# HUMANISTIC EDUCATION IN LANGUAGE LEARNING

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## ABSTRACT

Humanistic education emphasizes the importance of understanding each individual as a human being. A humanist educator treats his students according to their potential. Humanistic education can provide direction to all components of learning. All educational components are directed at forming an ideal human being, namely a human being capable of achieving self-actualization. This research uses qualitative research methods where data is collected by examining various sources related to humanistic education. Data was collected through literature study interviews with teachers and students selected as research subjects. The collected data was analyzed descriptively to reveal teachers' and students' perceptions of the importance of humanist education in Indonesia. This research shows that humanist education is necessary to improve students' competence and character. This research implies that it is necessary to improve the implementation of humanist education in all educational institutions.

Keywords: Teachers, Students, Education, Humanist

## INTRODUCTION

The challenge for the world of education in the future is to realize the process of democratization of learning. Learning activities recognize children's rights to learn according to their characteristics. The important thing that needs to be present in a democratic learning environment is realness. Be aware that children have strengths and weaknesses, courage despite fear and anxiety, and can be angry and happy. Realness must be possessed not only by children but also by people involved in the learning process. A learning environment that is free and based on realness from all parties involved in the learning process will be able to foster positive attitudes and perceptions towards learning (Mantra et al., 2022).

Creating the most effective conditions for creating desired changes in behavior is one of the most critical tasks regarding learning. In other words, teachers are responsible for learning theories so they can be applied in life. Before we answer that question, we must look at psychological explanations of learning (Handayani & Widiastuti, 2019). Learning is to humanize humans. The learning process is considered successful if one understands the environment and oneself. This learning theory attempts to understand learning behavior from the perpetrator's perspective, not from the observer's perspective. This learning theory is more abstract and closer to philosophy, personality theory, and psychotherapy than the psychology of learning. This learning theory talks more about educational concepts to form the person we aspire to and about the learning process in the ideal form (Maba, Mantra, et al., 2023).

According to humanistic theory, the learning process must be initiated and demonstrated to humanize humans.

Therefore, humanistic theory is more abstract and closer to the field of study of philosophy, personality theory, and psychotherapy than the field of study of learning psychology (Tolstykh, 2020). Philosophy takes fragmented knowledge from various sciences and organizes it into a more perfect and integrated view of life. In this connection, the development of science has encouraged humans to look again at human ideas and interpretations in science, language, and education (Munyua, 2020).

Language has an essential role in human life. The existence of language in human life cannot be considered in a vacuum or as having no function. Language can be learned through learning (Astawa et al., 2019). Learning is a process that contains a series of actions of teachers and students in a reciprocal relationship that takes place in an educational situation to achieve specific goals. Interaction or reciprocal relationship between teachers and students is the main requirement in learning. Learning Indonesian is essential at all academic levels (Suparsa et al., 2017).

The aim of learning Indonesian is so that students have good and correct Indonesian language skills and can appreciate Indonesian language and literature according to the situation and language goals as well as the student's experience level (Nujraeni et al., 2015). This learning for students aims to develop Indonesian language skills according to their abilities, needs, and interests, while for teachers, it is to develop students' Indonesian language potential and to be more independent in determining language teaching materials according to the conditions of the school environment and students' abilities. It also has a central role in students' intellectual, social, and emotional development and supports success in all fields of study (Brown & Abeywickrama, 2010).

Language learning allows humans to communicate, share experiences, learn from each other, and improve intellectual and literary abilities. It is one of the means to achieve this understanding. Learning language at school is expected to help students get to know themselves, their culture, and the cultures of other people, express ideas and feelings, participate in communities that use the language, discover and use the analytical and imaginative abilities that exist within them (Hasanah & Malik, 2020). The competency standard for learning Indonesian is mastery of language skills, including listening, speaking, reading, and writing skills. Both are related to various languages and various literature. Indonesian language education is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people.

