whole person. Students are prepared not only to master beauty techniques, but also to understand human comfort, self-confidence, emotional well-being, and social interaction. Maslow's theory explains that motivation is related to the fulfillment of human needs, including safety, belonging, esteem, and self-actualization (Maslow, 1943). Meanwhile, Rogers' person-centered view emphasizes empathy, congruence, and unconditional positive regard as important conditions for meaningful learning (Rogers, 1969). These two perspectives help explain

why technology-based learning may fail to motivate students when emotional connection, recognition, and personal meaning are neglected.

In the digital era, meeting students' psychological needs may not always go as they should. Increasingly, interactions moving towards virtual interactions can result in a decrease in emotional closeness between teachers and students (Sukriyah et al., 2025). In addition, the education system's increasing focus on tasks and outcomes may fail to take into account the human side of learning. As a result, students will feel neglected, unmotivated, and unwilling to actively participate in the learning process.

The issue also connects with ethnobeauty because traditional beauty knowledge is often transmitted through social interaction, cultural practice, and community experience. Sultan et al. (2024) show that traditional cosmetics may involve plant knowledge, preparation methods, application practices, and cultural meaning. If students only learn beauty practices through fragmented digital content, they may lose the opportunity to understand the cultural and human values behind such practices. Therefore, a humanistic approach is needed so that digital learning in cosmetology, ethnobeauty, and wellness remains grounded in empathy, cultural awareness, and holistic health.

Against such a background, there is a need to explore the problem of declining student learning motivation in the digital age within the framework of humanistic theory. The purpose of conducting the proposed research is to identify the factors that determine learning motivation and, in particular, suggest a more humanistic approach to learning. In other words, the use of technology must be more than just utilizing tools and incorporating human values into learning.

LITERATURE REVIEW

Motivation to Study in the Digital Era

Learning motivation is one of the most fundamental elements that determine whether or not students can achieve their educational goals. According to Sardiman (2011), learning motivation is a common force in students that generates learning behaviors and controls the direction of those behaviors. Learning motivation can be classified into intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from personal inner strengths such as curiosity and growth needs, while extrinsic motivation comes from external factors such as the learning environment, rewards, and educational institutions.

The issue of learning motivation becomes more challenging with the advent of the digital era because there will be a higher level of disruption and changes in student behavior patterns. The convenience of accessing social media, gaming, and online entertainment has created conditions where people lose focus and develop behavioral traits such as cyberloafing (Astuti et al., 2023). In addition, features of the digital age population (digital natives) such as speed and agency also affect their learning habits and make conventional learning less interesting.

Learning Motivation in Cosmetology, Ethnobeauty, and Wellness Education

Learning motivation in cosmetology, ethnobeauty, and wellness education is not only related to students' willingness to complete academic tasks. It also influences their persistence in practicing beauty procedures, improving technical accuracy, developing client communication, and understanding the cultural meaning of beauty practices. Ryan and Deci (2000) distinguish intrinsic motivation, which comes from interest and personal value, from extrinsic motivation, which is driven by external rewards or pressure. In beauty education, intrinsic motivation is important because students need long-term commitment to develop professional competence, not only short-term compliance with assignments.

The digital era can weaken this motivation when students become more oriented toward instant visual results than learning processes. Beauty-related content on digital platforms often emphasizes appearance, trends, and rapid transformation. This may influence students to value quick outcomes rather than gradual mastery. In contrast, wellness-oriented beauty education requires patience, reflection, and awareness of holistic health. Therefore, motivation in this field should be directed toward meaningful learning, professional growth, and responsible practice.

The Role of Humanistic Theory in the Learning Process

In humanistic theory, learning refers to the process by which individuals experience everything that involves themselves, including cognitive, emotional, and social processes. In this case, Maslow's hierarchy of needs explains that learning motivation is possible when individuals meet several needs at different levels, ranging from physiological needs to the realization of a person's potential. Regarding education, it becomes difficult for

learners to become highly motivated in learning when their basic needs, including safety, respect, and love, are not met (Coulter et al., 2016).

At the same time, according to the humanistic view, it is essential to adopt a student-centered approach to learning. The concept was emphasized by Carl Rogers, referring to the idea of creating a positive climate for learning through empathy, congruence, and unconditional positive attention, which is the responsibility of the facilitator teacher in learning (Merrill, 2013).

