

Characteristics of Educational Management Based on Humanistic Philosophy

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Article History: Received on 14 December 2023, Revised on 20 February 2024,
Published on 7 March 2024

Abstract: Humanism is known to appear in the Latin vocabulary *humanus* which has the meaning of human morals or following the nature of a human being. In terms of terminology, humanism means the position and position of every human being based on the efforts possessed by humans in generating their natural abilities in body and spirit. Data collection techniques use information from various sources which will later be used as references and references from several sources like article, journal and books. Humanistic learning theory globally explains that the learning process involves physical and spiritual in order to optimize the process of change in learning. Education in this learning theory seeks various insights from the environment as a series of character making equally. The target of this theory is to focus on behaviors that are given the right to choose in determining the fate of the individual himself and being able to account for it in the future. The role of education is simply to create the best conditions by encouraging, inspiring, digesting, and empowering. Child-centered learning should be a key principle. They need to be most active, most experiential, and most learning- experienced. The success of school management depends on the implementation of this MPMBS.

Keywords: Education, Humanism, Management, Philosophy

A. Introduction

The humanistic theory began to gain prominence in the mid-20th century as a response to psychodynamic and behaviorist theories. Humanistic theorists believe that human behavior cannot be explained solely through conflicts that are beyond conscious control. In order to be explained, the experiences or conflicts of humans are examined based on their conscious and subjective experiences (self-direction) (Moss, 1999). Humanism comes from the Latin word "*humanus*," which means "human nature" or "in harmony with human nature." In terms of philosophy, humanism refers to the dignity and worth of all individuals in utilizing the innate abilities of humans, both mentally and physically. In the realm of psychology, humanism is also referred to as humanism. The same understanding states that humanism is a belief system regarding humanistic points that have a divine nature.

Humanism is viewed in academia as a source of knowledge about the history and development of various aspects of life left by humans, such as studies of classical cultures in the ancient world (Tolstova & Levasheva, 2019).

Humanism is a branch of philosophy that prioritizes the dignity of humans. Humanists are individuals who seek to create a more fulfilling life based on humanitarian norms and position themselves to be useful to fellow humans. A humanist is someone who believes in understanding the world by studying it, acquiring knowledge through reason and experience (Ya Min Aung, 2020). One of the notable humanist figures is Carl R. Rogers. Rogers is an influential humanistic psychologist whose ideas have not only been used in counseling but have also made significant contributions to the development of education worldwide. From the perspective of humanism, the course of a person's life is freely determined by the individual. External parties should not interfere in the life of that person. Academically, humanism sees learning as a process of understanding that humans have the nature to determine their own lives. If an individual can identify themselves after going through the learning process from the surrounding environment, it can be said that they have undergone the learning process according to humanistic theory. For students in the school environment, students will be immersed directly into the pool of life so that the process of discovering the identity of the students can be more meaningful. Students are expected to realize that the learning process is not based on external benchmarks but is the result of dedication to the process of learning to discover the innate qualities within each student (DRUCKER, 2012).

B. Methods

This article utilizes the article review writing method, which is conducted by collecting and comparing various data from journal articles related to humanism in the study of philosophy. The data collection technique implemented involves gathering multiple data and information from various sources, which will be used as references from several relevant sources, ranging from books to national and international journal articles.

C. Results and Discussion

The theory of humanistic learning broadly refers to physical and mental activities that optimize the growth process. On the other hand, education, in the sense of attempting to equally understand various sciences as a series of character creations, is emphasized. Physical development does not guarantee behavioral growth. Therefore, change and growth can only be caused by educational processes such as habit and routine changes, skill differences such as knowledge, behavior, and skills. The focus of humanistic theory is on individual attitudes, including attitudes in

choosing the direction of the future. Individuals have full self-awareness and are capable of taking responsibility for the outcomes achieved from choosing that future direction. However, one key factor in this pursuit is fear. The development of personality that emerges results from the uniqueness each person possesses, arising from our connections with others, our tendency towards self-actualization, death, limitations, and loneliness. In treatment, this approach creates conditions to optimize self-understanding and growth. Remove barriers that hinder individuals from showcasing their abilities. Assist students in seizing opportunities to choose the type of understanding they want to delve into so that they understand their responsibility for their own future direction (Dewi Juita & Yusmaridi M, 2021).

