The Relationship Of Humanism Thinking With The Concept Of Independent Learning And Its Impact In The Learning Process

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Abstract

Education is developing rapidly as time goes by, becoming a top priority for a country. However, the quality of human resources in Indonesia is still lagging behind compared to several developed countries. To improve the quality of human resources, education must be prioritized. The concept of humanism in education emphasizes the importance of respecting human values and encouraging the humanization process. Meanwhile, the concept of Merdeka Belajar, interpreted as freedom to think, imagine and express, aims to improve the quality of education so that it is superior to before. The relationship between humanist thinking and the concept of Freedom of Learning in the learning context shows that learning must emphasize the process rather than learning outcomes, by involving students as active subjects in the learning process. It is also important to pay attention to the role of the teacher as a facilitator, as well as using learning methods that support the optimal development of students' potential. Learning evaluation must include cognitive, affective and psychomotor aspects, taking into account students' individual development and needs. The method used in this research includes literature analysis and synthesis of relevant ideas to highlight the importance of integrating the concepts of humanism and Freedom of Learning in the educational context in Indonesia.

Keywords: Freedom to Learn, Philosophy of Education, Humanism

Introduction

Education is developing rapidly as time goes by. Education is a top priority for a country. The country will progress if the government prioritizes the quality of human resources. The quality of human resources in Indonesia is still lagging behind compared to several developed countries. To improve the quality of human resources, education must be prioritized (Supriyanto, A. 2020). Education is an important process that humans undergo throughout their lives. Education helps children become more mature because it is an effort to change humans for the better, with the main focus on changing values.

Humanist thinking is based on the belief that education should help humans become complete individuals by encouraging the process of humanization. This process can occur if humans are always treated as subjects, which means that each individual has autonomy and freedom in determining their life without external pressure. To avoid stifling creativity, a dialogical approach is needed, where humans interact as subjects with subjects, not as subjects with objects. Students are expected to learn directly from reality and understand their environment (reflection) before acting, and vice versa. This educational concept aims to encourage students' creativity and critical thinking by exposing them to the realities of their lives and fostering the ability to question everything about themselves and society. Humanization occurs when individuals have freedom of expression that remains based on certain values. In the context of humanistic education, educators as adults who guide students must carry out educational practices that uphold human values. Education with a humanistic paradigm, which sees humans as an integral unit, must be upheld and is expected to influence all aspects of the education system anywhere and in any form (Herpanda, 2022).

The application of humanist thinking in education in Indonesia is realized through a new concept, namely 'freedom to learn.' Both concepts, humanism in education and freedom of learning, both emphasize the freedom and flexibility of educational institutions in optimizing the diverse abilities and potential of students. Both concepts argue that students should develop naturally and freely; hands-on experience is the best way to learn; Teachers must be good guides and facilitators. Educational institutions must function as laboratories for student change. The concept of independent learning provides students with the opportunity to study freely and comfortably, without stress and pressure, by paying attention to their natural talents, without forcing them to study or master areas outside their interests and abilities. In this way, each student can grow and develop according to their potential and abilities. This is in accordance with the statement (Nasution, A 2020) which states that 'if freedom of learning is fulfilled, free learning will be created' and schools that implement it will become 'liberating schools.

The concept of Merdeka Belajar is closely related to educational philosophy, which is an important part of the educational process in Indonesia. Educational philosophy is used as a guide by teachers in designing, implementing and improving the quality of education (Susilawati, N. 2021). This philosophy is one of the curriculum foundations that helps in curriculum development, including the Merdeka Belajar curriculum. This development aims to determine the criteria for goals, processes and targets of the curriculum. In addition, philosophy includes the knowledge that humans need to achieve freedom, happiness and success in life.

Theoretically, humanist thinking and the concept of independent learning are the ideal framework for implementing education aimed at developing students' potential. However, there are various problems that hinder the development of the concept of independent learning. The current education system still lacks respect for the values of democracy, justice, student potential and humanization, and there is still discrimination, such as teacher dominance in learning. In addition, teachers' understanding of the concept of independent learning is not yet uniform, so interpretations vary. It is important to realize that education is a form of long-term investment that prepares quality human resources to face the challenges of the times. To produce quality human resources, it is necessary to improve the education system and establish the world of education as a place to prepare the nation's generation who are proactive, moral and have superior personalities in facing the times. Islamic education is also required to always follow these developments.

