

Research article

Humanist Learning Model to Strengthen Character Education in Culture-Based Schools

Esti Setiawati^{1*}, Rosalia Indriyati Saptatiningsih²

¹Social Education, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta

²Department of Civic Education, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta

Abstract.

This study aimed to: 1) develop a humanist learning model to strengthen character education in culture-based schools; 2) determine the effectiveness of this model in strengthening character education; and 3) examine students' perceptions of the model. This was development research with four main steps, namely preliminary studies, model planning, model testing and revision, and model implementation and dissemination. The research subjects were school supervisors, school principals, deputy principals, teachers, educational staff, students, and school committees at SMP Negeri 1 Jetis Bantul. Data were collected using questionnaires, non-participant observation, in-depth interviews, and documentation analysis. The data were analyzed quantitatively and qualitatively. The results showed that: 1) the humanist learning model was inclusive in the learning process and was supported by an adequate curriculum, school vision and mission, principal leadership, involvement of educational stakeholders, adequate infrastructure and school culture, as well as the active involvement of students; 2) the model was shown to be effective in producing accurate information about the implementation of humanist learning; and 3) 66.68% of students rated the model as very good.

Keywords: humanist learning, strengthening character education, culture-based

Corresponding Author: Esti Setiawati; email: esti@upy.ac.id

Published: 28 September 2022

Publishing services provided by Knowledge E

© Esti Setiawati et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICESRE 2021 Conference Committee.

1. Introduction

Education should not only transfer knowledge from teachers to students, but also transfer the values of kindness and humanity. Education is a process to shape the character of students to become superior and good individuals. Through character, education will greatly influence people's behavior so that its implementation is directed by the state as a form of moral responsibility [1]. Education is also needed to help, guide, and direct students in developing their potential and making them a mature and perfect adult to achieve their desired life goals. The character education process must be seen as a deliberate effort, not just a coincidence, where character education is a sincere effort to understand, uphold, and foster ethical values, both for themselves

 OPEN ACCESS

and for all citizens or the nation as a whole [2]. Seeing the importance of education in the formation of human resources, improving the quality of education is something that must be done on an ongoing basis. For this reason, the concern of all parties in the implementation of character education is needed, so that the goal of forming human resources can be realized through quality education [3].

The education that has been organized by the government so far has touched the realm of developing cognitive, affective, and psychomotor aspects, although the results have not been optimal. The implementation of education in formal institutions in schools is currently not optimal in developing humanist values through daily school culture. Because, the implementation of character education to instill goodness values is still looking for the right approach format, whether through experiential learning, peer debate, indoctrinal teaching, community service, and so on [4]. In addition, there is still dominance of the learning process in teachers who are rigidly based on textbooks. Students do not get the opportunity to develop their potential, their opinions are poorly understood, and teachers have not placed students as learning subjects who have the opportunity to take action in order to find useful knowledge and skills for themselves. For this reason, the role of a teacher is needed as a leader in the learning process, which at the same time understands character education so that it affects the success or failure of the implementation of character education in the school [5].

The learning process that is running is not fully consistent with students as learning subjects in full, and teachers still dominate the learning process. Humanist values in education have not been fully developed and applied in the learning process. Teachers are still semi-conventional, with the dominating lecture method, in terms of the humanist education concept which is described as the principle of progressivism, the teacher should place students to be actively involved in the learning process.

In learning activities at school, there are still many teachers who are anti-criticism, the opinions of students who, if they offend the teacher's existence, are immediately labeled as naughty students. If this is not the case, with criticism and input from students, teachers can reflect themselves to improve the macro learning system. This requires the determination and enthusiasm of the teacher to fix the direction of education that prioritizes the development of the potential of students while at the same time developing humanist values in the learning process that can mature their behavior and behavior patterns. For this reason, reforms in the professional development of teachers are urgently needed, because teachers are the most significant agents of change in educational reform, both as subjects and objects that can bring changes towards the better in the learning process [6].