The presence of humanistic schools in education has a broad impact on the series of knowledge transfer processes in schools. Generally, schools orient that students' actions as educational objects should be treated according to the desires of the teacher, so in humanistic schools, the role of students is as educational subjects. Students determine how the learning process will be carried out. Consistent with humanistic teachings, participants should be allowed to be themselves and realize themselves according to their own paths and aspirations. Teachers act as facilitators of the best learning environments by inspiring students. Learning must be truly centered on students. They are the most active, experienced, and learned. This view is found in various learning theories put forward by proponents of humanistic thought, such as Carl Rogers, Arthur Combs, and Abraham Maslow. Rogers' theory (1902-1987) is called the "person-centered theory." "Person-centered" means focusing on the subjective aspects of the individual. Because Rogers' theory focuses on the development or change of human personality, there is no discussion focus on personality structure.

The two main points of Rogers' theory are: (1) Life. According to Rogers, the organism is a living physical being with all its physical and psychological functions. The organism is where all experiences occur, namely perceptions of events experienced by someone inside and outside their world. The whole experience obtained, whether conscious or not, forms someone's phenomenal field, which is only known to others through imperfect empathic reasoning. Therefore, this indicates that human behavior is not a function or influence of external reality or environmental stimuli, but subjective reality or the phenomenal realm. (2) Self Known as "self-concept" and defined by Rogers as the perception of the characteristics of "I" or "self" and the relationship of "I" or "self" to others, human beings, and various aspects of life. Associated values. This point can also be interpreted as beliefs about reality, uniqueness, and the quality of the action itself (Witono & Widodo, 2023).

The existence of self-concept refers to the mental image we form about ourselves. There are two possible relationships between "self-concept" and living organisms:

“correspondence,” which means agreement, and “conflict,” which means disagreement. These two factors determine the development of maturity, adaptability, and mental health of an individual (Aloni, 2011). Rogers (1969) emphasizes that children are basically positive and creative. Children have a variety of potentials and fundamental abilities, including learning ability. Preschoolers have a learning spirit reflected in behaviors such as willingness to ask, curiosity, desire to try something, and a desire to explore and discover.

This tendency gradually diminishes or even disappears when children enter formal school. This is because children are not given enough space in the classroom for the natural development of freedom, and the learning process is planned in school. According to Roger (1969), the goal of learning is for students to become learners. The specific learning goals, especially at the elementary and middle school levels, are not to achieve competence measured only through learning outcome tests. In fact, the goal of education is to arouse and develop a child’s interest and enthusiasm for science, strengthen their curiosity and efforts to achieve the desired and desirable learning goals. Tests and exams completed correctly can also be tools that weaken students’ interest in learning. Students who have high grades feel that mastering their competencies is easy or not difficult anymore because they have achieved the highest grade or rank in the class (Novalina Indriyani & Desyandri, 2022).

As an expert in humanistic learning theory, Rogers introduced several important principles in learning: (1) Humans have an innate desire to learn, an innate curiosity about their world, and a deep desire to explore and gain new experiences. (2) Learning will be faster and more meaningful if the content meets the students’ needs. (3) The amount of learning can be increased by reducing external threats. (4) Participatory learning is much more effective than passive learning and allows the community to enhance their thoughts through independent learning. (5) Independent learning involves the whole person, leading to better and lasting feelings. (6) Freedom, creativity, and self-confidence in learning can be achieved through self-initiative. Evaluation is less important akhir (Dakir, 1993).

This thinking is based on Rogers’ experiences in counseling and clinical therapy. In his activities, Rogers never forgot to advise his clients to express their feelings to their close ones or family. Rogers believed that humans are beings who always strive to develop and enhance their abilities to survive. The character and perspective of individuals in viewing this can be influenced by the environment and the people around them (Jeffrey L. Broome, 2014).

Education is essentially a process of humanizing an individual, but in its implementation, the task of humanizing an individual is not carried out well (Sumantri and Ahmad, 2019). This is not unrelated to the gap between the concepts and practices applied by educational institutions, in this case, schools. In the past,

students did not feel free to learn. Students were trapped in an undemocratic education system that limited learning, creativity, and self-development. Based on these conditions, the Ministry of Education issued a new policy called the Independent Curriculum. Curriculum development is inseparable from the existence of philosophy as a starting point or foundation of thought (Perni, 2019).

The humanistic approach views students as whole individuals or human beings as a whole. In other words, learning is not just about delivering material and targeted material but also about personal development. This belief has led to the emergence of many learning techniques and methods that emphasize humanistic aspects in learning (Alwasilah, 1996). In this methodology, the student's experience is prioritized, and character development and instilling positive emotions are considered important in learning.

The humanistic approach focuses on the role and needs of students. According to this approach, teaching or learning material must be seen as a whole, covering the whole person, and not just something intellectual. Students, like teachers, are human beings with emotional, spiritual, and intellectual needs. Students must be able to help themselves in the teaching and learning process. Students are not just passive recipients of information (Purwo, 1989).