Humanistic Learning and Wellness-Oriented Beauty Education

Humanistic learning views students as whole individuals who have cognitive, emotional, social, and personal needs. This perspective is highly relevant to wellness-oriented beauty education because wellness is not limited to physical appearance, but also includes comfort, confidence, emotional balance, and quality of life. In beauty education, students need to understand that beauty services affect clients not only visually, but also psychologically and socially. Therefore, the learning process should provide space for empathy, reflection, personal expression, and ethical awareness.

In ethnobeauty learning, the humanistic perspective helps students appreciate beauty practices as part of cultural identity and inherited knowledge. Traditional cosmetic practices are often connected to local plants, community experience, and cultural meanings. Sultan et al. (2024) explain that traditional cosmetic knowledge among Oromo women includes plants used for skin care, hair care, facial care, and body care. This indicates that ethnobeauty learning should not be reduced to technical imitation, but should involve respect for cultural sources and awareness of community-based knowledge.

The humanistic approach is also important because students in beauty and wellness education will later interact directly with clients. Client-centered beauty services require empathy, listening skills, respect, and sensitivity toward different needs and preferences. Rogers' educational view places the teacher as a facilitator who creates a climate of empathy, authenticity, and acceptance (Rogers, 1969). This principle can be transferred into beauty learning, where lecturers model human-centered communication that students can later apply in professional client interactions.

RESEARCH METHODS

The research methodology used in this scientific article is qualitative research with a literature review or library research approach. This method was chosen because the study aims to analyze the decline of student learning motivation in the digital era from the perspective of humanistic theory, especially in the context of cosmetology, ethnobeauty, and wellness learning. Literature review enables the researcher to examine relevant theories, concepts, and previous research findings without conducting direct field research.

The data used in this study are secondary data obtained from books, national and international scientific journals, academic articles, and other relevant sources. The main literature includes works on learning motivation, digital learning, humanistic theory, Maslow's hierarchy of needs, and Rogers' person-centered learning. To align the study with beauty and wellness education, additional literature was also selected from sources related to cosmetology education, ethnobeauty, traditional cosmetics, plant-based cosmetics, client-centered beauty services, and wellness-oriented learning.

Data collection was carried out through documentation study by identifying, reading, selecting, and reviewing literature relevant to the research focus. The selected sources were not only examined based on their relevance to learning motivation and humanistic theory, but also based on their contribution to understanding beauty and wellness learning as a field that integrates knowledge, skill, emotion, culture, and professional responsibility.

The data analysis technique used in this study is content analysis. The analysis was conducted through several stages. First, literature related to declining learning motivation in the digital era was identified. Second, the phenomenon was interpreted using Maslow's hierarchy of needs and Rogers' humanistic learning perspective. Third, the analysis was contextualized within cosmetology, ethnobeauty, and wellness education by examining how digital distraction, unmet psychological needs, and reduced empathy may affect students' motivation, reflective engagement, cultural awareness, and professional identity. Through these stages, the study seeks to produce a theoretical explanation of how humanistic learning can support motivation in digital beauty and wellness education.

RESULTS AND DISCUSSION

Decreased Learning Motivation and Maslow's Theory of Needs

The problem of declining learning motivation in the digital era has become one of the main problems today in the world of education. While technological developments offer many advantages to people including access to information and educational resources, at the same time they pose different challenges. Among them, there is a decrease in student learning motivation, which is an important indicator. One manifestation of the problem is the rise of cyberloafing, when students use their gadgets to visit websites that have nothing in common with learning while learning (Astuti et al., 2023).

In cosmetology, ethnobeauty, and wellness learning, digital distraction may have a direct effect on students' practical readiness. Students do not only need to understand theoretical materials, but also need concentration, patience, and repeated practice to master beauty procedures. When attention is divided between learning and digital entertainment, students may lose the opportunity to develop careful observation, hand skill, treatment accuracy, and reflective awareness. This condition is problematic because beauty and wellness learning requires active engagement between the mind, body, emotion, and professional judgment.