Methods

The methodology used to discuss this issue includes: 1) What is the nature of learning according to humanist thought? What is the concept of independent learning? How is humanist thought related to the concept of independent learning and its impact on the learning process? The purpose of writing this article is to find out: What is the nature of learning according to humanist thought, What is the concept of independent learning, How is humanist thought related to the concept of independent learning and its impact on the learning process.

Result and Discussion

Understanding learning based on humanistic learning theory

The concept of learning based on humanistic thinking has become a topic that has been widely discussed recently because it is considered more ideal. This approach sees humans as subjects and objects whose potential needs to be developed. According to humanistic theory, the learning process must begin and be directed towards humanizing humans themselves. Therefore, humanistic learning theories tend to be more abstract and more closely related to the fields of philosophy, personality theory, and psychotherapy, rather than the psychology of learning.

Humanistic education is a process that follows the philosophy of humanism, where humans are considered the most important element in education. According to Carl Rogers, there are several principles of humanistic learning, namely: (1) individuals have an intrinsic desire to learn; (2) students learn about things that are considered important for themselves; (3) organizing meaningful teaching materials and new ideas; (4) in modern society, this school emphasizes a meaningful learning process; (5) teaching materials are adapted to students' needs so that they can understand learning quickly; and (6) learning that increases freedom, self-confidence and creativity (Rohmah, N. 2022).

Humanistic theory focuses more on educational concepts to form the ideal human and the learning process in the most ideal form. In other words, this theory is more interested in understanding learning in its most perfect form rather than understanding the learning process as it really is, as studied by other learning theories. Humanistic theory argues that all learning theories can be used as long as the aim is to humanize humans, namely achieving self-actualization, self-understanding and optimal self-realization for those learning.

The concept of humanistic learning is an adaptive learning theory because it can use any learning theory as long as the aim is to humanize humans. This makes humanistic theory very eclectic. It cannot be denied that each particular learning approach or theory has advantages and disadvantages. In this context, eclecticism is not a system that maintains these elements in their original form. Humanistic theory will utilize any theories as long as the goal is achieved, namely humanizing humans (Siregar n.d.).

Impact of Humanistie Learning Theory on the Learning Process

The theory of humanism is more related to personality theory and psychotherapy than to the field of education, making it difficult to translate it into concrete and practical steps. All components of education, including its objectives, are directed at forming ideal humans who are capable of achieving self-actualization. Therefore, it is important to pay attention to students' development in self-actualization, self-understanding and self-realization. Teachers must consider the emotional experiences and special characteristics of each individual in planning learning, because a person will learn best if he understands himself and can make free choices about the direction of his development. Although humanistic theory is difficult to translate into practical and operational learning steps, its contribution is enormous. The ideas, concepts and taxonomy of objectives that have been formulated can help educators and teachers understand the nature of the human psyche (Hendrawan, T. 2022).

(Farida, Y. 2015) States that humanistic theory-based learning is very suitable for use in learning materials related to personality formation, conscience, attitude change, and analysis of social phenomena. For example, sociology subjects include material about socialization and personality, deviant behavior, social problems, values and norms, social control, and others. An indicator of the success of humanistic learning is the ability to make students feel happy, enthusiastic and take initiative in learning, as well as voluntary changes in thinking, behavior and attitudes. Students are expected to become individuals who are free, brave, and independent, and responsible without violating the rights of others or applicable rules, disciplinary standards, or ethics.

Learning objectives in humanist philosophy education emphasize the process rather than learning outcomes. This process includes: (1) Formulating clear learning objectives; (2) Active participation from students; (3) Understanding the learning process independently and developing students' thinking abilities; (4) Encouraging independent learning initiatives from students; (5) Give students the freedom to express opinions, choose and make decisions, do what they want, and handle risks; (6) Provide opportunities for students to progress in conveying opinions or answers at their own pace; (7) The assessment process is based on the achievements achieved by students (Abdullah, A 2020).

