



Humanistic Learning Approach in Internalizing Students' Character in Elementary Schools

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ABSTRACT

Humanistic learning is an approach that emphasizes the importance of individual student experiences and moral values in the learning process. Therefore, this research aims to identify the effectiveness of the humanistic learning approach in internalizing students' character in elementary schools, with a focus on the impact of teaching methods on the development of students' attitudes and character behaviors. In elementary education, character internalization is crucial for building a foundation of positive attitudes and behaviors. The results of this approach indicate that students engaged in humanistic learning tend to show improvements in character aspects, such as honesty, discipline, and a positive attitude towards school. Additionally, they are also better able to face social challenges in their environment. By internalizing good character, it is hoped that students will not only become high-achieving individuals but also be able to contribute positively to society and their surroundings. This research highlights the need for the integration of a humanistic approach in the education curriculum, in order to optimize the formation of strong character among the younger generation, as well as to encourage best practices in education that are oriented towards the holistic development of children.

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INTRODUCTION

Character education has become one of the main focuses in the education system in Indonesia, especially at the elementary school level. Therefore, the importance of character development in elementary schools cannot be separated from the national education goals, which include the formation of a noble character for the nation. Thus, character education aims to instill moral values that will shape positive behavior in children. The implementation of character education in elementary schools is very

important for shaping students' personalities from an early age. One of the approaches that can be applied in internalizing character is the humanistic learning approach. This approach focuses on the development of students' personal potential, taking into account individual needs, and creating a supportive atmosphere for more meaningful learning. Thus, through the humanistic learning approach, it is hoped that students can internalize character values in their daily lives, both in the school environment. Therefore, the humanistic learning approach becomes relevant as a strategy for the internalization of character values. This approach not only focuses on cognitive aspects but also on the affective dimension that is essential for the social-emotional development of students (Anzani et al., 2023).

Critical and empathetic understanding of oneself and others becomes an important foundation in creating positive interactions in the classroom. Therefore, humanistic learning has significant implications for the development of students' character. Through this approach, students are invited to explore their values, emotions, and social relationships, which will support the formation of strong character (Astuti et al., 2022; Sulistiyono, 2018). Emphasis on social and emotional aspects in learning provides space for students to learn about empathy, cooperation, and responsibility. Thus, the application of humanistic learning is highly relevant for shaping positive attitudes and values in students. This approach encourages educators to create a warm and supportive classroom atmosphere, where students feel safe to express themselves (Umam & Ferianto, 2023). By focusing on the relationships between students and also between students and teachers, the cultural and emotional background differences of each individual must be understood. Through this approach, learning not only becomes a transfer of knowledge but also a process that internalizes good character in students (Holisah, 2022; Ledang, 2019).

Previous research results show that through flexible learning, students' character can be significantly improved (Sanusi, 2013; Umar, 2018). Furthermore, the application of a humanistic approach in education not only benefits individual students but also the social environment as a whole. When students' character is well internalized, they are more prepared to contribute positively to society (Maman et al., 2021). In this context, it is important to further investigate methods that can facilitate this process, so that learning does not merely focus on academic achievement, but also on holistic character development. In line with this, efforts to adopt character-focused learning strategies will create a better generation in the future, in accordance with what has been expressed about the importance of organizing learning that prioritizes character values in previous research findings (Warli et al., 2011).

The humanistic approach also emphasizes the importance of reflection in the learning process, encouraging students to reflect on their experiences and how those experiences can shape their character (Maula, 2021; Suhandri et al., 2021). In this way, students can better understand not only the material being taught but also how these values can be applied in everyday life. This reflection process helps students internalize positive character traits, such as honesty, empathy, and a sense of responsibility. Therefore, the integration of a humanistic approach in primary education is expected to produce a generation that is not only academically intelligent but also possesses good character and is ready to face challenges in society. Thus, the preparation of this article aims to explore the understanding of theory and pedagogical practice in shaping students' character more effectively in the elementary school environment.

METHODS

The approach used in this research is a qualitative approach with a literature review method. A literature review is a library-based research method that involves reading and examining various journals, books, and other published manuscripts related to the research topic to produce a written work relevant to a specific topic or issue. (Siswanto, 2010). This method is used to examine various relevant sources regarding the humanistic learning approach and its application in internalizing

students' character in elementary schools. The literature reviewed includes books, journal articles, theses, and other publications that discuss humanistic learning, educational character, and character development at the elementary education level. The first step taken in this research is to search for and collect literature related to the research theme, namely the humanistic approach in education and student character in elementary schools.

The data collection technique in this research uses various scientific journal provider sites to search for the necessary data, such as Google Scholar, Semantic Scholar, and Elsevier. Then, determine the inclusion and exclusion criteria for the found article sources. Next, the author compares the study results related to the improvement of student character from various literature sources. Subsequently, the obtained articles will be processed and filtered according to the exclusion and inclusion criteria based on the research needs, after which the data will be collected and analyzed. After that, analysis and synthesis of the literature will be conducted to find relevant conclusions and recommendations.