Humanist education that can be developed in schools based on the existing school culture will be able to lead to the formation of positive character of students. Because, strengthening the character of students is very urgent in the implementation of education in the formal realm. The application of the character education model is not only limited to learning in the classroom, but can also be carried out outside the classroom, such as through extracurricular programs, which must be supported by families, schools and communities [7]. Moreover, strengthening character is one of the important things that was proclaimed by the President in the national mental revolution movement. This was captured by the Ministry of Education and Culture by prioritizing and developing character education in the realm of learning, and began to be disseminated and implemented gradually since 2016.

Education is a necessity for every human being to meet other needs because education is one of the keys for human beings to be able to compete in life. Education is needed by humans as social creatures to interact with each other and be the most pleasant place for humans (students) so that they can grow and develop in accordance with the potential they have as a provision for life in society. One program that is able to develop the potential of students who have is a character education strengthening program that can contribute to students in gaining a noble and tolerant character and, being able to overcome violent behavior [8]. Therefore, students need a balance between their potential and a conducive environment which is the key to the success of human education because humans do good and love holiness, but without the support of the environment, this potential will turn into negative potential. For this reason, quality, coverage, and timeliness of the evaluation practice of the learning program are needed, with appropriate techniques, and meet the standards of good evaluation practice, so that the results obtained are maximum [9].

Therefore, to create humanist education that gives maximum results, one must pay attention to the balance between these two aspects, namely the internal and external aspects of humans. Human development is determined by internal factors and external factors, these two factors are important to pay attention to in order to get maximum results in the process of human development and education. In terms of internal factors, of course it leads to students, but when viewed externally, one of them is from the teacher factor. The teacher is the most important aspect in an educational process. Without the teacher the educational process cannot run, so the teacher is a key figure in a curriculum. Therefore, effective teacher professional development must be understood as an inherent commitment to the work made by teachers to achieve professional goals as one of the keys to educational success [10].

As a key figure in education, sometimes teachers have not been able to optimally position themselves as role models for students. Many teacher behaviors that cannot be digested and imitated such as smoking in the school environment, arriving late, speaking harshly and punishing students with corporal punishment. Phenomenon like this will cause prejudice that is not good for students, when they experience problems while dealing with teachers. Moreover, this problem is related to the strengthening of character values that really need to be instilled in students, such as tolerance, responsibility, honesty, commitment, and mutual cooperation. For this reason, it is necessary to develop a humanist learning model in strengthening character education in culture-based schools, so that the learning process can increase human dignity towards complete human beings with strong characters. Real support is very much needed from related stakeholders for strengthening this character education, because no matter how big the controversy revolves around the meaning of moral or character education, it will determine the success of this field of education [11].

2. Method

This study uses a development research approach, adopting the development steps of Borg & Gall. The subjects in this study were school supervisors, school principals, vice principals in the field of curriculum, six teachers, two educational staff, one school committee, and 98 students, who were determined purposively. The data were collected through documentation, interview, observation, survey and questionnaire methods, and analyzed using quantitative and qualitative methods.

3. Results

Results of Humanist Learning Model Development in Strengthening Character Education

The development of the humanist learning model design is carried out through three stages of activities, namely (1) analysis, (2) planning, and (3) model development. At the analysis stage, field survey activities were carried out for needs analysis in determining models and empirical studies of existing research results. Based on the results of the analysis, a model planning is compiled by analyzing the content and substance of the humanist learning model, which is then compiled to develop a model in the form of components and indicators of the humanist learning model. To ensure the feasibility of the model, internal and external validation was carried out by education experts and

education practitioners, then carried out the second and third trials. The test results of the second and third instruments have met the validity requirements indicated by the factor load of both the second and third trials is greater than 0.3, while the second trial reliability coefficient is 0.9415, and the third trial is 0.9354.

