

# Implementation of Humanistic Learning Theory on the Independent Learning Curriculum in Harapan Kita Kindergarten Sungai Liku Pesisir

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**Abstract:** This study discusses the application of humanistic learning theory in Harapan Kita Kindergarten. The curriculum has a very important role in achieving the direction and goals of education. The independent learning curriculum is one of the approaches that can be used in early childhood education. Students in this humanistic learning theory are considered as subjects who are free to determine the direction of their life. Learners are fully responsible for themselves in the educational process (Faiz & Kurniawaty, 2020). The concept of independent learning designed by the Ministry of Education and Culture is related to the humanistic learning theory pioneered by Abraham Maslow. Education or teachers must be able to carry out the curriculum used in schools so that the teaching and learning process can be carried out. The purpose of this study is to see the effect of the implementation of humanistic learning theory on the Independent Curriculum, learning is stimulated from an early age. The Independent Curriculum prioritizes the needs and interests of students according to the definition of independence. Through the Independent Curriculum which includes extracurricular activities, and the Pancasila Student Profile Strengthening Project. Humanistic learning is learning that optimizes the potential of children as human beings. In their activities, children fulfill their basic needs in self-actualization. In the learning activities it can be seen that the children at Harapan Kita Kindergarten are actively involved in playing and the teacher facilitates learning according to the interests and needs of the children.

## 1 INTRODUCTION

The independent curriculum is a curriculum development policy issued by the Ministry of Education and Culture for the recovery of student learning in schools. The independent curriculum is implemented from the levels of PAUD, SD, SMP, SMA, SMK, Special Education and Equality. The essence of an independent curriculum is independent learning. Freedom to learn is a vision built on the thoughts of Ki Hajar Dewantara, who stated that independence is an educational goal as well as an educational paradigm that needs to be understood by all stakeholders (Purba et al., 2021).

Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, in terms of pedagogy, it is stated that the Freedom to Learn policy will move away from a standardized approach towards a heterogeneous approach that is more

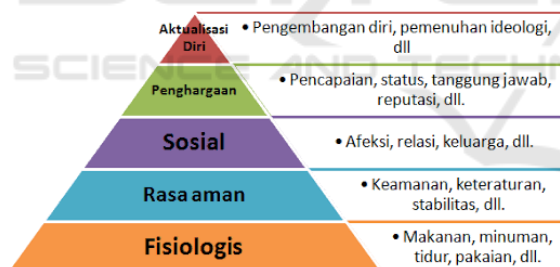
complete, enabling teachers and students to explore a growing body of knowledge. Students are learning leaders in the sense that they are the ones who make teaching and learning activities meaningful, so that learning will be adjusted to the level of ability of students and supported by a variety of technologies that provide a personal approach to the progress of each student's learning, without neglecting the importance of aspects of socialization and working in groups to foster social solidarity and soft skills.

This policy leads to the concept that students can explore their individual interests and talents. The Independent Curriculum Policy at the PAUD level gives students the freedom to be able to move freely choosing the activities they are interested in through playing. Playing for early childhood is learning. Learning is a process to explore, reason, think critically and find new things from what you do. Playing meaningful and fun for early childhood aims to develop the effectiveness and capacity of the child's brain. Freedom in choosing activities

according to interests is in line with humanistic theory which views humans as subjects who are free and independent to determine the direction of their lives. Students act as the main actors (student centers) who interpret the process of their own learning experience. The process of students understanding their own potential is expected to be able to develop their potential positively and minimize negative potential (Thobroni, 2015).

Humanistic theory encourages individual learning where students can learn subject matter at their own pace and in their own way of achieving goals. Humanistic theory pays attention to individual differences in the learning process. Personality growth and individual development are a concern in this theory (Aradea & Harapan, 2019). The main concept in this humanistic learning theory is how learning can humanize humans.

Humanistic learning is based on what is human needs in everyday life. Humans are different from other organisms and have physiological needs and psychological needs. Maslow in Shahrawat and Shahrawat (2017) put forward 5 (five) hierarchies of human needs as basic needs that must be met by humans in their lives. These human needs such as; physiological needs, needs, safety, love, self-esteem, and self-actualization.



Humanistic learning theory is a theory that aims to humanize humans. Parties who are humanized in the narrow sense are teachers and students. Teachers give freedom to their students in choosing what they learn according to their needs (Nasution, 2020; Nursikin, 2016; M Yusuf & Arfiansyah, 2021). Students in this humanistic learning theory are considered as subjects who are free to determine the direction of their lives. Students are fully responsible for themselves in the educational process (Faiz & Kurniawaty, 2020). Students can develop critical and creative thinking skills through meaningful learning. The concept of independent learning designed by the Ministry of Education and Culture seems to be related to the humanistic learning theory that was pioneered by Abraham Maslow long ago. Of course, this relationship needs to be analyzed by means of a

supporting literature review for the two topics in order to find common threads from these two hats. The concept of independent learning that liberates the minds of teachers and students is expected to be able to humanize humans and become a place for students to develop critical, innovative and creative thinking. Based on the description of the background that has been previously described, the problem at the heart of this study is how the concept of independent learning is designed by the Ministry of Education and Culture, how is the theory of humanistic learning, and how is the concept of independent learning in the perspective of humanistic learning theory.

