



# HUMANISTIC THEORY IN THE PROSPECT OF EDUCATIONAL PHILOSOPHY TO IMPROVE STUDENT LEARNING OUTCOMES THROUGH IPA LEARNING IN CLASS IV SDN 8 TILONGKABILA BONEBOLANGO REGENCY

Meilan Juriati Daud, Abdul Rahmat, Rusmin Husain

Postgraduate Study Program Basic Education

Gorontalo State University

Corr. [meylanjuriatidaud@gmail.com](mailto:meylanjuriatidaud@gmail.com)

Article history:	Abstract:
<p><b>Received:</b> 8<sup>th</sup> September 2021 <b>Accepted:</b> 8<sup>th</sup> October 2021 <b>Published:</b> 25<sup>th</sup> November 2021</p>	<p>Learning is the process of changing behavior to gain knowledge so that it can gain values, knowledge, and practical skills as an effort to become human. Humanistic learning theory is a theory that focuses on human behavior so that it can humanize humans. This theory assumes that students are considered successful if they can understand the environment and themselves. In practice, humanistic theory is very concerned with the content being studied rather than the learning process itself. This learning theory talks more about educational concepts to form the human being aspired to and about the learning process in the most ideal form. In its application, humanistic theory tends to direct students to think inductively, gain experience, and requires active student involvement in their learning. Science learning in elementary school should be done by providing direct experience to students to foster curiosity naturally, so that it can help students develop their abilities so that students can improve student learning outcomes.</p>

**Key Words:** Humanistic, Learning Outcomes, Science Learning.

## INTRODUCTION

Education is an activity that is general and comprehensive in human life. It is manifested in one's learning efforts, skills, and habits which are passed down from generation to generation through teaching. One of the goals of the educational function is to develop the abilities of students. In this sophisticated era, the moral decline of students is very concerning. Students dare to fight or even threaten their own teachers. This is due to the lack of attention of a teacher in educating students. Many educators assume that increasing students' knowledge is the main goal of learning regardless of the personality of the student.

Learning is a process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students (Suardi, 2018: 7). In other words, the process of helping students to learn well. Learning is a basic process of the development of human life. By learning, humans make changes to individual qualitative changes so that their behavior develops. All activities and achievements live. Humans are nothing but the result of learning. Humans live and work according to what they have learned. Learning is not just an experience. Learning is a process, and not an outcome. Therefore, learning takes place actively and integratively by using various forms of action to achieve a goal (Allaudin, 26: 2015).

In science learning in elementary schools, the teacher's job is only as a mediator and facilitator so that the learning process can run well. Therefore, science learning in elementary schools should be carried out scientifically to foster the ability to think, work, and behave scientifically, and be able to communicate with others. Science learning should also be emphasized on providing direct experience through the use and development of process skills and scientific attitudes (Sujana and Jayadinata, 2018: 7)

The main aspect in science learning is that children can realize the limitations of their knowledge, have curiosity to explore new knowledge, and finally be able to apply it in their lives. According to Sujana and Jayadinata (2018:7) teachers in learning activities can promote students' curiosity and enjoyment of science, so that they can develop a higher interest in science. Thus the science learning carried out should be related to various aspects of life through discussion and investigation to solve the problems faced.

So that students can have motivation in terms of learning, every teacher must always apply theories that can humanize humans. A theory that can make students active in learning and get direct experience from their environment. So the theory that is suitable to be used is the humanistic theory because basically this theory is considered successful if students understand their environment and themselves well in the learning process. Students in the learning process should strive to achieve self-actualization and an educator should be to help students to develop the ability of students to know themselves so as to realize the potential of the potential that exists in each of them

In the learning curriculum of 2013 in accordance with the theory of humanism attention to students as humans who have character, where students are directed to be able to develop their potential in a positive direction. National education has the function of developing capabilities and shaping the character and civilization of a dignified nation in the context of the intellectual life of the nation. So that students have good knowledge as well as morals, humanist theory is very suitable to be applied in science learning at SD. Because this theory in practice uses a *student center* which aims to guide students to play an active role in the learning process. So that students can experience meaningful learning from their own experiences.