In this case, it can be noted that students' attention is no longer only directed to learning activities. Most often, students prefer to open social networking sites, play games, watch videos, rather than listen to the teachers' explanations. It goes without saying that all of this significantly affects the quality of the learning process itself because there is almost no cognitive and emotional participation on the part of the students. Such situations can be problematic in the achievement of educational goals.

When examining this phenomenon based on the hierarchy of needs theory suggested by Abraham Maslow, this situation becomes clearer to understand. According to Maslow (1943) in Coulter et al. (2016), there are five levels of need: physiological need, need for safety, social need or compassion, need for self-esteem, and need for self-actualization. Needs are always hierarchical – that is, only after satisfying one level, the next level begins to manifest itself.

The physiological dimension is particularly important in practical beauty education. Students who experience fatigue due to excessive gadget use may find it difficult to maintain concentration during practicum, follow hygiene procedures accurately, or perform treatment techniques carefully. In beauty and wellness learning, physical readiness is part of professional readiness because students are expected to provide safe, precise, and comfortable services.

Maslow's hierarchy of needs indicates that higher-level motivation becomes difficult to achieve when basic needs are not fulfilled (Maslow, 1943).

In the scope of educational activities, students' motivation to learn is closely related to the need for self-actualization. The term refers to an individual's desire to reach his or her full potential, even from an academic perspective. Nonetheless, there are some prerequisites that need to be met before reaching that point. For example, people must meet their basic needs before engaging in any type of activity.

The need for safety is also relevant in beauty education because students must feel psychologically safe to practice, ask questions, make corrections, and receive feedback. If students feel afraid of being judged, compared, or criticized in front of peers, their motivation to participate in practical learning may decrease. A safe learning climate is necessary so that students can learn from mistakes and improve gradually. This is consistent with the humanistic view that learning should support personal growth rather than create fear or pressure.

In modern times, the fulfillment of basic needs in students is greatly influenced by technology. For example, one of the needs that can be easily met by students is physiological needs (Rahmadani et al., 2025). They refer to the most basic elements that involve food, water, and rest. However, currently, students cannot sleep well due to the high utilization of technological devices, especially after midnight. This leads to poor focus when studying, as they feel tired and sleepy.

In addition to physiological requirements, there is also a need for a feeling of security that impacts motivation to learn. It should be noted that a sense of security is not only concerned with the physical aspect but also with the psychological aspect. In the modern digital environment, people can face different types of pressures from the social environment, such as social comparisons on social media or even cyberbullying. These factors can result in feelings of insecurity and inferiority. So, if a person feels insecure, he or she cannot concentrate on studying, as they are preoccupied with different problems and anxieties.

In addition, the need for love and affiliation has also changed significantly due to the rapid development of modern-day technology. According to Maslow, everyone needs to feel accepted by society. Now people are trying to meet this requirement in cyberspace, receiving a lot of likes, comments, or followers on social media platforms.

Interactions in digital media are mostly shallow and superficial, without much emotional content.

Belongingness is also essential in cosmetology and wellness learning because students often learn through interaction, demonstration, peer discussion, and collaborative practice. When the learning environment is warm and supportive, students are more likely to participate actively and develop confidence. In contrast, when students only seek social validation through likes, comments, or followers, their sense of belonging may become dependent on digital recognition rather than meaningful learning relationships. Ryan and Deci (2000) explain that relatedness is one of the psychological elements that supports autonomous motivation, together with competence and autonomy.

Therefore, even though students have many friends on social media, qualitatively, they are lonely because they lack emotional support. This has a negative impact on learning motivation because there is no social environment that can encourage the learning process in students. Students are more concerned with creating an image of themselves in the digital world than improving themselves.

Another aspect that has changed is the pursuit of rewards. While awards in previous years were earned from academic success or through recognition from the environment, now awards in terms of likes, views, and number of followers are considered very important among many students. If students receive this award in the digital world, then their motivation to pursue academic success will be negatively affected (Syata, 2025).

In beauty education, this shift can influence how students define achievement. Students may become more interested in producing visually attractive content than developing professional competence. A make-up result or treatment video may receive digital appreciation, but such appreciation does not automatically indicate hygiene accuracy, product suitability, client safety, or cultural appropriateness. Therefore, lecturers need to guide students to distinguish between digital popularity and professional quality. This distinction is important because beauty and wellness education should develop competence, responsibility, and holistic understanding rather than only visual performance.