## 2 METHOD

The type of research used in this study is the research method used is a qualitative descriptive method. According to Sugiyono (2016) the qualitative research method is a method used to examine the condition of natural objects where the researcher is the key instrument. According to Nazir (2014) descriptive research examines the status of human groups, objects, conditions, systems of thought or current events with the aim of making systematic, factual and accurate descriptive of the facts studied. According to Nana Syaodih Sukmadinata (2011: 73), qualitative descriptive research is intended to describe and illustrate existing phenomena, both natural and human-made, which pay more attention to characteristics, quality, interrelationships between activities. Data collection techniques used are observation, interviews and literature/documentation studies.

## 3 RESULTS AND DISCUSSION

According to Mulyasa (2012: 16) early childhood is the first stage which is critical and crucial in the process of growth and development of human existence. Early childhood is a period of personality development that will shape how children will live their next life. The "golden age" is referred to as childhood. "Golden Age is a very meaningful age for children's lives in the future," claims Windayani (2021:1). It serves as a basis for teaching children how to develop a variety of cognitive, motor, linguistic, social and other skills. Law No. 20 of 2003 concerning the national education system provides a statement where early childhood is a coaching effort for children aged birth to six years who use

educational stimuli to increase physical and spiritual development so that children are ready to continue on to an advanced level of education. Early childhood is defined by Windayani (2021: 3) as between the ages of 0 and 8 years, shown in instructional programs in kindergartens, family daycare facilities, private and public preschools, kindergartens, and elementary schools.

According to Syamsu (2007, 141) The uniqueness of human attributes, especially those related to free choice and self-development capacity, is highlighted by humanistic theory, which can be understood as a theoretical direction. According to the idea of humanistic learning, students can reach their full potential by making people like them more. According to humanistic learning theory, learning is successful when the learner is aware of his environment and himself. Students must strive throughout the learning process to gradually achieve self-actualization. The purpose of this learning theory is to understand learning activities from the side of the actor not from the observer. Kartono and Gulo (1987: 207) provide a statement where humanistic psychology is a realm of psychology that places a strong emphasis on treating individuals as whole beings, emphasizing subjective awareness, investigating significant human challenges, and improving human life processes. According to Saam (2010: 60), humanistic theory holds that individual behavior is influenced by the way he views himself and his environment, as well as by internal factors. From a humanistic point of view, educators must consider students' needs for affection. According to the humanistic learning philosophy, students are more compassionate, individual, and student-focused. Dalyono (2007: 43) that the problem of how people get influence and direction by the personal goals they give to their own experiences is the essence of humanistic psychology. Teachers in humanistic schools believe that the preparation and presentation of course material must take into account the emotions and interests of students. According to Sadulloh (2006: 173), humanistic psychology places great emphasis on one's freedom of choice, sensitivity, and personal accountability. Humanistic psychology emphasizes individual accomplishments, motivations, emotions, and desires, as its themes suggest. Individual self-actualization, according to this view, is the goal of education.

To achieve humanist education, learning patterns or cultures should be applied in schools. This pattern is an educational pattern that is positive and has humanist values, such as a democratic education pattern, an education pattern that pays attention to the

uniqueness of students in learning, an education pattern that maintains harmonious relations between school members, both between students and students, teachers with teachers, as well as teachers with students (Suswanto et al., 2015). The learning principle in the Independent Curriculum is through differentiated learning, namely the variety of services from a review of differences in the characteristics of students. Differentiated learning is learning that accommodates, serves, and recognizes the diversity of students in learning according to students' readiness, interests, and learning preferences (Tomlinson, Moon, Imbeau, 2015). Every learner has various kinds of differences in abilities, experience, talents, interests, language, culture, way of learning, and many other differences. The learning process needs to pay attention to the differences in students and provide services that suit the needs of their students. Providing services that are adjusted to the level of readiness, interest and learning profile of students (learning styles) is a form of liberating students in learning. Freedom to learn means that students are not required to be the same in all respects as others. Each individual has their own space for movement according to their characteristics and needs. The freedom of movement to carry out learning is in line with humanistic theories that lead to humanizing humans. The direction of independent learning for students is focused on how each individual is influenced and guided by himself related to his experiences. Independent learning provides opportunities for students to obtain meaningful learning. According to Ausubel (in Thobroni, 2015) learning is said to be meaningful if the information that students will learn is arranged according to the cognitive structure that students have, so that students can associate new information with their cognitive structure.

