

Philosophy of Humanism Education in the Perspective of Science Learning for Students at the Junior High School Level

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Abstract – The philosophy of humanism education considers that cognitive or intellectual development is as important as students' affective which must be developed which is also the most important aspect in education. This means that the educational philosophy of humanism is oriented towards human development, emphasizing human values, and cultural values in education. The main objective of the philosophy of humanism education is to form good family members, society and citizens, who have a democratic spirit, are responsible, have self-respect, are creative, rational, objective, do not have prejudice, are introspective of change and renewal and are able to take advantage of free time wisely. effective. In the process of learning science at the junior high school level, the implementation of the philosophy of humanism education can be seen from the way the teacher gives freedom to students in thinking and acting about learning materials in accordance with human principles. In a humanist learning method, the teacher must optimize all students' potential so that they can think critically and develop their abilities in skills and attitudes.

Keywords – Philosophy of Humanism Education, Science Learning, Students.

I. INTRODUCTION

On In essence, education is an inseparable part of human life, because education itself is a medium in fostering personality and developing human potential. The quality of humans as multi-dimensional beings is largely determined by the educational process. This means that a good and correct process will have significant implications for the quality of the output. Education is naturally the most basic need for humans.

The educational process must be directed to foster a sense of awareness of divinity and humanity, so as to create an order of life and human life without any oppression between humans and one another. Understanding the nature, character and potential that exists in humans is one of the educational efforts in shaping the human personality. The idea above is in line with that conveyed by Tilaar & Nugroho (2016: 27-42). They state that education has many roles for human life, including: 1) education as cultural transmission, 2) education as personality development, 3) education as the development of noble and religious morals, 4) education as the development of responsible citizens, 5) education as a process of preparing skilled and professional workers, 6) education is a complete personal development, and 7) education as a process of forming new people. All of the views above are certainly carried out through the process of developing all the potentials possessed by humans, both physical potential and spiritual potential.

One of the processes to enrich knowledge and gain benefits from knowledge cannot be separated from one's ability to speak a foreign language, especially English as an international language. This is natural because many books and scientific articles as sources of knowledge have been written in English. International journals are written in English, as well as labels or procedures for the use of an electronic product, for example, using English to guide consumers on how to use or operate it.

The ability to communicate both orally and in writing in English is also very influential on the acquisition of knowledge which has developed very rapidly. Therefore, learning English in Indonesia is considered very important so that it is made one of the compulsory subjects at the high school level. In other words, teaching English is a form of implementation of the educational process to acquire Science.

The educational process in the humanist view assumes that educators and students are not in the position of subject-object, but students are positioned equally (egalitarian), as subjects who are educated as well as subjects to educate (learning together). This means that students are not objects of sufferers who must be forced to obey all the wishes of the educator. Humanist education directly invites students to find solutions to problems faced with guidance from educators (problem solving education).

This awareness will later give birth to an attitude that is committed to its nature; always looking for truth, fair, honest, polite human full of love and compassion. The implementation of the concept of humanist education emphasizes more on educators to be able to create a learning atmosphere that is far from elements of oppression, coercion, hegemony of thought, and attitudes that are far from universal human values. The need to prioritize love and affection in interacting with students. Educators make students as partners in learning by trying to understand all the problems faced by their students, there is no superiority in the teaching and learning process, so as to create a conducive learning atmosphere and a pattern of multi-directional communication interaction.

The educational philosophy of humanism views that the essence of man lies in possessing the potential for rationality. Ratio to understand the world in which humans live and the effort to reach the truth. Schools are uniform with content that is essential and lasting in human life (Komar, 2006:160).

This application of humanism learning theory seeks to understand learning behavior from the point of view of the perpetrator, not from the point of view of the observer. In addition, the flow of humanism looks more at the side of the development of the human personality. This approach looks at events, namely how humans build themselves to do positive things. This positive ability to act is known as human potential and educators who follow the line of humanism usually focus their learning on building this positive ability. Positive ability here is closely related to the development of positive emotions contained in the affective domain. According to this theory, the purpose of learning is to humanize humans, the learning process is considered successful if the child understands his environment and himself.

Based on the description above, the author is interested in expressing ideas, ideas and virtues from the philosophy of humanism education in the perspective of learning English for students at the high school level.

Thus it can be formulated, the main goal of educators seen from the learning theory of humanism is to help children to develop themselves, which is to help each individual to recognize themselves as unique human beings and assist in realizing the potentials that exist within them.

In line with the above background, the discussion in this paper is to discuss how the philosophy of humanism education and its application in the process of learning English in schools, especially at the high school level.

I. Problem

1. What is the philosophy of humanism?
2. What is the view of humanism's educational philosophy regarding learning?
3. What is the purpose of learning by applying the educational philosophy of Humanism?
4. What is the ideal concept of learning English for students at the junior high school level in the perspective of the philosophy of Humanism Education?