It is clear that the satisfaction of the need for rewards does not occur in the real world but in the virtual world now. Indeed, the rewards received instantly through social media are not always connected to actual abilities and potential. This results in a loss of orientation during the learning

process, where instant gratification becomes more important than the process itself.

The effect of these basic needs is a reduction in students' desire to actualize themselves by studying in depth or becoming successful academically. The energy and attention focused on education now goes into digital entertainment that students find more appealing to spend their free time. This is in accordance with the statement Pohan & Nurlizawati (2023) that excessive student participation in online activities distracts from the achievement of educational goals.

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Self-actualization in cosmetology, ethnobeauty, and wellness education can be understood as the development of students into reflective and responsible future beauty professionals. This involves the ability to master beauty techniques, understand natural ingredients, appreciate traditional beauty knowledge, communicate with clients, and maintain ethical standards. Studies on plant-based cosmetics show that natural cosmetic development requires not only the use of plant materials, but also scientific validation, safety, quality control, and sustainability (Gamage et al., 2022). Thus, students' motivation should be directed toward professional growth and meaningful contribution to the beauty and wellness field.

In addition, the current instant culture is making the situation worse. Students have become accustomed to quick and easy access to information, and they can't overcome patience anymore. The ability to delay gratification decreases. Actually, the ability to delay satisfaction is very important in the learning process because the learning process is not something that gives immediate satisfaction to students.

It can be seen that the decline in motivation to learn in the digital age among students can be attributed to external factors such as technology and

internal factors such as the non- fulfillment of basic needs as discussed in the hierarchy of needs theory proposed by Abraham Maslow. Failure to meet physiological needs, the need to feel safe, affection and appreciation among others means that students find it difficult to move towards the next step towards self- actualization in learning.

It is important that the education sector considers the importance of meeting the basic needs of students to motivate them to study again. In addition to considering the cognitive side of the learner, it is necessary to focus on their emotions as well.

The Crisis of Empathy in Carl Rogers' View

In addition to the issues related to the fulfillment of needs in Abraham Maslow's theory, the loss of motivation to learn among students in the digital age can be seen through Carl Rogers' humanistic theory. According to him, the learning process involves the content and the learning approach itself, but the quality of interpersonal communication between educators and learners plays an equally important role. Rogers (1969) states that meaningful learning can occur in cases where empathy, unconditional positive attention, and congruence exist between instructor and learner.

This idea is highly relevant to beauty and wellness education because professional beauty services are relational. Students must learn how to understand client expectations, respond to discomfort, communicate politely, and provide services with empathy. If digital learning reduces interpersonal interaction, students may lose opportunities to develop sensitivity toward facial expressions, body language, emotional responses, and client needs. Rogers' concept of empathy, congruence, and unconditional positive regard provides a useful foundation for developing human-centered beauty learning (Rogers, 1969).

Nevertheless, in terms of the digital age, all these points have decreased significantly. The integration of technology into education, such as the implementation of e-learning programs, Learning Management Systems (LMS), and task-based learning activities, tends to minimize face-to-face communication between instructors and students. As a result, the emotional connections that need to be formed during the learning process become less prominent (Adib, 2023).

A mechanical learning process is especially risky in practical beauty education. Students may submit assignments or watch tutorial videos, but they may not receive adequate emotional support, direct correction, or personal encouragement. In beauty

practicum, small mistakes in hand movement, product use, sanitation, or client communication need immediate guidance. Hattie and Timperley (2007) explain that feedback can influence learning when it informs students about their current performance, expected goals, and how to improve. Therefore, digital learning should still provide personalized feedback rather than only task submission and grading.

Thus, such situations lead to what might be called an "empathy crisis" in learning. In other words, teachers find themselves unable to read students' faces, gestures, and emotions as they do in traditional teaching. Therefore, understanding the needs and problems of students becomes quite difficult for teachers. At the same time, students also feel themselves underpaid and lack an emotional component in the learning process.

