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The Urgency of Gender-Based Humanistic Education in Learning

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ABSTRACT

To help the younger generation be more agile in navigating the times, education is seen as a form of solution. Education is a forum for forming insightful people, substantially progressing society, nation and state. Therefore, education is needed that humanizes humans. Reflecting on this, humanist values show their urgency as an alternative that can solve this problem. The education provided by humanists is democratic, emancipatory, and focuses on the growth of human qualities both at the physical and psychological levels. Humanist education has the harmony that a person is able to develop as a whole, in harmony with all elements of humanity, and is able to recognize and respect the humanity of each person. This research uses a qualitative method with a descriptive-analytic approach and collects information using literature study. The research results show that humanist values are very important to internalize in order to avoid the negative impacts of unequal educational implementation, such as technocentrism and the commercialization of education. Internalization of humanist values can be realized through the use of learning methods, media and models that suit needs, as well as contextual learning content.

ABSTRAK

Untuk membantu generasi muda lebih gesit dalam mengarungi zaman, pendidikan dipandang sebagai bentuk solusi. Pendidikan merupakan wadah untuk membentuk manusia yang berwawasan, kemajuan masyarakat, bangsa, dan negara secara substansial. Oleh karena itu diperlukan pendidikan yang memanusiakan manusia. Berkaca dari hal inilah, nilai-nilai humanis menunjukkan urgensinya sebagai salah satu alternatif yang dapat menyelesaikan permasalahan tersebut. Pendidikan yang diberikan oleh kaum humanis bersifat demokratis, emansipatoris, dan menitikberatkan pada pertumbuhan kualitas manusia baik dalam taraf fisik maupun psikis. Pendidikan humanis memiliki keselarasan bahwa seseorang mampu berkembang secara utuh, serasi dari seluruh unsur kemanusiaan, serta mampu mengakui dan menghargai kemanusiaan setiap orang. Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis-deskriptif serta menghimpun informasi menggunakan studi kepustakaan. Hasil penelitian menunjukkan bahwa nilai-nilai humanis sangat penting untuk diinternalisasikan dalam rangka menghindari dampak negatif ketidakmerataan penerapan pendidikan, seperti teknosentrisme dan komersialisasi pendidikan. Internalisasi nilai-nilai humanis dapat diwujudkan melalui penggunaan metode, media dan model pembelajaran yang sesuai kebutuhan, serta konten pembelajaran yang kontekstual.

PRELIMINARY

Education is a phase in the process of transforming a person's mindset from ignorance to awareness and critical evaluation of everything within themselves and their environment. In this situation, education should be a framework for presenting a person's progressive attitude to have the ability to influence change in the social environment. Education must be able to optimize the potential and development of each student so that they can compete healthily at all levels (Sugiharto, 2008). Education

can also be seen as a process in which teachers help students achieve a goal by using resources (educational media) strategically and skillfully while also fostering a positive learning environment. What is meant by this is that educators help students realize the inherent potential (fitrawi) that already exists within them. In line with Abraham Maslow, education is a way to fulfill human needs for self-actualization. According to Ary H. Gunawan, education is a process that helps humanize humans (Sulasmi, 2020).

Loss of morals is one of the issues that haunts education and may be education's deadliest weapon (Ariawan & Mardiah, 2023). It is hoped that education will help enforce these moral principles. Increasingly, students are prioritizing external cultural influences, changes in behavior are starting to conflict with educational norms, and technological advances are slowly but surely affecting rural communities. Every moment, everything is changed and slowly destroyed to forget the moral principles that have defined the country's identity. An inhumane environment increasingly permeates students' activities every day. Principles such as love, togetherness, honesty and hard work are becoming increasingly ignored. The more absorbing cognitive aspect is one of the causes. In every exam process, a person's academic progress is always measured by statistics. A person's success or failure should be determined by all aspects of the learning that has been planned.

Strengthening and habituation in order to internalize principles with a humanist foundation must start from elementary school age, even at a young age. This is done to cover the growth of students' personalities that conflict with religious principles. The extent of content and activities planned must at least reflect humanist principles. To create and realize a generation of students with better personalities, we will examine and understand the extent of the urgency and significance of the learning process at a fundamental level by combining humanist ideals (Oktari, 2019).

In fact, research on the urgency of humanist education has been carried out by many previous researchers, including the urgency of humanist education in the frame of a whole person (Sastrawan, 2020), the urgency of humanism in 21st century education (Agustinova, 2020), the urgency of religious humanist education in Islamic basic education (Oktari, 2019), the importance of humanistic education in the era of globalization (Sulistyarini, 2019). The differences between this research and previous research are that in terms of the discussion in the previous research it was more focused on religious values, whereas in this research it is more focused on discussion general.