3.1. Implementation of Pre-Covid-19 Humanist Learning

SMP Negeri 1 Jetis Bantul is a culture-based school as well as an environmentally friendly school, which is in accordance with the school's vision of "Achieving, Cultured, Loving the Environment, Based on Imtaq and Science and Technology". This school is a senior school because it was founded in 1968 and has graduated dozens of generations. As a culture-based school, SMP Negeri 1 Jetis Bantul develops programs and activities that support the strengthening of character education through humanist learning, which is extracted from the noble values of the nation's culture. The management and implementation of education in humanist learning is carried out based on the national education system by upholding cultural values. The purpose of launching a culture-based school program to support humanist learning in strengthening character education is 1) introducing students to the cultures of their ancestral heritage; 2) loving the cultures of the ancestral heritage; 3) preserving ancestral cultures; and 4) implementing ancestral cultures into everyday life. As for the work program of SMP Negeri 1 Jetis Bantul which supports humanist learning in strengthening character education, including morning shaking culture, 5 S culture (Smiles, Greetings, Greetings, Polite and Courtesy), tadarus Al Quran, reading the bible, singing Indonesian songs Raya, using the back sound of keroncong songs and folk songs, three-language speeches (Indonesian, English, and Javanese), batik painting at school, use of traditional displays, use of Javanese musical instruments, extra-curricular "karawitan", use of Javanese language, cultural corner, traditional games, batik skills, shame culture, and literacy culture.

3.2. Implementation of Humanist Learning during the Covid-19 Pandemic

Based on the circular of the Governor of the Special Region of Yogyakarta which was then continued with the circular of the Head of the Bantul Regency Education, Youth and Sports Office, regarding the learning process of students during the corona pandemic, starting on March 16, 2020, the learning process took place online (in a network) which was carried out simultaneously starting from kindergarten, elementary,

junior high, high school / vocational / MA. Online implementation is submitted to each school by considering various aspects including teacher competence and supporting facilities for students, because not all students have devices / software that are ready for online learning.

During online learning, the school also intensively monitors the development of students in the aspects of knowledge transfer and transfer of value. In the aspect of transfer of knowledge from teachers to students, schools already have specific signs in this online learning process. Especially in optimizing humanist values in strengthening character education for students, schools have accurate strategies that optimize the three education centers, namely schools, families, and communities, which synergistically also oversee the process of transfer of knowledge from teachers to students. The three educational pillars implemented by SMP Negeri 1 Jetis Bantul support the implementation of humanist learning in strengthening character education which can be explained below.

3.3. School Education

Formal education from schools is still implemented, even though it cannot run optimally due to the constraints of the Covid-19 pandemic. Schools have an effective strategy in optimizing all subject matter with humanist learning content in strengthening character education, including: a) subject teachers, homeroom teachers, and counseling teachers synergistically provide stimuli in the form of online learning, assignments, motivation, online character development in a humanist learning frame with a schedule that has been arranged, and monitoring sessions are carried out, as well as confirmation of student responses. If the student's response is slow, the school, in this case the teachers, will remind, ask, confirm personally, even make a home visit to find out the problem. Thus, the school knows how much the students care, responsibility, and respect for others; b) to develop student character education, the school assigns students to have an opinion, give ideas, respond, summarize, express feelings from videos, articles, or instructions given by the teacher; c) to provide good character role models for students, the teacher implements humanist learning through giving praise, motivating comments to students, on the results of their work; d) The counseling teacher and homeroom teacher give assignments (which are not related to the subject matter, but are directed at strengthening character) to share tips, make touching works (poetry, songs, videos), make something happy and surprise their family.

3.4. Family Education

The process of implementing family education is carried out with various strategies to establish two-way communication, namely school and family. The strategies carried out during the Covid-19 pandemic are as follows: a) building communication through WhatsApp and parental association groups (POT) to monitor the implementation of learning; b) conducting a home visit or home visit for certain students who need special handling; c) the school issues letters of appeal via WhatsApp to parents so that parents always accompany, motivate, give attention and care in monitoring their children in learning and doing assignments. This includes monitoring the development of the positive character of students during the Covid-19 pandemic.