The Independent Curriculum is an option or alternative for schools depending on how well the readiness of each school is in its implementation. This shows that schools are not forced to use the Self Curriculum in the part of their education program that is not yet enrolled in a driving school. When it comes to carrying out the curriculum and achieving its goals, the teacher plays an important and vital role. The ability to carry out and succeed in the teaching and learning process using the curriculum used in schools is a requirement for an educator. The success of implementing the ongoing curriculum will be measured by the teacher's ability to carry out the curriculum. Whether the curriculum is used in educational settings depends on the teacher's knowledge and ability to understand the relevant

curriculum. According to Minister Nadiem, teachers must first introduce children to the importance of freedom of thought. According to Nadiem, learning occurs as a result of the process of combining teacher competencies at all levels with the existing curriculum and basic competencies.

Technology can be used as a tool by educators to facilitate the educational process. In addition, students can also explore more knowledge and carry out different learning processes. Learning in class can be made more fun by implementing technology-based learning innovations. In the current digitalization era, almost all access to information and materials can be found in cyberspace, both accessing pages and applications. The Ministry of Education and Culture is very aware of the current needs, because by utilizing technology it can reach and distribute policies more broadly, as well as optimize the implementation of the Merdeka curriculum through a differentiated learning process. During differentiated learning, there must be classrooms that support an environment where everyone in class is welcomed and accepted, everyone respects each other, students feel as safe as possible in their class

Teaching to achieve student success. There is a real sense of equality by students, teachers and students work together to succeed. (Ulamoliddinova 2019: 321). The use of technology can be a teacher's choice to carry out differentiation learning in the classroom. According to, Li and Atkins in Genevieve Marie Johnson (2010) note that exposure to computers during the preschool years is associated with the next child's school readiness which greatly influences children's development. Kumtepe (2006) observed that computer literate children assessed by their teachers suggested that children's social skills were higher than children who were less computer proficient. According to Fischer and Gillespie in Sharon A. (2004). Explaining the results of their research in the Head Start class, showing that programs in computers such as (1) computer software can encourage children to explore and go beyond their thinking, (2) computers are just another option in class, (3) computers are a bridge for children to think abstractly, and (4) computer technology can stimulate behavior among children.

Humanistic psychology is the product of many people and the synthesis of various ideas, especially existential and phenomenological ideas. Humanistic psychology is part of the universal humanistic movement, which also includes social sciences, education, biology, and the philosophy of science, and is an expression of a larger view of the world. According to Brewster Smith (1969), he was a

member of a larger movement that aspired to create a human science that was also aimed at humans and promised to be fair to human humanity. According to humanistic thought, education must begin with the aim of making human beings more like themselves. Therefore, compared to learning psychology, humanistic learning theory has a more abstract nature and is more closely related to the study of philosophy, personality theory, and psychotherapy. Content learned from the learning process itself is a major topic in humanistic theory. This learning theory focuses more on educational ideas that help create the perfect person and the best possible learning environment. In other words, unlike other learning theories, this theory is more concerned with the idea of learning in the most ideal conditions than understanding the actual learning process. This humanistic notion can be observed in action in Ausubel's learning strategy. According to his understanding of learning, which is also part of this cognitive school, learning is a meaningful integration. Acquired knowledge is integrated with previous knowledge and linked to newly learned topics. Absorption of new knowledge on the existing cognitive structure of learners depends on motivation and desire on their part, therefore motivational factors and emotional experiences are very decisive in the learning process. According to humanistic theory, any learning method can be applied as long as its goal is to humanize humans, which includes maximizing self-actualization, self-understanding, and self-realization of learners.

The goal of humanism is in line with the goal of designing the independent learning program, which is to humanize humans (Yamin & Syahrir, 2020). Teachers and students are free to determine learning methods, methods, objectives, materials, and assessment techniques as long as they are in accordance with the goals set by the curriculum. Teachers freely translate the curriculum according to their wishes and creativity. The teacher determines how to learn together with their students. There is freedom of thought in this independent learning. Teachers and students can actualize themselves optimally so that the learning process takes place in a meaningful and meaningful way. Understanding that each student has differences is learning that is very appropriate to the needs of students. That's why in humanistic theory it is conveyed that teachers should not blame students for a student's mistake before the teacher conducts a further review regarding whether the needs of students as human beings have been fulfilled or not. Learning can be done anywhere both in the classroom and outside the classroom. Learning