According to the humanistic school, educators should look at higher needs and plan education and curriculum to meet these needs. Some humanistic psychologists see that humans naturally desire to develop to become better and learn (Khatib et al., 2013). The humanism theory focuses on the human condition's attitude, which includes the ability to be self-aware, free to choose to determine one's destiny, freedom and responsibility, and anxiety as an essential element of search. This theory focuses on the present and what a person will become in the future. This approach presents the conditions for maximizing self-awareness and development and removing obstacles to actualizing personal potential. Helping students discover and exercise freedom of choice by expanding self-awareness and taking responsibility for the direction of their own lives (Elfert, 2023).

According to humanistic theory, learning must begin and be aimed at humanizing humans. Humanistic learning theory is abstract and is closer to the study of philosophy. This theory talks more about concepts. In humanistic learning theory, learning is a process that is initiated and aimed at humanizing humans (Klopfer &

Aikenhead, 2022). One of the essential ideas in humanistic learning theory is that students must be able to direct their behavior in learning (self-regulated learning), what they will learn, and to what level, when, and how they will learn. Students learn to direct and motivate themselves in learning rather than just being passive recipients of the learning process. Students also learn to assess the usefulness of learning for themselves (Qin, 2022).

The education system views learning as a process that occurs within an individual and involves all existing parts or domains, including the cognitive, affective, and psychomotor domains (Tallent-Runnels et al., 2006). In other words, the humanistic approach emphasizes the importance of emotions or feelings, open communication, and the values possessed by each student. For this reason, humanistic learning methods lead to efforts to hone students' human values. Teachers, therefore, are advised to emphasize the values of cooperation, mutual assistance, benefits, honesty, and creativity to be applied in the learning process (Mantra et al., 2023).

Based on the description above, an educator must be able to develop their potential. Through education, teachers must be able to choose approaches that suit student needs and learning goals. Teachers must also be able to treat students according to their nature, namely humanizing humans. Humanities means knowledge that includes philosophy, moral studies, art, history, and language. Considering the importance of humanistic education, this study was considered highly essential to be conducted to reveal the essential information related to humanistic education in language teaching.
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**RESEARCH METHOD**

This study was conducted in selected high schools in Bali to reveal the natural phenomena of implementing a humanistic learning approach in Indonesian language classrooms. The study subjects were 5 selected teachers and 5 students from different locations. This study uses qualitative research methods to collect data by exploring various sources of information and perceptions of teachers and students related to human education. Data were collected through literature review and interviews with teachers and students selected for the study. The results were analyzed descriptively and comprehensively by considering factual information about humanistic education. Furthermore, the results were triangulated by comparing the collected data to ensure the validity and reliability of the findings.

**RESULTS AND DISCUSSION**

Based on the interviews, the excerpts of the interviews with the teachers can be presented as follows.

| Teacher A | "In a humanistic classroom, children are given the opportunity and freedom to satisfy their curiosity, to fulfill their interests, and to discover what is important and meaningful about the world around them." |
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| Teacher B | "Learning will have meaning or significance if what is learned is relevant to the child's needs and intentions. Students learn quickly if what they learn has meaning for them. Students will learn things that are meaningful to them." |
| Teacher C | "Learning is easy to do, and the results can be stored well if it takes place in a threat-free environment. The learning process will run smoothly when students can test their abilities, can try new experiences or make mistakes without receiving criticism which can usually offend them." |
| Teacher D | "Learning becomes most meaningful if it is done on one's |

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| | initiative and involves the students' feelings and thoughts. Choosing their learning direction is very motivating and provides opportunities for students to learn how to learn. |
| Teacher E | "Students become more dependent on themselves and less on the judgment of others. Apart from taking initiative, learning must involve all personal, cognitive, and affective aspects." |

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Meanwhile, students' perceptions towards implementing humanistic learning can be presented as follows.

