

Humanism in Philosophical Studies

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Abstract: The philosophical theory known as humanism emphasizes the value and position of human beings, considering them as the core of everything. This article is created in an effort to provide information in the form of a review of humanism in the study of philosophy from various perspectives of various figures, especially in the realms of religion, education, and social aspects, as well as its development over time. The article is written using the library research method, where the data collection technique involves literature review in journals. The research results show that the humanistic perspective originates from the fundamental belief in humans as creatures with innate and natural characteristics in the Middle Ages. Humanism is an ideology that prioritizes human values. The philosophical theory known as humanism emphasizes the value and position of human beings, considering them as the core of everything. The main focus of humanism is the natural characteristics of humans, their limits, and tendencies. Understanding humanism in philosophical studies plays a crucial role in providing knowledge to discover the essence of life, encouraging thinking towards the search for the essence of science to address significant issues (aporia).

Keywords: Education, Figures, Humanism, Philosophy, Religion

A. Introduction

The philosophical theory known as humanism emphasizes the value and position of humans, considering them as the core of everything. The primary focus of humanism is on the natural characteristics of humans, their limitations, and tendencies. According to the Kamus Besar Bahasa Indonesia (1994), humanism is defined as a philosophical movement aimed at reviving a sense of humanity and promoting a better way of life. It is commonly used as an "official" reference and is considered to "represent" many people in Indonesia (Kholis, 2014).

According to Abagnano: "Humanism is the philosophical and literary movement which originated in Italy in the second half of the fourteenth century and diffused into other countries of Europe, coming to constitute one of the actors of modern culture. Humanism is also any philosophy which recognizes the value or dignity of

man and makes him the measure of all things or somehow takes human nature, its limits, or its interests as its themes” (Surapto Yuni, 2016).

Humanism emerged as a philosophical and cultural movement in response to the dehumanization that had occurred for centuries. It spread throughout Europe due to the influence of religious leaders who believed they had authority over religious understanding, which was then applied to all aspects of life in Europe. In reaction to this, humanism pioneers asserted that humans have immense potential to lead independent and successful lives in this world, despite being given free will.

One of the goals of humanistic theory is to make humans the only beings aware of changes in both the universe and themselves. Adherents of humanism believe that God has given humans a fundamental nature so that they can maximize their best potential. They believe that the two human instincts, natural instincts, and divine instincts complement and fill each other (Djayadin & Fathurrahman, 2020).

B. Methods

This article was created using the library research method, conducted by collecting and comparing various data from journal articles related to humanism in the study of philosophy, gathering a total of 25 research journal articles from 2013 to 2023. The data collection technique employed was literature study in journals, collecting data and information from various journals to be used as references and sources for analysis, leading to specific conclusions.

C. Results and Discussion

In humanism, a philosophy known as ‘collective existentialism’ involves self-awareness as part of a group and the decision to participate in group movements. Renaissance psychology embraced Humanism as an ideology. There was an awareness that ‘we are human’ rather than ‘I am human.’ In its effort to wrest humanity from the theocentric interpretation of religion, humanism even took an extreme approach by rejecting religious beliefs and their role in human consciousness. (Saifullah, 2014) Reese (1980: 235) states that humanism consists of: (a) the belief that rational individuals are the highest value; (b) the belief that individuals are the ultimate source of value; and (c) a commitment to enhancing the creative and moral development of individuals rationally, without considering concepts of the divine (Heriyanti, 2021).

Further development occurred in the 18th century, a period included in the Enlightenment era. J.J. Rousseau was a humanist figure who emerged in the 18th century. This figure prioritized research on the natural development of humans to achieve ideal educational goals (Paralihan, 2017). Contemporary humanism

developed during the twentieth century. The reaction or protest movement against the domination of forces threatening human values in the contemporary era is known as contemporary humanism. The role and contribution of existentialism in humanistic educational philosophy greatly influenced the development of this humanist philosophy. Jean-Paul Sartre is one of the humanistic figures of the 20th century. Sartre placed humans as the focal point, stating that the existence or non-existence of God does not change how people view themselves as beings. Sartre argued that humans have consciousness as themselves, and the two cannot be exchanged. There is a difference between the existence of humans and the existence of modern objects without consciousness. Openness is a characteristic of humans. This means that each person has a responsibility to themselves, regardless of what happens to them or the meaning assigned to them (Ariwidodo & Nasrulloh, 2022).