becomes meaningful if learning can be done by providing direct experience to students and in accordance with the needs of students. Students are not limited in exploring the environment with a full sense of security so that students can maximize self-actualization. Individual learning on the concept of independent learning is in accordance with humanistic theory where students learn according to their abilities without being anxious compared to other students. The role of the teacher here is as a mover, moving weak students to become more understanding by obtaining more training and learning and moving students who already understand competence to become richer with knowledge. Individual success is largely determined by the individual himself. Therefore, Rogers in Rachmahana (2018) said that learning in humanistic learning theory should not be excessively dependent on anything by a student. Students recognize themselves, know their weaknesses and strengths so they can get the best way they choose to acquire the knowledge demanded by the curriculum. Assessment on humanistic theory is also in line with the concept of independent learning where assessment is not only carried out on results but also on the learning process. Assessment also should not ignore aspects of the attitudes that become the personality of students. Assessment is not the only decision in determining whether the learner is achieving or not. Assessment must be carried out thoroughly and there is no ranking system which causes a lot of anxiety for students and parents of students. The ranking system will only create gaps that lead to teacher subjectivity in assessing individual students. In the process of liberating students in thinking, a driving teacher is needed who of course has gained freedom of thought. Teachers need to guide and direct their students in recognizing individual students so that students can make the right decisions in determining how to learn (BPK Penabur, 2020; Rezeki, 2020; Wijayanti, 2020). Teachers are no longer burdened with administrative tasks so that teachers have more time to explore the potential of themselves and their students. The teacher is also not burdened with making a lesson plan with many pages which can make the teacher frustrated and tiring. Free learning frees important figures in education, namely teachers and students. Freedom of thought which is very important is pursued first (Bentri & Hidayati, 2020; Faizah, 2020; Manalu, 2020).

The independent learning curriculum is one of the approaches that can be used in early childhood education. Different teachers view the Independent Curriculum differently. The notion that the

Independent Curriculum prioritizes the needs and interests of students is in line with the definition of independence. The New Paradigm Independent Curriculum aims to develop students to become lifelong learners through learning. An important feature of the Pancasila Student Profile includes lifelong learners. Through the Independent Curriculum which includes extracurricular programs, and the Pancasila Student Profile Strengthening Project, the learning process with a new paradigm is carried out in PAUD. Meanwhile, there are extracurricular programs other than PAUD. This is in line with the characteristics of PAUD learning which believe that every child has a distinctive appearance and has the potential for both strengths and weaknesses. Supriano's assertion, Director General of GTK, that the curriculum concept gives schools independence to interpret the basic competences of the curriculum itself and become an assessment for each school, supports the PAUD teacher's perception that an independent curriculum is a dynamic curriculum. The evolution of an increasingly sophisticated and dynamic era is the cause of curriculum adjustments. The curriculum is adaptive and dynamic, constantly changing by taking into account the characteristics of students and building competencies according to their current and future needs. One option in the effort to restore learning for educational units is the Independent Curriculum. The findings indicate that instructors are more inventive learners because of the Self-Curriculum. The function of the curriculum for teachers, aims to assist students in learning. Teachers are now more creative and flexible in designing their activities to achieve student-centered learning goals thanks to the Pancasila Student Profile Strengthening Project activities. Teachers can concentrate on improving learning outcomes in early childhood through the Independent Curriculum. Learning outcomes in PAUD based on Ministerial Decree 033/H/KR/2022 include identification, basic literacy skills, arithmetic, science, technology, engineering, and art. They also incorporate religious and ethical principles.

#### 4 CONCLUSIONS AND SUGGESTIONS

The implementation of Independent Curriculum as proclaimed by the Minister of Education and Culture becomes means of improvement and development sustainable education unit especially the students and educators. This can be seen from the concept and the

advantages of independent curriculum, the implementation of independent curriculum through teacher's teaching module as well implementation in learning. Humanistic learning is a learning theory that treats students as active participants in the learning process. The idea of a humanistic learning process that pays attention to what is needed and interests of students is a fundamental idea in the field of education. Teachers are more inventive in class due to Self Curriculum. The goal of a teacher's curriculum is to direct student learning. Teachers are now more creative and flexible in designing their activities to achieve student-centered learning goals thanks to the Pancasila Student Profile Strengthening Project activities. Teachers can concentrate on improving learning outcomes in early childhood through the Independent Curriculum. According to Ministerial Decree 033/H/KR/2022, learning outcomes for PAUD must cover identification, basic literacy skills, mathematics, science, technology, engineering, and arts. These results are consistent with instructors stimulating play and offering carefully planned learning through stimulation in carefully planned situations to maximize the potential of young children. The idea behind incorporating early childhood education into the curriculum calls for convenience for practitioners and the general public.

#### **Suggestion**

Related to the implementation of the independent curriculum, the sustainable monitoring and coaching by the central and local government can be done in accordance concept that has been developed so that there is education equity, achievement of the goals of national education and reinforcement of the profile of Pancasila student.

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