### RESEARCH METHOD

This research was conducted at SDN 8 Tilongkabila. The location is on Jl. Kasmat Lahay, Bongoime Village, Tilongkabila District, Bone Bolango Regency, Gorontalo Province. This study uses a quantitative approach. This research is an experimental study to see the effect of humanistic theory on student learning outcomes through science learning in class IV using *Pre-Experimental designs (nondesigns)* with a research design that is *One-Group pretest-posttest design*. With the aim of knowing the influence of humanistic theory on student learning outcomes through science learning in class IV. The population in this study were all students of SDN 8 Tilongkabila. The sampling technique used by the researcher is *purposive sampling*. *Purposive samplingsampling* is a technique with certain reasons. In this study, all fourth grade students at SDN 8 Tilongkabila, Bone Bolango Regency were taken. The number of fourth grade students is 25 people. Data collection techniques used in this research are observation instrument sheets, tests, and documentation.

### DISCUSSION

According to Ainurahman (36:2013) Learning shows activities carried out by someone who is conscious or intentional. This activity refers to a person's activeness in carrying out mental aspects that allow changes to occur in him. Thus, it can also be understood that a learning activity is said to be good if the intensity of a person's physical and mental activity is higher. On the other hand, even though a person is said to be learning, if his physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities.

Learning and learning is the main activity in the educational process. Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed both for the students themselves, as well as for the community, nation and state (Hanafy, 2014)

According to Ainurahman (36:2013) Learning activities are also interpreted as individual interactions with their environment. The environment in this case is other objects that allow individuals to gain experiences or knowledge, both new experience or knowledge or something that has been obtained or discovered before but raises attention back to the individual so as to allow interaction.

According to Qodir (191: 2017) Basically the word "humanistic" is a term that has many meanings according to the context. For example, humanism in religious discourse means not believing in supernatural elements or transcendental values and human beliefs about progress through science and reasoning. On the other hand, humanistic means an interest in human values that are not divine. Meanwhile, humanism at the academic level focuses on knowledge of human culture, such as classical studies of Greek and Roman culture.

### Humanistic Learning Theory

Humanistic education as a name for educational thought/theory is intended as education that makes humanism an approach. In the term/name of humanistic education, the word "humanistic" is essentially an adjective which is an approach to education. Qodir (191:2017). According to Rahmat (141: 2019) education that humanizes humans can essentially be used as a means of liberation that places humans in their human nature. This means that in learning the teacher frees students in learning the teacher is only a facilitator. Humanistic theory assumes that any learning theory is good and can be used, as long as the goal is to humanize humans, namely the achievement of self-actualization, self-understanding, and self-realization of people learning optimally. Qodir (191:2017).

The principles of humanistic educators: (1) Students should be able to choose what they want to learn. Humanistic teachers believe that students will be motivated to study teaching material if it is related to their needs and desires. (2) Educational goals should encourage students' desire to learn and teach them how to learn. Students must be self-motivated and self-stimulating to learn on their own. (3) Humanistic educators believe that grades are irrelevant and only self-study evaluation is meaningful. (4) Humanistic educators believe that both feelings and knowledge are very important in a learning process and do not separate the cognitive and affective domains. (5) Humanistic educators emphasize the importance of students avoiding environmental pressures, so that they will feel safe to learn. By feeling safe, the learning process will be easier and meaningful. The principles of learning are: (1) Learning starts from a whole,

then only goes to the parts. (2) The whole gives meaning to the parts. (3) Learning is adjustment to the environment. (4) Learning will be successful if it reaches maturity to gain understanding. (5) Learning will be successful if there is a meaningful individual goal. (6) In the learning process, the individual is an active organism, not a vessel that must be filled by others. Qodir (192:2017)

Humanistic learning views students as subjects who are free to determine the direction of their lives. Students are directed to be fully responsible for their own lives and the lives of others. Several approaches that are feasible to use in this method are dialogical, reflective, and expressive approaches. The dialogical approach invites students to think critically and creatively together. The teacher does not act as a teacher who only provides material intake needed by students as a whole, but the teacher only acts as a facilitator and dialogue partner. Qodir (192:2017)