II. DISCUSSION

a. Definition of Philosophy

(Hidayat, 2014:9-11) states that philosophy means love for wisdom in depth, philosophy is also a critical thinking activity that is serious, and is a method of thinking logically (reasonably), deep (radical), and universally about all things. something exists. In line with the above theory, Komar (2006:103) states that philosophy is a method of critical-analytical thinking which is the need

for intellectuals, philosophy is radical, critical thinking by reflecting on the roots of reality where philosophy is the parent of the sciences, and philosophy is a process. think, contemplate, and appreciate everything that exists.

From the two theories above, it can be interpreted that philosophy is a process of deep, universal, and logical thinking activities to foster an attitude of love for wisdom.

b. Definition of Philosophy of Education

Salahudin (2011: 22), states that the philosophy of education is knowledge that investigates the substance of the implementation of education related to the objectives, background, methods, results, and nature of educational science related to a critical analysis of its structure and uses. He further said that the philosophy of education is knowledge that thinks about the nature of education comprehensively and contemplatively about the source of the intricacies of education, the function of education, educational goals, educational theory, educational methods, and approaches to education. It can be assumed that the philosophy of education is a set of knowledge that has a function to investigate the implementation of education as a whole, namely the objectives, background, methods, results, nature of educational science,

c. Definition of Philosophy of Language

Hidayat (2014:12-13) states that the philosophy of language is a philosophy based on language implies that a philosopher philosophizes and looks for a source that can be used as a starting point that provides the necessary materials. Furthermore, the philosophy of language is an in-depth investigation of the language used in philosophy, so that it can be distinguished from philosophical statements that contain meaning from those that do not contain meaning. More far, the philosophy of language is a collection of philosophers' thoughts on the nature of language that are systematically arranged to be studied using certain methods.

From the above definition, it can be interpreted that the philosophy of language is an investigation of the language used in philosophy to assess meaningful and meaningless philosophical statements.

d. Definition of Humanism Educational Philosophy

The educational philosophy of humanism is a form of educational philosophy which views that humans have a life filled with creativity and happiness. Which does not require the approval or support of any supernatural entity, which this entity simply does not exist. Humans, with intelligence and mutual cooperation, can build a peace and beauty on this earth (Lamont, 1997:15). From the above definition, it can be concluded that the philosophy of humanism education views that the cooperation and intelligence possessed by humans will be able to create beauty and peace on earth.

e. View Humanism's Educational Philosophy of Learning

Philosophy Humanism education views that learning is not just the development of cognitive qualities, but also in learning emphasizes the importance of emotions or feelings, open communication, and the values that each student has. Education by promoting the philosophy of humanism education views the learning process not only as a means of transforming knowledge, but more than that, the learning process is part of developing human values (Baharuddin & Esa Nur Wahyuni, 2007:142-143). 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.

In practice, humanistic teaching methods combine individual approaches and small group teaching. This is different from the learning pattern of traditional teachers, humanistic educators see themselves as equal to their students, and have the same rights. The basic purpose of humanism education is to encourage students to be independent and independent, responsible responsible for their learning, creative, and curious about the world around them.

In the learning process by prioritizing the educational philosophy of humanism, the principles of education are as follows:

- a) Students choose what they want to learn. Humanistic teachers believe that students are motivated to study teaching materials, related to their needs and desires;
- b) The purpose of education is to encourage and motivate oneself for self-study;
- c) Humanistic educators believe that values are irrelevant and only self-evaluation is meaningful;
- d) Humanistic educators believe in feeling and knowledge. This is different from traditional educators, humanistic teachers do

not separate cognitive and affective domains; and

- e) Humanistic educators emphasize that students must avoid environmental pressures. If students feel safe, the learning process is easier and more meaningful.

This humanistic in the end gave birth to several concepts of developing learning models, which provide opportunities for students to build their own reality and emphasize students' abilities in the cognitive, affective, and psychomotor domains (Baharuddin & Esa Nur Wahyuni, 2007: 144).

The foundation of the philosophy of humanism education seeks to develop the individual as a whole through real learning. The development of emotional, social, mental, and skill aspects is the focus in model education humanistic.

Philosophy education humanism always push enhancement the quality of human beings through their appreciation of the positive potentials that exist in every human being. Along with the changes and demands of the times, the educational process is always changing. The main figures of humanistic education, among others: Abraham Maslow, Carl Rogers, and Arthur W. Combs.

Abraham Maslow is known as a pioneer of the humanist philosophy of education. Maslow believed that humans are moved to understand and accept themselves as much as possible. His theory is very well known to this day is the theory of the Hierarchy of Needs (Hierarchy of Needs). According to Maslow, humans are motivated to fulfill their life needs. These needs have levels or hierarchies, ranging from the lowest (basic/physiological) to the highest (self-actualization).

Meanwhile, Carl Rogers is a humanistic psychologist who distinguishes two types of learning, namely cognitive (meaningful) and experiential learning (learning experience). According to him, the most important in the learning process is the importance of the teacher paying attention to the principles of education and learning, namely:

- a) being human means having a reasonable power to learn, so students don't have to learn about meaningless things;
- b) students will learn things that are meaningful to themselves;
- c) organization of teaching materials means organizing new materials and ideas, as meaningful parts for students; and
- d) Meaningful learning in modern society means learning about the process (Sukardjo & Komarudin, 2012: 61).