Independent curriculum is one of the major policies carried out by the government to reform the education system to realize humanistic education in schools. If examined thoroughly, the philosophy used as the basis for thinking in the independent curriculum is the philosophy of humanism. The foundation of the humanism theory's perspective is the nature of an individual's school. The school environment depicted in the humanism theory's perspective is inspired by human factors (Aradea & Harapan, 2019). The philosophy of humanism is proposed by various figures, including Carl Roger, who stated that humanistic education is characterized by an environment that supports freedom of speech, provides ample space for students to imagine, create, and think critically to explain the potential in their still vague selves. Carl Rogers opposes the education system that equates students as blank sheets that must receive orders from teachers every day without being given the opportunity to choose their own exploration and creativity (Mahrus & Itqon, 2020).

The concept of self-directed learning from the humanistic philosophy perspective is studied (Novalina Indriyani & Desyandri, 2022), which is then formulated that according to the humanistic approach, independent learning provides an opportunity for students to learn independently or independently. to be responsible for oneself. The study of freedom in the humanistic philosophy perspective is also examined by (Susilawati, 2021) resulting in the conclusion that the philosophical framework in the independent curriculum is none other than the humanistic theory

framework. Rogers also explains that in the learning process, students should not be pressed but given the freedom to learn, with the hope that students can make their own decisions and dare to take responsibility for their own actions (Shapiro, 1985).

The humanistic learning theory seeks to understand learning behavior from the perspective of action, not from the observer's point of view. The main goal of educators is to help learners develop, especially by helping them understand and recognize themselves as unique individuals and realize their potential. Humanism answers the question of how each individual is influenced and guided by personal intentions related to their experience. The humanistic theory is an approach to learning that prioritizes the development of an individual's personality. Focusing on human potential, seek, find, and develop students' talents.

Humanism as a humanitarian movement has gone through a long process of interpreting and managing its words. Therefore, the meaning of this word must be examined from an etymological and historical perspective. Etymologically, the term humanism is closely related to the classical Latin language *humus*, which means soil or earth. From this term arises the word "homo," which means "human" (earthly creature), and the word "honus," which means a more "terrestrial" humanity. The term humanism has different meanings depending on the differences in views and perspectives. Lalande mentions several definitions of humanism, one of which is controversial. One definition of humanism is the European humanist movement that views humans only from the perspective of "human," not from the perspective of religion. Another definition of humanism is the humanist movement.

The application of humanistic theory in the independent curriculum is evident in granting students the right to learn according to their own learning styles or preferences. Students can prepare tasks that suit their conditions and interests. For example, if a student primarily learns using videos or visuals, assignments can also be done by creating a video. Students can choose subjects based on their interests and tailor them to support their course choices or future aspirations. This right is given with the hope that students have the freedom to determine the sequence of their studies. With this policy, it is expected to create a culture of independent interdisciplinary learning and apply valuable knowledge and experiences in their professional lives (Susilawati, 2021).

The teaching strategies in the classroom related to the concept of humanism include cooperative learning. Cooperative learning is a good foundation for enhancing students' achievement motivation. In practice, cooperative learning has three characteristics: (a) Students work in small study groups (4-6 members), and this composition lasts for several weeks. (b) Students are encouraged to collaborate in groups to help each other learn academic material. Students will receive rewards and recognition based on their group performance. Cooperative learning techniques

include: This technique groups students with different abilities and genders into groups of four to five people. When the teacher introduces the material, the team works on tasks, asks each other questions, and learns together in preparation for weekly competitions and tournaments. Tournaments are determined by team members based on their skills from the previous week. This means that students with the lowest scores in each group have the opportunity to earn the same team points as students with the highest scores, and the tournament results are determined by them. For example, if a student's performance is low and he/she competes with others of similar ability, then the next week, he/she can compete against students who have similar abilities (Yudi Hartono dkk., 2018).

D. Conclusion

Scientists involved in humanistic theory believe that human behavior cannot be explained as a result of unconscious conflicts or simple conditioning. This theory focuses on the importance of conscious experiences, which are subjective and self-directed (Moss, 1999). Humanism comes from the Latin word 'humanus,' meaning the essence of human or according to human nature. Humanism refers to the dignity and human values of each person and the effort to use the inherent capacities in humans, both physical and non-physical, for example, the classical studies of Greek and Roman culture (Tolstova & Levasheva, 2019). Physical development does not necessarily lead to behavioral growth. Therefore, change or growth is only caused by educational processes, such as changes in habits or routines, differences in knowledge, behavior, or skills. Behavior is the focus of humanistic theory, involving individuals who have the freedom to choose their own destiny, self-awareness, responsibility, and freedom.

E. Acknowledgement

We thank to the rector, lecturers and all colleagues of Universitas PGRI Palembang, and Universitas Bengkulu who help us in this article.

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