FINDINGS AND DISCUSSION

Research results show that the humanistic learning approach has a significant impact on the internalization of character in elementary school students. The application of humanistic-based methods increases student engagement and fosters positive character development, particularly in aspects of empathy, discipline, and responsibility (Ali et al., 2024). Therefore, character education that emphasizes moral values and positive behavior, the humanistic approach offers teaching methods that focus on student experiences and social interactions that support holistic character development. Furthermore, compared to traditional learning approaches that are more oriented towards one-way teaching, humanistic learning is more capable of applying knowledge and character values in their daily lives through an approach that actively involves students (Rachmadtullah et al., 2024; Eko et al., 2023). This is also supported by previous research, where the use of interactive methods in the classroom increases student participation and builds stronger social bonds among students (Dhini et al., 2023). In addition, the use of activities that involve the community and the surrounding environment as part of the character education curriculum has also proven effective in instilling positive values (Hangyin, 2022). Thus, this research reinforces the view that character education oriented towards direct engagement with desired values or behaviors can better contribute to producing a generation capable of facing the challenges of the times (Vui-Yee Koon, 2022).

The humanistic approach places students at the center of learning, encouraging them to engage more actively in learning activities. By involving students in decision-making related to their learning process, schools can create an environment that supports self-confidence and a sense of responsibility. This is in line with research that shows that active family participation in education contributes to increased motivation and a sense of comfort for students in learning at home and at school (Kusumawardani et al., 2020). This intensive involvement encourages students not only to participate in school activities but also to develop the expected positive character (Fathonah et al., 2023). The application of humanistic-based learning management also has a significant impact on student engagement, especially in the context of inclusive and multicultural education. When students feel the relevance of the teaching material to their cultural backgrounds, they tend to be more enthusiastic and engaged in the learning process (KMR et al., 2024). In this way, students not only learn academic material but also learn to appreciate the diversity around them. This approach is important for shaping students' character to be inclusive and appreciate differences. Student engagement can also be enhanced through collaboration between schools and families. As stated in previous research, family participation, especially by mothers, plays a central role in supporting student engagement

(Kusumawardani et al., 2020). Therefore, it is important to create effective communication channels between parents, teachers, and students through an integrated and collaborative approach.

Character education becomes an important aspect in the personal development of elementary school students. With a humanistic learning approach, the internalization of character values can be an important focus to shape a better generation. Through methods oriented towards experience and social interaction, children are expected to internalize values such as honesty, responsibility, and empathy in their daily lives. The implementation of character education programs that involve parents and the community, as shown in the research, can have a positive impact on family dynamics and students' academic achievements. The assessment of the success of character internalization must consider various aspects, including the relationship between parents and children and how character is integrated into school learning (Ball et al., 2017). Each individual has different backgrounds and experiences, so a diverse approach in assessing character internalization is very necessary. Research shows that by providing character education to parents, it can bring about positive changes not only within the family but also in their children's academic achievements. Although not all studies show significant results, it is important to continue developing more effective methods in this assessment. Overall, different understandings and treatments in character education will support the creation of a generation that is sensitive to its social environment and capable of facing future challenges (Elihami et al., 2023). Therefore, it is important to design assessment instruments that can encompass all aspects. Additionally, the assessment methods used also need to be adjusted to be relevant to the current context and needs, ensuring that the goals of character education can be optimally achieved in a humane elementary school environment.

This research reinforces the view that character education is not merely the transmission of information, but also a process that involves the formation of students' attitudes and behaviors in an environment that facilitates exploration. Practically, these findings provide a foundation for educators to design a curriculum that is more responsive to student characteristics, and suggest that this approach be integrated into teacher training. Furthermore, this research shows that the application of learning techniques involving local values, such as local cultural wisdom, can maintain the relevance of character education within the context of the local community and strengthen students' character identity (Vui-Yee Koon, 2022). This aligns with Ellani's (2021) findings, which concluded that education emphasizing local wisdom and cultural values can enhance students' sense of belonging and social responsibility (Yaghoob et al., 2019). Therefore, it is important to continue exploring and implementing a humanistic learning approach as a strategy in the development of student character. Systemic support from educational policies and practical training for educators is expected to optimize learning outcomes and realize student character in accordance with national educational goals. Practically, the results of this research can be used as a basis for curriculum developers and educators to formulate more responsive educational strategies based on a humanistic approach. Thus, the implications of this research represent a significant contribution to the development of character education in Indonesia, and demonstrate that the humanistic learning approach is the right step towards creating a better learning environment.

CONCLUSION

This research emphasizes the importance of a humanistic learning approach in internalizing students' character in elementary schools. In a thorough analysis conducted on various elements of this approach, it was found that student-centered learning methods can significantly enhance the understanding and application of character values among students. The research problem regarding

the ineffectiveness of traditional teaching methods in character education has been addressed through the application of humanistic techniques that facilitate social interaction and active student engagement in the learning process. The implications of these findings are very important, both from an academic and practical perspective; academically, the results of this research contribute to the development of character education literature, especially in the context of using humanistic models. Practically, these findings encourage educators and policymakers to formulate and integrate a humanistic approach into the curriculum, thereby creating a more inclusive and responsive learning environment that meets the needs of students. Through the development of teaching materials integrated with local values and an emphasis on experiential learning, character education can be optimized to produce individuals who are not only academically successful but also possess good character. Furthermore, this research recommends that future studies be conducted in broader and more diverse contexts, including comparisons of the implementation of the humanistic approach in various types of schools and regions, to gain a more comprehensive understanding of the effectiveness of this method. Furthermore, further research is expected to explore the long-term impacts of implementing this approach in character education, as well as to develop evaluation tools that focus on empirically and objectively measuring changes in students' character.

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CONFLICTS OF INTEREST

The authors have no conflicts of interest to disclose, and there are no financial relationships or affiliations that could influence the results of this research.

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