One effort to restore human values that are increasingly fading is with humanity-oriented education. Humanistic education gives students the freedom to choose learning according to their individual interests and talents, considering the diverse characteristics and desires of each individual. The focus of learning must be student-centered. Therefore, in learning activities, teachers must introduce and relate the material to students' real lives (Sastrawan, K. B 2020). The initiative announced by the Minister of Education and Culture, Nadiem Makarim, known as Merdeka Belajar, is designed to highlight the aspect of freedom in the learning process while still paying attention to existing values (Novalita, N 2022). The goal is for teachers and students to experience a pleasant and satisfying learning atmosphere (Sundi, V. H 2022). According to the Minister of Education and Culture Nadiem Makarim, this program was created with the aim of improving the quality of education so that it is superior to before. Not only does it produce students who are good at memorizing, but it is also hoped that students will have strong analytical, reasoning and understanding skills to develop their potential (Saleh, M. 2020).

Freedom to learn is interpreted as freedom to think, imagine and express. In line with (Adjam, S. 2022) which states that students or students are given the freedom to choose the subjects they are interested in according to their individual character and needs. However, the essence of this freedom of thought must be owned first by the teacher. Next, teachers need to organize the learning process so that these activities can run smoothly without causing pressure on students.

The Merdeka Belajar program aims to improve the quality of human resources, in response to complaints received from parents regarding the existing national education system. This program provides opportunities for students to develop creative, innovative and independent learning. In an effort to create innovative learning, the approach emphasized is student-centered learning (student center), which provides ample space for students to develop creativity and independence.

From the description above, it can be seen that the idea of Merdeka Belajar is an innovation to produce learners who are innovative, creative, superior, and able to develop their potential in the scientific fields they are interested in. An examination of the concept of Freedom of Learning from various educational philosophy perspectives can provide various views in the literature, especially in the context of curriculum and educational philosophy. Therefore, this paper focuses on researching the concept of Merdeka Belajar from the perspective of educational philosophy, including constructivism, progressivism, and humanism.

The relationship between humanist thinking and the concept of freedom to learn in the learning context

One of the famous figures in the humanist educational philosophy is Carl Rogers, who divided learning into two types: awareness and experiential learning (Sari, E 2022). It is important for teachers as facilitators to pay attention to the concept of independent learning and philosophy. A teacher is said to be good if he meets several characteristics, including: (1) has the ability to solve problems on his own; (2) have good qualities, including a desire for growth, friendship, and friendliness; (3) showing mutual respect for each other; (4) behavior that develops comes from within oneself, such as creativity and dynamics; (5) demonstrate mutual trust and reliability; and (6) able to improve and fulfill his own needs.

The relationship between the philosophy of humanism and the concept of independent learning is as follows: (1) Students are given the freedom to choose and determine their own ways to achieve their goals; (2) Students are encouraged to appear in front of the class on their own initiative, paying attention to the material that has been taught; (3) The philosophy of humanism shows high concern for the development of children with individual differences; (4) Humanism pays attention to the gradual growth and development of students in accordance with the concept of independent learning which gives them freedom (Arifin, S., Abidin, N. 2021).

Based on the relevance of the concept above, it can be concluded that the concept of independent learning will be successful if educational practitioners pay attention to philosophical aspects as the basis for its formation. Because, an educational concept can be considered as an application of philosophical thinking, in this case, humanist thinking. The implications of the relevance of humanist thinking and the concept of independent learning in learning involve several components such as: educational objectives, learning materials, the role of teachers, students, teaching methods, media, and evaluation (Anjelina, W. 2021).

a. Learning objectives.