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| Student A | "I feel that learning with humanist education is very suitable for learning materials that are personality formation, conscience, attitude change, and analysis of social phenomena." |
| Student B | "I feel happy to be enthusiastic, take the initiative in learning, and change my mindset, behavior, and attitude of my own accord." |
| Student C | "I expect to be a free, brave human being, not bound by other people's opinions, and to manage my personality responsibly without reducing other people's rights or violating applicable rules, norms, discipline, or ethics." |
| Student D | "I feel happy if the teacher applies a humanist education model, and I become active and not passive in the learning process. I do not feel afraid or embarrassed to ask the teacher |

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| | so that my friends do not leave me behind." |
| Student E | "I became active in learning activities, and I was active in responding to questions given by the teacher. I play a role as the main actor in the learning process." |

## DISCUSSION

Based on the above data, a humanistic approach to language education is essential. Teachers need to continually develop their learning programs to improve the quality of their teaching and be more humanistic. According to humanism, the characteristics of a good teacher are teachers who have a sense of humor, are fair, enjoyable, more democratic, and can relate to students quickly and naturally. Therefore, classrooms are more open and able to adapt to change.

Meanwhile, ineffective teachers have a low sense of humor, become impatient quickly, like to hurt students' feelings with hurtful comments, act somewhat authoritarian, and are less sensitive to existing changes. Students act as the main actors who interpret the process of their own learning experience. In this role, students are expected to understand their potential, develop their potential positively, and minimize their negative potential. Learning objectives focus more on the learning process than learning outcomes (Maba, et al., 2023).

The application of humanistic theory refers more to the spirit during the learning process, which colors the methods applied. The role of the teacher in humanistic learning is to be a facilitator for students while the teacher provides motivation and awareness of the meaning of learning in students' lives. Teachers facilitate learning experiences for students and accompany students to achieve learning goals. Students act as the leading actor (student center) who interprets the process of their own learning experience. It is hoped that students

understand their potential, develop their potential positively and minimize their negative potential (Mantra, et al., 2022).

Learning based on humanistic theory is suitable for application to learning materials: personality formation, conscience, attitude change, and analysis of social phenomena. Indicators of the success of this application are that students feel enthusiastic, take the initiative in learning, and there is a change in thought patterns, behavior, and attitudes of their own accord. Students are expected to become free, brave human beings, not bound by other people's opinions, and manage their personalities responsibly without reducing the rights of others or violating applicable rules, norms, discipline, or ethics.

Learning emphasizes the importance of the content of the learning process being eclectic, and the aim is to humanize humans or achieve self-actualization. According to the humanistic school, educators should look at higher needs and plan education and curriculum to meet these needs. Some humanistic psychologists see that humans have a natural desire to develop, improve, and learn. So, schools must be careful not to kill this instinct by forcing children to learn something before they are ready. So, it is only possible if children are forced to learn something before they are physiologically ready and have the desire (Qin, 2022).

In a broad sense, the humanistic approach to education emphasizes positive development. An approach that focuses on human potential to seek and discover the abilities they have and develop these abilities. This includes social and interpersonal skills and methods for self-development aimed at enriching oneself and enjoying life and society. This skill or ability to develop oneself positively is essential in education because of its connection to academic success. Students in the learning process must strive to gradually achieve self-actualization as well as possible (Handayani & Widiastuti, 2019).

The application of humanistic theory in teacher learning directs students to think inductively, prioritizes experience, and requires active student involvement in the learning process. This can be implemented through discussion activities, such as discussing material in groups so students can express their opinions in front of the class. The teacher allows students to ask questions if they need help understanding the material. Learning based on humanistic theory is suitable for application to learning materials: personality formation, conscience, attitude change, and analysis of social phenomena (Suroso et al., 2023).