A person can grow fully, be in harmony with all aspects of humanity, and be able to identify and appreciate the humanity of each person, according to the interpretation of the literature study given above. The goal of humanization, that people must be kind and respectful to each other, makes humanist education important for the ongoing learning process. The dignity and value of each student, along with everything in them, is truly implemented in humanist education. Opportunities for students to realize their full potential are provided through humanist education.

METHOD

The type of research method most likely for the current situation is literature review, librarianship or library research. This was done because the data sources used were literature data. Library research is research carried out through data collection or scientific writing aimed at objects or data collection of a library nature or research carried out to solve a problem which basically relies on a critical and in-depth study of relevant library materials. The data collection used by the author is by using the method of studying several sources of humanist education books and articles related to library research, namely: library research. 1 Based on the explanation above, it can be concluded that library research is a series of activities related to methods. Collecting library data, reading and taking notes and processing research materials.

FINDINGS AND DISCUSSION

Understanding Humanist Education

Humanist education consists of two words, namely education and humanism, each of which has its own meaning. Education is the recognition and recognition that is gradually instilled in humans regarding the places of everything in creation, so that it can guide towards recognition and recognition of God's place appropriately in the order of existence and existence (Rahmatia, 2022). Some experts say that education is an effort made by teachers or other people to educate humans so that these humans can grow

and develop and have the potential knowledge and skills as they should (Muctar, 2003). Meanwhile, John Dewey defined that education, namely education, is thus as fostering, a nurturing, a cultivating, process (education is a process or activity aimed at the desired process of change in human behavior) (Sulasm, 2020).

According to Gunawan (2000), education is a process of humanizing humans. Hasan Langgulung stated that education means changing and transferring cultural values to every individual in society. Education is everything in life that can influence the formation of each individual's thinking and acting patterns. Education is an effort to prepare students through guidance, teaching and training activities according to their role in the future. Education in general can be defined as something that is meaningful as an effort to grow and develop innate potential, both physical and spiritual, in accordance with the values that exist in society and culture (Sidik, 2016).

On the historical side, "humanist" has the meaning of an intellectual and literary movement that first appeared in Italy in the second period of the 14th century AD (Sulasm, 2020). Humanist comes from the word human, which means humane. In the early popular scientific dictionary, the word humanistic, human means natural, in the early popular scientific dictionary the word humanistic, human means about humans or human ways. Humane means humane. Humanities means knowledge that includes philosophy, moral studies, art, history and language. So, a humanist is someone who is human or adheres to the teachings of humanism. Humanist is Latin for "human" and means having humane art or in accordance with human nature (Sabaruddin, 2020). Djatman (2005) stated that humanists are fighters for humanity, fighters for human honor and dignity. Meanwhile, Ali Shari'ati is of the opinion that humanism is an expression of a set of divine values that exist in humans in the form of religious guidance as a human moral culture which has failed to be proven by the existence of modern ideologies due to their increase in religion (Sulasm, 2020).

Humanist education is another educational paradigm that consistently emphasizes the individual needs of each person to develop and realize their maximum potential. Humanistic education is designed to provide insight into human values that are undergoing change in a particular education system. Therefore, humanist education emphasizes the need for everyone to have a deep commitment to humanity, which includes awareness, freedom and responsibility as a person. Humanist education will give people a greater boost in their potential, especially their capacity to be human, understand themselves and others, relate to them, and meet basic human needs. As a result, it will help people become responsible individuals who act according to their abilities (Sidik, 2016).

Humanist education is a form of education that not only develops cognitive skills but also emotional and motor skills, enabling the development of the qualities inherent in students during the learning process. Humanistic education places greater emphasis on teaching students how to communicate with each other in personal and group settings within the school environment. The characteristic of humanistic education with positive assumptions is that students have a code of ethics and share the same understanding to develop themselves. Humanistic education is a unique, independent and creative humanistic system. Each person's actions are determined by their understanding of each other, seeing humans as humans, towards the environment and towards themselves. God's creatures have certain natural qualities and which shape the human character of people who respect human dignity as the most perfect living creatures (Idris, 2014).

The Goals of Humanist Education

Ahmadi & Supriyono stated that the general objectives of learning by applying the philosophy of humanist education include: (a) improving communication between individuals; (b) eliminate competing individuals; (c) involvement of intellect and emotion in a learning process; (d) understand the dynamics of collaboration; (e) sensitivity to the influence of other individuals' behavior in the environment. The main goal of educators from the perspective of humanist learning theory is to help children develop to recognize themselves as individuals who help to implement the potential opportunities that exist within themselves.