Furthermore, Another humanistic figure, namely Arthur W. Combs stated, if we want to understand people's behavior, we must try to understand the world of perception. If we want to change someone's behavior, we must try to change that person's beliefs or views.

Combs gives a picture of a person's perception of oneself and one's world as two circles (large and small) centered on one. The small circle (1) is a picture of self-perception and the big environment (2) is the perception of the world. The further away these events are from self-perception, the less influence they have on their behavior. So, the things that have little to do with the self, the easier it is to forget. This can be interpreted that in the learning process, educators need to understand the world of students in order to change their views. Educators in the view of the philosophy of humanism education need to provide learning materials related to what is needed by students so that it will have a meaningful impact on students.

- f. Aim Learning by applying the Philosophy of Humanism Education

Ahmadi and Supriyono (2004:240) state that the general objectives of learning by applying the philosophy of humanism education include: (1) improving communication between individuals, (2) eliminating competing individuals, (3) intellectual and emotional involvement in a learning process, (4) understand the dynamics of working together, and (5) sensitivity to the influence of the behavior of other individuals in the environment.

From these general objectives, it can be understood that the educational process should be able to improve communication between individuals, the absence of a sense of rivalry, intellectual involvement in the learning process, understanding of the dynamics of collaboration, and sensitivity to the environment.

- g. Learning process Science in Junior High School (SMP)

Based on the results of interviews with several science teachers and students in several junior high schools (SMP), the science learning process that is most commonly carried out in schools today has the following characteristics: teaching materials

are based on textbooks, learning actions are mostly written, the learning step begins with the teacher's explanation of one or two sample texts about the content and linguistic elements that exist, then students work on written questions in the textbook, and finally produce the text independently according to the examples in the textbook and the teacher's explanation. . If the material from the textbook is considered lacking, there are some teachers who add examples taken from other textbooks or other sources. However, teachers generally assume that materials or texts from authentic sources are usually too difficult for students, so they are not widely used. As a result, students are not familiar with the texts that they will actually encounter in the real world outside the classroom, let alone use and do it. In other words, when leaving school, students have not been able to be scientific in the true sense.

h. **Ideal Concept of Learning Science for Students at the Junior High School Level in the Perspective of the Philosophy of Humanism Education**

The purpose of science subjects in junior high schools is to develop the potential of students to have communicative competence in analyzing natural phenomena in everyday life, so that they can understand these symptoms and use them to facilitate human life and preserve the environment. Exploring without destroying the nature and instilling noble values in all components that support human life itself.

For this reason, all aspects of learning (objectives, materials, teaching and learning processes, media, sources, and assessments) are sought to approach science observations in the real world outside the classroom. so that it is more accurately seen as a tool, not as an end: a tool to carry out scientific actions correctly, strategically, according to the purpose and context. Directly 'doing' the action you want to master is a more natural way. Learning to observe, understand and interpret the observed natural phenomena. This learning is, of course, student-centered.

Furthermore, because the purpose of learning science at the junior high school level is not only for understanding and applying concepts, but also for getting used to carrying out scientific actions in everyday life, the learning process must run naturally, as befits any learning process in everyday life. This is in line with the basic concept of the philosophy of humanism education which believes that every student has its own uniqueness. Therefore, the science learning process at the junior high school level should apply a scientific approach, which more or less means 'natural, in accordance with human nature' or humanist.

Broadly speaking, the natural learning process includes the following steps: (1) observing and imitating actions actively by involving all the senses, (2) asking and questioning things that have just been encountered or that are different from those previously known, (3) trying to do the action independently, (4) building reasoning by comparing with the methods, rules, and strategies used by others or obtained from other sources, and finally (5) performing the newly learned action to carry out social functions in his environment.

III. CONCLUSION

Educational philosophy of humanism is an educational philosophy that prioritizes humanity or the process of humanizing humans in the educational process. The educational theory of humanist philosophy is a philosophical theory that is eclectic, namely a theory that can utilize any theory as long as the learning objectives are achieved. In practice, the philosophical theory of humanism tends to direct students to be able to think, prioritize experience, and requires active student involvement in the learning process. One form of humanism education can only be done if students are able to communicate experiences, thoughts, opinions, ideas, feelings with their social environment. Moreover, if what is learned is the communication tool itself, namely English. Therefore, every task related to interpersonal and transactional texts should be an opportunity for students to interact with teachers, friends, and other people during the learning process inside and outside the classroom. Functional texts should be assigned to actually be presented, displayed, published in wall magazines, published in school newsletters, sent to friends and so on.

From the explanation above regarding the English learning process above, it can be understood that all of them are in line with the basic conception of the philosophy of humanism, namely the philosophy of humanism education which views that learning is not just the development of cognitive qualities, but also emphasizes the importance of emotions or feelings in learning, open communication, and the values of each student. Education by promoting the educational philosophy of humanism views the learning process not only as a means of transforming knowledge, but more than that, the learning process is part of developing human values.

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