In ethnobeauty learning, empathy is also needed to understand cultural beauty practices respectfully. Students should not treat traditional practices merely as visual styles or marketable trends. They need to understand the social meaning, local knowledge, and cultural background behind those practices. Sultan et al. (2024) show that traditional cosmetics are connected to plant knowledge, preparation methods, and cultural experience. Therefore, lecturers need to facilitate dialogue, reflection, and contextual explanation so that students do not separate beauty practices from the communities and traditions that produce them.

To make it more concrete, distance learning often becomes somewhat mechanical. In other words, a teacher gives some instructions, and then students apply them while the teacher assesses their performance. The mechanical nature of distance learning means that learners are perceived by the system as mere players rather than as human beings with individual needs, feelings, and abilities. Many students find learning boring and meaningless.

This situation is contrary to the concept of learner-centered education proposed by Rogers (1969). In this model, students must be the focus of educational activities. Teachers should function as facilitators whose job it is to help students develop their potential rather than just imparting information to them. Teachers must have the ability to provide a safe, comfortable, and encouraging environment where learners are free to express themselves and develop their potential.

Empathy is one of the most important components of Rogers' teaching model. It refers to the ability to understand learners' emotions and perceptions from their perspective. In conventional

education, teachers can show empathy through direct interaction, including attentive listening, friendly responses, or concern for the well-being of students. However, empathy is more difficult to display in online learning due to the inability to interact face-to-face.

Lack of communication in online education can result in ambiguity of the information being transmitted. It is possible that one can misunderstand the instructions given by the text. Additionally, the lack of interaction between teachers and students creates a certain sense of distance between them. Therefore, a student may feel isolated, especially those who need additional help during the learning process.

In addition to empathy, Rogers emphasizes the importance of unconditionally positive attention, referring to respect and acceptance of students as individuals without any criticism. The aforementioned attitudes become difficult to implement during virtual learning because there is very little interaction involved. Teachers tend to concentrate on task assessment, ignoring the entire learning process. As a result, students' motivation decreases when they perceive their performance as a mere result without a learning process behind them.

Intrinsic motivation refers to the internal motivation to learn due to an interest or desire to gain knowledge about a particular thing. When the learning process is focused on the evaluative side, students will be more driven by extrinsic motivation. Students learn because they are afraid of low grades or punishment rather than being curious to acquire new knowledge. This reflects a change in the type of motivation, which can negatively affect the quality of learning in the long run.

Another important element in Rogers' approach is congruence/authenticity. Authentic teachers are supposed to show a consistent and transparent attitude when dealing with their students. In the context of digital education, it is difficult for students to experience these feelings. Interactions conducted through screens tend to be formal, and thus, the relationship between teachers and learners is weakened.

Unconditional positive regard can be applied in beauty and wellness learning by respecting students' learning process, including their mistakes during practice. Students may differ in creativity, technical speed, confidence, and communication style. A humanistic lecturer does not only judge final results, but also helps students recognize their strengths and areas for improvement. This approach can reduce anxiety and strengthen intrinsic motivation because

students feel accepted as learners who are still developing.

The consequence of this empathy crisis is the detachment of students from the emotional learning process. Although students remain formally involved in the educational process, such as completing assignments and participating in online lessons, they emotionally feel detached from it because they perceive education as their duty rather than their needs and needs. Of course, this affects a lack of motivation and a lack of understanding of the material being studied.

To overcome this problem, it is necessary to reintegrate humanist values into the digital learning process. First of all, it is very important for teachers to understand that technology should be considered a means rather than a substitute for human interaction. Thus, it is still necessary to maintain warm and personal contact with students using digital tools.

It could be by giving learners a platform where they share their ideas, concerns, or feelings they may have at the time. Teachers should adopt a more flexible approach in assigning tasks to students. Additionally, using communication tools such as live sessions via video conferencing can also help improve interaction between the two parties.

The creation of an emotionally conducive atmosphere in the learning process cannot be ignored either. This will make learners comfortable in taking classes and asking their questions. They will not be afraid of being judged if they make a mistake while participating. Therefore, when learners feel accepted, they become more motivated to learn.

The empathy crisis in online learning is one of the factors that causes a decrease in students' motivation to learn. The inability to establish an empathetic relationship with students and create an atmosphere of mutual respect negatively impacts students. Therefore, the use of a humanistic approach, which highlights the human connection between teachers and learners, is important to increase students' motivation to learn.