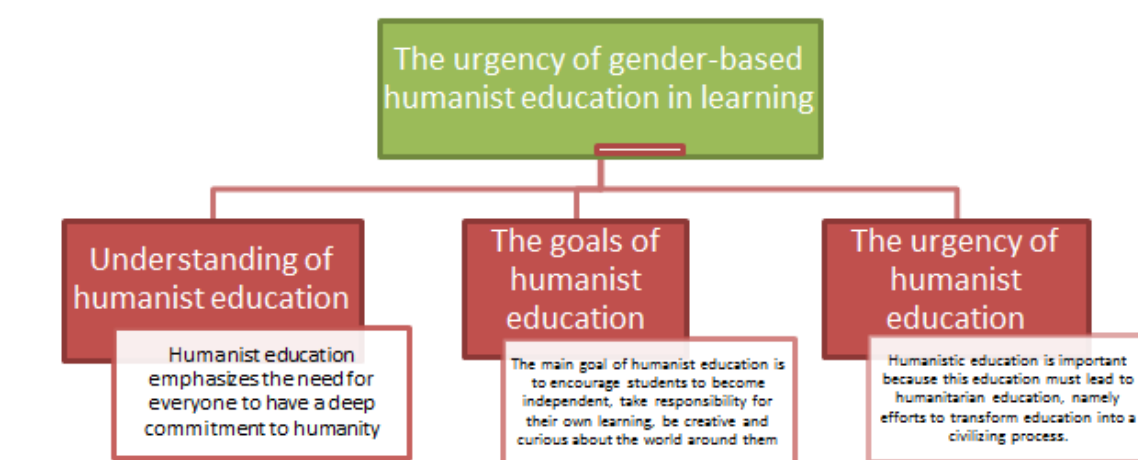
The main goal of humanist education is to encourage students to become independent, take responsibility for their own learning, be creative and curious about the world around them. According to humanistic learning theory, learning is the goal of humanizing humans when the learning process is considered successful, if so students understand their environment and themselves. A student who is in

the learning process must strive so that he can gradually achieve self-realization to improve. If the theory is implemented, then the student is expected to be able to improve his learning outcomes. Learning to succeed is the fruit of the learning process. Likewise, by increasing learning performance the learning process can be considered successful and therefore monitored by changing students (Qodir, 2017).

Humanist education is needed so that humans become competent in solving problems independently, both personal and social. This humanist education aims to create harmony between the soul and humans, achieving the priority of the body, perfection of the soul and body, intelligence and spirituality. In other words, all educational efforts aimed at self-development include thoughts, intentions and practices, a pattern of individual human development.

The Urgency of Humanist Education

Humanist education is very important for the continuity of learning with the aim of humanizing humans, meaning that humans must do good and respect each other. Humanist education really respects the dignity and dignity of every student, including everything that is within the student. Humanist education provides full space for students to develop their potential.



Scheme 1. The Urgency of Gender-Based Humanist Education

Humanist education contains several characteristics, namely: appreciating and developing human potential as a whole, developing all aspects of human intelligence, education that has interaction between teachers and students, education full of respect and appreciation, education that cares for students, education explores students' abilities and provides independent space for them, education that is able to change student behavior, and education that prioritizes process over results (Aktori, 2019).

According to Nuryatin, the urgency of humanist literacy in learning that brings artificial intelligence certainly cannot replace humanist character in a person. This is the importance of educators to get students to form humanistic character which is to produce a superior generation. Education must be positioned as a process to educate people's lives, not only intelligence and knowledge, but also how to behave and how to maintain one's character. An intelligent person is a person who can be a role model for others, expressing the unique character of a country that differentiates it from other countries (Mardiana, et.al., 2021).

The urgency of humanist education in schools is: first, according to the instructor, students will be successful with some material that has been studied in more detail to achieve several goals that have also been determined, and the instructor will be prepared to explain how students will achieve these goals themselves. Second, humanistic education has an unclear focus on developing children's individuality. Third, there is a keen awareness of students' personal information and progress. This emphasis on individual development and human-human relationships is an effort to generate new, ever-increasing situations that students encounter, both within society and perhaps even at home (Anwar, 2020).

Humanistic education is important because this education must lead to humanitarian education, namely efforts to transform education into a civilizing process. Therefore, the purpose of education is

none other than to train the body, purify the mind and train the mind so that humans can worship and carry out the functions of the caliphate so that they can carry out engineering (Sulistyarini, 2011).

CONCLUSION

Based on the research description above, it can be concluded that education must be seen as a process that aims to educate people's lives, not only in terms of intelligence and information but also in terms of maintaining behavior and character. Those who are intelligent can be an example for others. The educational method known as humanist education prioritizes the needs of the individual as someone who must always be given all his human rights. The right discussed here is the freedom to receive education in order to advance one's position as a true human being and to enhance one's dignity. The aim of humanization, the idea that people should be kind and respectful to each other, makes humanist education important for the ongoing learning process. The dignity and value of each student, and everything within them, is truly respected in humanist education. Humanist education gives students the freedom to achieve their greatest potential. The need for humanitarian education, namely initiatives to transform education into a civilizing process, proves that humanistic education is very important.

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