According to humanistic theory, the purpose of learning is to humanize humans. The learning process is considered successful if the student understands his environment and himself. Students in the learning process must try to gradually achieve self-actualization as well as possible. This learning theory seeks to understand learning behavior from the point of view of the perpetrator, not from the point of view of the observer. Qodir (192:2017)

Several humanistic learning models: (1) *Humanizing of the classroom*, this model rests on three things, namely realizing oneself as a growth process that is and will continue to change, recognizing self-concept and identity, and integrating heart awareness. and thoughts. (2) *Active learning*, is a learning strategy that involves more students in accessing various information and knowledge to be discussed and studied in the learning process in class, so that they get various experiences that can improve their competence. In addition, active learning also allows students to develop analytical and synthesis skills and be able to formulate new values taken from the results of their own analysis. Qodir (192:2017)

(3) *Quantum learning*, is a way of changing the various interactions, relationships and inspirations that exist in and around learning moments. In practice, *quantum learning* assumes that if students are able to use their rational and emotional potential well, then they will be able to make unexpected leaps in achievement with the results of getting good achievements. (4) *The accelerated learning*, is learning that takes place quickly, fun, and satisfactorily. In this model, teachers are expected to be able to manage the class using the approach *Somatic, Auditory, Visual, and Intellectual (SAVI)*. Qodir (192:2017)

### Implications Of Humanistic Learning Theory In Learning

In order for the teaching and learning process to run effectively according to the curriculum guidelines, the teacher must act as a facilitator, namely; (1) Pays attention to the love of the initial atmosphere, group situation, or class experience (2) Helps students to obtain and clarify individual goals in class and group goals that are more general (3) Believe in the wishes of each each student to carry out meaningful goals for himself, as a hidden driving force in learning, (4) Trying to organize and provide the most extensive and easy-to-use learning resources for students to help achieve their goals (5) Placing himself as a flexible resource to be used by the group (6) Responds well to expressions in the class group and accepts both intellectual content and emotional attitudes and tries to respond in a way that is appropriate, either for individuals or groups. (7) When the weather for class acceptance has stabilized, the facilitator can gradually play the role of a participating student, a member of the group, and expresses his views as an individual, like other students. (8) Take the initiative to participate in the group's feelings and as well as his mind by not demanding and also not imposing, but as a personal contribution that students may use or refuse. (9) Must remain alert to expressions that indicate deep and strong feelings during learning. (10) Acting as a facilitator, teachers must try to recognize and accept their own limitations (Allaudin, 2015)

According to Allaudin (2015:34) The application of humanistic learning theory in teacher learning is more directing students to think inductively, emphasize experience, and foster involvement students are actively involved in the learning process. This can be applied through discussion activities, discussing the material in groups so that students can express their respective opinions in front of the class. The teacher gives students the opportunity to ask questions if they do not understand the material being taught. Learning based on humanistic theory is suitable to be applied to learning materials that are personality formation, conscience, attitude change, and analysis of social phenomena. indicators of the success of the application of this theory are students feel happy to be passionate, take the initiative in learning and there is a change in mindset, behavior and attitude of their own accord. From the explanation of the humanistic learning theory, it shows that teachers must position themselves as facilitators who are wise in responding to the tendencies of their students and must always be cheerful and must not show rudeness that can hurt the hearts of their students.

### CONCLUSION

Based on the description above, it can be concluded that the humanistic theory is theory that focuses on human behavior, in this theory students are freed in learning so that students gain experience so that they are active in learning and the teacher is only a facilitator.

**REFERENCES**

1. Abd Qodir. *Humanistic learning theory in improving student achievement*. Pedagogic Journal, Vol. 04 No. 02. 2017
2. Alaudin. *Principles and Implications of humanistic learning theory in learning*. IQRA Education Journal. Vol 3 No 1. 2015
3. Aunurrahman, *Learning and Learning*. Bandung: Alfabeta.2013
4. Hanafy, MS *Learning and Learning Concepts*. *Lantern Education*, Vol. 17 No. June 1, 2014
5. Rahmat, Abdul.2019.Philosophy of Science.Gorontalo.Ideas