3.5. Community Education

The third element that also determines the success of education is community involvement in the humanist learning process during the Covid-19 pandemic. Therefore, SMP Negeri 1 Jetis has several strategies so that the learning process and inculcation of character values through humanist learning are maintained during the Covid-19 pandemic, which among others are described as follows: a) the school collaborates with the school committee to share messages -Moral messages to the guardians of students related to strengthening the character of students; b) the school asks for the support of the school committee in implementing school programs and activities during the pre and pandemic corona period, by allocating funds for the implementation of learning during the Covid-19 pandemic period to be increased.

3.6. Humanist Learning Model Relevant in Strengthening Character Education in SMP Negeri 1 Jetis Bantul

Humanist learning as part of the educational process tends to be more humane and prioritizes communication as a bridge in shaping student character. Humanist learning is one of the strategic concepts to improve the quality of human resources, because it promotes high tolerance among fellow students. In realizing humanist learning, it is necessary to support the school in determining humanist learning methods, as an effort to eliminate "violence" that occurs in schools, where schools are places to develop potential, talents, and form good student character.

As a culture-based school, which was initiated in 2016 and officially started piloting in 2017, SMP Negeri 1 Jetis Bantul has formulated more than twenty activity programs that are in line with the goals of national education, Permendikbud RI No. 20 of 2018, the vision and mission of the school, as well as the times. These programs and activities are contained in the school curriculum along with culture-based school programs, which have implemented humanist learning in an integrated manner in the learning process.

Based on the results of the analysis of the implementation of the character education strengthening program that has been implemented by SMP Negeri 1 Jetis Bantul, in terms of the components of the context, input, process, product, and impact, as a whole it shows that humanist learning has been carried out quite well. This can be seen from the readiness in implementing humanist learning in strengthening character education that is clearly organized and integrated in school programs, a solid KDP team, planned implementation time, and well-prepared supporting funds.

When described as a whole, the humanist learning model in strengthening character education at SMP Negeri 1 Jetis Bantul is in line with the “Whole Schools” model. The model is described in the following figure.



Figure 1: Humanist Learning Implementation Model.

3.7. Perceptions of Students in the Implementation of Humanist Learning in Strengthening Character Education

Character values are very important to be developed even though the teacher does not meet face to face with students, so that during learning from home character development values can be monitored by parents who are then reported to the teacher and / or school for periodic evaluation. The character values emphasized by teachers and schools refer to the character values outlined by the government in the guidelines

for character education strengthening programs, namely religion, nationalism, independence, mutual cooperation, and integrity.

The activity of developing character values in humanist learning is directly monitored by subject teachers, counseling teachers, homeroom teachers, parents of students, and school principals. In this monitoring, the parent's whatshap group and the students' whatshap group were formed. Mutual communication between the teacher and the principal to parents and students is an important means of developing character values during this corona pandemic. It is not easy to implement, sometimes there are students who are not disciplined in doing assignments, so the school collaborates with the BK teacher to make home visits, check the whereabouts of students and existing backgrounds.

Based on the results of the analysis of students' perceptions of the assessment of the humanist learning component in strengthening character education, the mean score was 66.68 (minimum score of 20, maximum 80) so it can be categorized as very good, so that the humanist learning component in strengthening character education at SMP Negeri 1 Jetis has met the requirements in its implementation. The results of the students' perceptions are relevant to the results of interviews and observations made previously, regarding the implementation of humanistic learning in strengthening character education at SMP Negeri 1 Jetis Bantul.