Learning objectives emphasize the learning process rather than learning outcomes. This process includes steps such as formulating clear learning goals, encouraging active student participation through clear, honest and positive learning contracts, and developing student learning initiatives. Apart from that, students are encouraged to have critical thinking, interpret learning independently, and be free to express their opinions and make their own choices. Teachers are expected to accept students as they are, try to understand students' thinking, and encourage them to be responsible for their actions and learning processes. In addition, teachers provide opportunities for students to progress at their own pace, and evaluations are carried out individually based on student achievement. UNESCO emphasizes the goal of education as "towards scientific humanism," meaning education aims to promote respect for human values with scientific accountability. Finally, the goal of education must be to achieve change in students, especially in their attitudes and outlook on life.

b. Educational Materials

Humanist education and the idea of independent learning consider educational materials as a means that aims to strengthen the humanization process of students gradually, both physically and spiritually. Therefore, educational material is considered a key element in shaping students' personalities.

c. Teacher's Role

Humanistic psychology and the idea of independent learning pay special attention to the role of the teacher as a facilitator. Combs and his colleagues stated that the characteristics of good teachers include: a) believing that individuals have the ability to solve their own problems well; b) see the individual as someone who is friendly, wants to develop, and is friendly; c) respect individuals; d) seeing that individual behavior develops from within, being seen as a creative and dynamic individual, not passive or slow; e) believe that individuals are basically trustworthy and reliable in complying with existing rules; and f) see that the individual can fulfill and improve himself, not hinder or threaten.

d. Student

The humanistic school helps students to develop their potential because they are the main actors in the learning process and they learn from their own personal experiences. By providing guidance that does not limit students in the learning process, it will be easier for them to understand values or norms that can provide information about positive behavior and negative behavior that should be avoided.

e. teaching methods

In a humanistic approach, students are considered as complex and unique individuals, so their handling cannot be simplified from just one point of view. In the humanistic method, aspects of life and behavior that are humanistic include responses to emotions, utilization of students' ideas, balance between theory and practice, and a minimum of ritualistic elements.

f. Instructional Media

All human learning processes can be explained by four elements: a) Preparation which involves the emergence of interest; b) Presentation which includes the first encounter with new knowledge or skills; c) Training (practice) which involves the integration of new knowledge or skills; and d) Performance results that involve the application of these elements in various forms of actual learning.

g. Learning Evaluation

In humanist-based education and the concept of independent learning, students are considered as individuals who have the authority to make their own decisions, and are encouraged to develop an attitude of responsibility from an early age. Implementation of this attitude requires that students be given the confidence to evaluate their daily experiences for future improvement. As the closest partner in the learning process, teachers should involve students in their teacher evaluation process. Apart from that, teacher evaluation of students must cover three aspects at once, namely cognitive, affective and psychomotor

Conclusion

In an era of education that increasingly emphasizes the development of individual potential, the concept of learning based on humanistic theory is in the main spotlight because it is considered more in line with learning ideals. This approach places humans as subjects and objects that need to be considered in developing their potential. Humanistic theory emphasizes that the learning process must lead to improving the quality of humans themselves, with a focus on philosophical aspects, personality theory, and psychotherapy, more than just the psychology of learning. Humanistic education, as part of the philosophy of humanism, considers humans as the most important element in the educational context. The principles of humanist learning, formulated by Carl Rogers, emphasize the importance of developing intrinsic learning initiatives, providing meaningful material, and emphasizing student freedom, self-confidence, and creativity. Humanistic theory leads to an educational concept that prioritizes the formation of ideal humans and optimal learning processes. Although difficult to translate into concrete learning steps, its contribution is significant. Humanistic theory proposes that all learning approaches can be applied as long as the aim is to improve the quality of human life, achieving optimal self-actualization, self-understanding and self-realization for each learner. The concept of humanistic learning is a very eclectic theory, utilizing various theories to achieve the same goal, namely to develop human potential. In this context, eclecticism is not the preservation of elements in their original form, but rather adaptation to individual needs to achieve humanistic goals. Through research and application of the Merdeka Belajar concept, it can be seen that this idea is an innovative step to produce students who are creative, innovative, and able to develop themselves in the fields of science they are interested in. . The implications of the relevance of humanist thinking and the concept of independent learning in learning involve several components such as: educational objectives, learning materials, the role of teachers, students, teaching methods, media, and evaluation

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