A teacher with a sense of humor is fair, enjoyable, more democratic, and able to relate to students quickly and naturally. Classrooms are more open and able to adapt to changes. Meanwhile, ineffective teachers have a low sense of humor, become impatient quickly, like to hurt students' feelings with hurtful comments, act somewhat authoritarian, and are less sensitive to existing changes. Humanistic theory has several advantages and disadvantages. In terms of the advantages of humanistic learning theory, it can be explained as follows: (1) This theory is suitable for application in learning materials that are personality formation, conscience, attitude change, and analysis of social phenomena; (2) The indicator of the success of this application is that students feel happy, taking the initiative in learning, and changes in thought patterns, behavior and attitudes of their own accord, (3) Students are expected to become free human beings, not bound by other people's opinions and manage their personalities responsibly without reducing the rights of others or violate applicable rules, norms, discipline or ethics (Eriyanti et al., 2022).

The application of humanistic theory refers more to the spirit during the learning process, which colors the methods applied. The role of the teacher in humanistic learning is to be a facilitator for students while the teacher provides motivation and

awareness of the meaning of learning in students' lives. Teachers facilitate learning experiences for students and accompany students to achieve learning goals. Students act as the leading actor (student center) who interprets the process of their own learning experience. It is hoped that students understand their potential, develop it positively, and minimize its negative potential (Karmini, 2022).

Learning objectives are more about the learning process than learning outcomes. The processes generally followed are: (1) Formulating clear learning objectives, (2) Seeking active student participation through transparent, honest, and favorable learning contracts, (3) Encouraging students to develop their ability to learn on their initiative, ( 4) Encourage students to be sensitive to critical thinking, interpret the learning process independently, (5) Students are encouraged to freely express opinions, choose their own choices, do what they want and bear the risks of the behavior shown, (6) Teachers accept students as they are, trying to understand students' way of thinking, not evaluating normatively but encouraging students to be responsible for all risks in their actions or learning process, (7) Providing opportunities for students to progress at their own pace, (8) Evaluation is given individually based on student achievement.

Humanistic theory has had a significant influence on psychology and popular culture. Nowadays, many psychologists accept this idea that when the theory discusses personality, human subjective experience has a higher weight than objective reality. Humanistic psychologists who focus on healthy rather than problematic humans have also made a valuable contribution. The advantages of humanist education include: (1) always prioritizing things that have a democratic, participatory dialogical, and humanist nuance, (2) a learning atmosphere that respects each other, freedom of opinion, freedom to express ideas, (3) involvement

of students in various activities at school, and the ability to live together (communally) among students who of course have different views. Characteristic of personality formation, conscience, attitude change, analysis of social phenomena, (4) Students feel happy, take the initiative in learning, (5) Teachers accept students as they are, understand students' way of thinking,

Meanwhile, the weaknesses of humanist education include: (1) Humanistic theory is too naively optimistic and fails to provide an approach to the different side of human nature; (2) Humanistic theory, like psychodynamic theory, cannot be tested easily; (3) Many concepts in humanistic psychology, such as people who have successfully actualized themselves, are still opaque and subjective. Some critics deny that this concept could reflect Maslow's values and ideals, (4) Humanistic psychology is refracted toward individualistic values. Humanistic theory cannot be tested quickly. (5) There are many concepts in humanistic psychology, such as people who have succeeded in actualizing themselves. This is still opaque and subjective: (6) Humanistic psychology is refracted toward individualistic values, (7) The learning process will not be successful without motivation and a supportive environment.

**CONCLUSION**

Humanistic education helps educators understand the direction of learning. Educators must pay attention to how students develop in self-actualization. Humanistic education seeks to understand learning behavior from the perspective of the behavior. The main goal of educators is to help students develop themselves, that is, to help each individual know themselves as unique human beings and to help them realize their potential. The success of teaching depends on various elements, including elements of the learning planning

that is prepared, elements of learning implementation, and elements of teacher competence.

Teachers must be able to know the obstacles that hinder the learning process and how to overcome these obstacles. The humanistic approach is a humanizing approach that can be used in learning. In this way, harmonious interactions may occur between one student and another, namely being open to each other, respecting other people's opinions, having a sense of concern for friends, being honest, helping each other, being friendly, having a sense of group responsibility and responsibility for tasks and goals. Learning, trustworthiness, tolerance, and a feeling of joy and gratitude when the task is completed and in accordance with the learning objectives.

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