Another figure is Abraham Harold Maslow (1908-1970), also a well-known humanistic figure. He is considered the founder of humanistic psychology, stating that human desires are to understand and fully accept themselves. Maslow continued to be very famous for his Hierarchy of Needs theory. He used a pyramid as a symbol to illustrate his ideas about this theory (Freire, 2008: 38-42). Maslow described five types of basic human needs in the hierarchy of needs theory. All needs consist of physiological needs; the need for safety and protection; the need for affection; the need for loyalty and affection; the need for self-esteem; and the need for self-actualization (Nursikin, 2016) (Yunailis, 2019).

Another well-known figure in humanistic philosophy is Carl Rogers (1902-1970). According to Rogers, everyone is born with a desire to get what they want and behave consistently with themselves. Therefore, in the process of self-development, one will strive for self-actualization, self-maintenance, and self-improvement (Arbayah Arbayah, 2013). Carl Rogers stated that learning is an action that allows students to express themselves freely. This learning process does not mold someone into someone else; instead, it allows someone to be themselves (Nur Zaini, 2019). Carl Rogers, a humanistic educational philosopher, distinguishes learning into two types: awareness and learning experience (Rohmah et al., 2022). According to Rogers, the humanistic learning process includes five elements: the desire to learn, learning with meaning, learning without punishment, learning with initiative, and learning from change (Insani, 2019).

The insatiable human curiosity about their environment leads to a desire for learning. Learning means students choose whether specific activities are beneficial to them or not. Learning without punishment means learning without the threat of punishment, allowing children to express themselves freely and enabling them to experiment and discover new things. Learning with self-initiative implies high intrinsic learning motivation possessed by initiative-taking students. Initiative-taking learners have the ability to direct themselves, make their own decisions, and

strive to assess what is good for them. Learning from change means students must learn how to handle constantly changing situations and conditions.

Another renowned humanist figure known for the concept of 'meaning' theory is Arthur W. If lessons are beneficial to students, then their learning process truly takes place (Yuliandri 2017). He argues that learning consists of four components: feelings, perceptions, beliefs, and internal goals. Comb argues that the learning process must have meaning for everyone. Teachers should not impose lessons that are disliked or irrelevant to their students. Learning consists of four things: feelings, perceptions, beliefs, and internally natured goals (Devi, 2021).

The theory of humanistic education originates from three philosophical theories: pragmatism, progressivism, and existentialism, emerging in the 1970s. The goal of this theory is to make humanism an approach in education. In religious humanistic theory, the goal of education is to build an approach to God through human experiences. Religious education has more values than secular education. One of its advantages is that it relies on spiritual values to realize true human beings, which is a humanistic education method in Islam (Abdullah, 2020).

Essentially, humanism is an educational ideology, encompassing conservatism, liberalism, anarchism, criticism, and reconstructionism. There are several ways to study humanism. Conservative humanism can be traced by investigating the foundation of idealistic philosophy; liberal humanism can be examined by investigating the foundation of materialistic philosophy; and critical humanism can be approached within religious contexts (Aprison, 2016).

Educational psychology, or humanistic educational philosophy, sees education as the process of transforming students into humans so that they can develop and actualize their best potential. Three fields of educational philosophy can be used to view humanistic educational psychology: educational ontology, educational epistemology, and educational axiology. In humanistic educational psychology, education is defined as the process of humanizing students or learners as individuals full of potential that can be actualized (Hikmawan, 2017) (Habib, 2021).

The dynamics of education are always interesting to discuss. Moreover, the concept of education is related to the ethics and social reality of humans. Paulo Freire is a renowned educational thinker concerned with humanitarian social issues. He is the creator of the concept of education. One of the leading figures in education, theology, and humanism, Freire hails from the city of Recife in eastern Brazil. The humanistic education he proposed was influenced by inadequate educational conditions in the region. This prompted him to make efforts to raise awareness in the community to find the causes of such disparities. His movement in education revolves around 'education for the oppressed,' meaning education for everyone, not

just those in power. Humanism places humans as the main actors in the education process. Freire emphasizes, in line with the humanistic approach, that humans are subjects or the main actors in education (Djatman, 2005:109). Humans do many things in their lives. In this regard, humans have the right to do what is best for themselves. So, they are in a very high position because they have a lot of freedom, especially in terms of education. People have the right to receive education freely so that they can achieve all that they can (Fadli, 2020).