Congruence is also important for lecturers in beauty education. Students need to see consistency between what lecturers teach and how they communicate. For example, when lecturers teach client-centered service, they should also demonstrate respectful and empathetic communication in class. This consistency helps students understand that professional beauty practice is not only about technique, but also about attitude, ethics, and human connection.

Humanistic Strategy for Digital Cosmetology, Ethnobeauty, and Wellness Learning

A humanistic strategy in digital beauty and wellness learning should begin by positioning technology as a supporting tool, not as a replacement for human interaction. Digital platforms can be used to provide learning materials, tutorials, references, and discussion spaces. However, lecturers still need to create emotional connection, provide personal feedback, and facilitate meaningful interaction. UNESCO emphasizes that future education needs to rebuild relationships among students, teachers, knowledge, and the world, including how technology is used in human-centered ways (UNESCO, 2021).

In practical terms, lecturers can use blended learning by combining digital resources with studio practice, reflective discussion, and client-case simulation. For example, students may first study digital material about natural facial treatment, then practice the procedure in a supervised setting, write a reflection on their learning process, and discuss the cultural or wellness value of the treatment. This model supports cognitive understanding, practical skill, emotional engagement, and cultural awareness.

Reflective activities are also needed to restore students' intrinsic motivation. Students can be asked to write reflective journals about what they learned, what difficulties they faced, how they improved their technique, and how the learning process relates to their future role as beauty practitioners. Reflection helps students reconnect learning with personal meaning, not merely task completion. This is consistent with the humanistic orientation that learning should support personal growth and self-actualization.

For ethnobeauty learning, students can be assigned to investigate traditional beauty practices from local communities, compare them with scientific literature, and evaluate their safety, cultural meaning, and sustainability. This task can strengthen motivation because students see learning as connected to real culture and professional relevance. It also prevents students from understanding traditional beauty only through superficial digital trends. Through this strategy, digital learning can support ethnobeauty and wellness values without weakening human connection.

A humanistic digital learning environment should also provide psychological safety. Lecturers can create discussion spaces where students may ask questions, express confusion, and receive constructive feedback without fear of humiliation. In

beauty practicum, mistakes should be treated as part of professional learning. When students feel safe, accepted, and supported, they are more likely to participate actively and develop confidence. This climate is essential for maintaining motivation in cosmetology, ethnobeauty, and wellness education.

CONCLUSION

Based on the discussion, the decline in student learning motivation in the digital era is a multifaceted problem influenced by digital distraction, instant culture, reduced interpersonal interaction, and unmet psychological needs. Digital technology provides easier access to learning materials, but it can also weaken concentration, patience, emotional engagement, and intrinsic motivation when it is not managed through a humanistic learning approach.

From Maslow's perspective, declining motivation is related to the inadequate fulfillment of students' physiological needs, safety needs, belongingness, esteem, and self-actualization. In digital learning, students may experience fatigue from excessive gadget use, psychological pressure from social comparison, shallow social interaction, and dependence on digital recognition. These conditions make it difficult for students to reach self-actualization through deep and meaningful learning. From Rogers' perspective, declining motivation is also related to the crisis of empathy in learning. Limited interpersonal communication, weak emotional connection, lack of unconditional positive regard, and mechanical task-based learning can reduce students' sense of meaning and belonging in the learning process.

In the context of cosmetology, ethnobeauty, and wellness education, this issue becomes more important because learning in this field requires more than cognitive understanding. Students need technical skill, emotional sensitivity, cultural awareness, client-centered communication, hygiene discipline, ethical responsibility, and holistic wellness values. If digital learning only emphasizes task completion and visual content consumption, students may lose motivation to develop reflective competence and professional identity as future beauty practitioners.

Therefore, digital learning in cosmetology, ethnobeauty, and wellness education should be designed through a humanistic approach. Technology should function as a learning support, while empathy, feedback, reflection, supervised

practice, cultural inquiry, and psychological safety must remain central. Through this approach, students can regain intrinsic motivation and develop as competent, reflective, ethical, culturally aware, and wellness-oriented beauty professionals.

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