4. Discussion

The implementation of humanist learning in strengthening character education in schools still needs serious attention, because during the Covid-19 pandemic, learning is still being carried out online, so teachers find it difficult to control how far the character development of students is while studying at home. This requires a different format and strategy in inculcating character values through humanist learning even though it is done online. Good synergy and collaboration between the school and the parents of students, and the school committee, will be a bridge that can help instill character values in students. This is because the environment where students live can provide a unique and extraordinary experience that allows them to actively participate in activities while at home while promoting a positive attitude as a result of instilling character values in learning.[12] Another important aspect, teachers must prepare themselves well in mastering the material and the process of implementing humanist learning online. The important thing that needs attention about character education is to build programs in accordance with the principles of values and pillars of goodness, namely trust, respect,

responsibility, justice, and care for others. [13] Monitoring and evaluation from the Education Office through school supervisors should be carried out periodically at least once a month, as well as controlling the course of online humanist learning so that it targets students.

5. Conclusion

Based on the discussion above it can be concluded that, (1) The humanist learning model that is relevant in strengthening character education at SMP Negeri 1 Jetis Bantul is a humanist learning model that is inclusive in the learning process supported by an adequate curriculum, school vision and mission, principal leadership, involvement of education stakeholders, infrastructure and culture adequate school, as well as the involvement of students in it. (2) The results of the survey on the perceptions of students in the implementation of humanist learning in strengthening character education at SMP Negeri 1 Jetis Bantul amounted to 66.68% which was included in the very good category.

Acknowledgement

Thanks to the Institute for Research and Community Service, University of PGRI Yogyakarta, which has provided funding support for competency research for the 2021 fiscal year.

References

- [1] S. Sipiana, A. Suriansyah, and R. Effendi, "The Management Implementation of Character Value at Junior High School.," *Journal of K6, Education, and Management*. vol. 2, no. 3, pp. 204–210, 2019
- [2] Anggraini P, Kusniarti T. The implementation of character education model based on empowerment theatre for primary school students. *Journal of Education and Practice*. 2016;7(1):26-29.
- [3] Howard RW, Berkowitz MW, Schaeffer EF. Politics of character education. *Educational Policy*. 2004;18(1):188-215. <https://doi.org/10.1177/0895904803260031>
- [4] H. Hausheer, L. Klages, and W.H. Johnston, "The Science of Character.," *The Journal of Philosophy*. vol. 30, no. 20, pp. 557–559, 1933
- [5] Syah D. Teacher' understanding towards the implementation of character education in schools. *The International Journal of Social Sciences and Humanities Invention*.

- 2017;4(1):3239-3244. <https://doi.org/10.18535/ijsshi/v4i1.08>
- [6] T.-J. Tsai and Y.-C. Shih, "Teacher Professional Development.," In: *Professional Development and Workplace Learning*. pp. 2045–2074. IGI Global (2016)
- [7] Junaidi F. the Value of character education in andai-andai folklore and its use as learning material for literature subject in elementary school. IJAEDU-International E-Journal of Advances in Education. 2017;3(9):501-509.
- [8] Katilmis A, Eksi H, Ozturk C. Efficiency of social studies integrated character education program. Educational Sciences: Theory and Practice. 2011;11(2):854-859.
- [9] Lieberman A. Practices that support teacher development: Transforming conceptions of professional learning. Innovating and Evaluating Science Education. 1995;95(64):67-78.
- [10] G. Díaz-Maggioli, *Teacher-centered professional development*. Association for Supervision and Curriculum Development, Alexandria, VA, United States, 2004.
- [11] Campbell E. Handbook of moral and character education. Routledge, London - UK; 2014.
- [12] Feszterova M, Jomova K. Character of innovations in environmental education. Procedia-Social and Behavioral Sciences. 2015;197:1697-702. <https://doi.org/10.1016/j.sbspro.2015.07.222>
- [13] Matsuba MK, Murzyn T, Hart D. A model of moral identity: Applications for education. Advances in Child Development and Behavior. 2011;40:181-207.