One of the goals of humanistic theory is to make humans the only beings aware of changes, both in the universe and in themselves. Those who adhere to humanistic beliefs believe that God has endowed humans with inherent qualities so they can maximize their best potential. They believe that the two instincts of humans, the natural instinct and the divine instinct, complement and fulfill each other (Djayadin & Fathurrahman, 2020).

According to humanistic education, every human has the same nature as a creature of Allah SWT. In humanistic psychology, educators are humane individuals who understand how students learn and their attitudes. Students are motivated by teachers to develop according to their intellectual abilities. Teachers do not force students to participate in the learning process, but they teach them positive and negative principles or behaviors. According to humanistic learning theory, student behavior is not determined by their environment or knowledge; instead, it is determined by themselves (Ekawati & Yarni, 2019).

H.A.R. Tilaar states that education is actually a process of humanizing human children or realizing liberated humans. A liberated human is a creative human realized in their culture. Learners must be educated to become individuals responsible to their God, themselves, their families, their nations, and their countries to achieve this goal. The education process must not only improve intellectual abilities but must also be able to explore and enhance all human potential, whether intellectual, emotional, or spiritual, if the goal is to humanize humans (Saifullah Idris, Tabrani, 2017).

Humanistic theory allows education to broadly view human behavior. According to this theory, learning is a process of changing values to humanize humans. If students have a good understanding of themselves and their environment, the learning process is considered successful. During the learning process, students must strive to achieve self-actualization as best as possible. This learning theory aims to understand learning behavior from the perspective of the actor rather than the observer. Assisting students in self-development is the main goal of teachers. This means helping them recognize themselves as unique individuals and developing their intellectual, emotional, and spiritual potentials (Kurdi, 2017).

The philosophy of humanism emphasizes human values. Humanistic education aims to enhance the creative and moral development of students by educating them to be the most rational individuals (Idris and Za 2017), (Muhammad 2020). Humanistic education has many elements of moral learning, so it is essential for educators to incorporate humanistic education into their curriculum. Two of the best ways to apply humanistic values in moral learning to instill courtesy attitudes in students are through habituation and modeling. Whether acknowledged or not, teachers can cultivate specific attitudes in students through habituation. Learning individual attitudes can also be done through modeling, the creation of attitudes through assimilation or modeling techniques. This habituation is very influential because something done consistently becomes a habit, and there is no need to think again to do it. The factor followed and modeled is the actions performed or shown by someone they love. Courtesy attitudes of learners can be easily formed if teachers demonstrate their behavior to their students. If teachers exemplify their behavior to their students, lessons can be quickly absorbed by the students (M.Choirul Muzainil, 2023).

This approach considers students as subjects who have the freedom to choose the most suitable learning methods, determine their own learning goals, and discover their own interests and talents. In the humanistic approach to the Merdeka Belajar Kurikulum (MBKM), character education becomes the main focus. The humanistic approach combines principles such as student empowerment, comprehensive personal development, social engagement, character education, and free learning. The humanistic approach emphasizes empowering students to actively participate in the learning process. It also emphasizes the importance of encouraging them to actively participate in the learning process throughout their lives. Moreover, these principles are used as the basis for evaluation, curriculum design, learning methods, and the formation of an inclusive educational environment. In addition to achieving academic achievement, students are encouraged to develop moral attitudes, principles, and behaviors. Character education addresses things like ethics, morals, social responsibility, and empathy (Cahya et al., 2023).

D. Conclusion

The philosophical theory known as humanism emphasizes the value and position of humans and regards them as the core of everything. According to the religious humanistic theory, God has endowed humans with inherent qualities to enable them to maximize their potential. This theory also states that the two instincts in humans, the natural instinct and the divine instinct, complement each other and are not in conflict with each other. Humanistic educational philosophy, or educational psychology, views education as a process of humanizing students so that they can develop and actualize all their potential. In the humanistic approach to the Merdeka Belajar Kurikulum (MBKM), character education is the main focus. This approach

combines principles such as lifelong learning, social engagement, character education, student empowerment, and comprehensive personal development.

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