

THE IMAGINATION OF EDUCATION AND HUMANISTIC

Yasin Azhari

{kang.yazra@gmail.com}

Politeknik Bhakti Kartini

Abstract. This paper elaborates that imagination breeds creativity and innovation on education. Firstly, education has main purpose is to educate the nation, develop reason and intellect at a high level. Secondly, the presence of education that creates its own class in society, thus distancing education from the values of social life and surrounding culture. Resulting in the formation of elite communities' education that is unable to greet the lower-class society, where this keeps away from the substance of education itself. From the discussion above, of course, it is necessary to reimagine the meaning of education for this life, education that gives birth to humanist and holistic values in society.

Keywords: Meaning of Education, Humanist, Holistic..

INTRODUCTION

Imagination plays an important role in developing creativity, understanding and problem solving. In education, imagination plays an important role in facilitating a more interesting and engaging learning process for students. In addition, imagination is closely related to the humanities in the ability to understand and analyse complex social problems and realities. The interdisciplinary approach between education and humanities can enhance students' comprehensive understanding and experience. Imagination plays an important role in the teaching of humanities because it helps one develop a sense of humanity and considers humans as the most important object of study.

The concept of education can be seen from two aspects: helping and supporting. The essence of useful education is to help a person become a whole human being, because humans cannot live alone and need the help of others. One form of assistance needed is education. At that time the essence of education was to help humans become human. Every human being has potential, some are human, some are not (have animal characteristics). This is where the importance of the role of education to humanise humans. Therefore, with education, society aims to take the right action, developing human potential to have life skills (Sulaswati, Jurnal Siloka, 2021). Education that includes the humanities in its curriculum can enrich the learning process by providing a broader understanding of aspects of human life. In the humanities, imagination plays a role in analysing, reflecting and understanding the impact of social issues and the complexity of human life.

The imagination is the mental ability to create, conceive and represent ideas, images or concepts that do not actually exist. Imagination plays a very important role in the learning process and influences creative thinking and creative problem solving. Education is a process that helps students develop and nurture their imagination with the aim of forming creative and open-minded individuals. While the humanities are the study of understanding and analysing aspects of humanity and culture, such as art, history, literature, philosophy, anthropology, etc. Imagination and humanities can complement each other by exploring a deeper understanding of social realities, complex problems, and complex aspects of life. The use of imagination in education brings significant benefits to students. Imagination can increase the attractiveness of learning, motivate students, and make the learning process more enjoyable. Through imagination, students can develop their creativity to solve problems and understand completely new concepts. In addition, imagination also helps students understand the world of humanities more deeply and comprehensively.

RESEARCH METHOD

Based on the above, we can identify the essential elements of this humanistic education method, in particular: In humanistic learning theory, affective learning outcomes are developed through students' learning skills in order to learn how to learn, thus enhancing the creativity and potential abilities of each student. Slavin asserts that this learning psychology encourages students to become autonomous learners or motivated learners rather than passively receiving information from teachers. In addition, Schunk argues that motivation is important in maximising the potential of each student. This suggests that emotional development goes hand in hand with cognitive and psychomotor learning (Slavin, 2008). Therefore, humanistic education is concerned with how we perceive ourselves (self-awareness), which ultimately determines student behaviour, including learning behaviour. As pointed out by Combs et al., "the self must be achieved; it is not given" (we ourselves are our own creation and not the creation of others). (Combs, C, 1974).

RESULT AND ANALYSIS

1.1 Brief of Humanism

Humanism comes from the Latin word *humanus*, from the word *homo* which means human and is understood as human nature. Philosophically, humanism is a school of thought that considers humans to have noble dignity, the ability to determine their own destiny, and with their own power to develop the ability to think for themselves and the world.

This current originated in the Western Classical era and the Eastern Classical era. The basic idea of educational philosophy is found in the classical Chinese philosophy of Confucius and classical Greek philosophical thought. In the Renaissance, the development of philosophy, science, and humanity revived after a long period of being hampered by the violence of religious dogma. In the 18th century, during the Enlightenment led by Rosseeu, and into the 20th century, the development of humanism was a movement of resistance to the domination of forces that threatened the existence of human values. First. the modern era. Some psychologists do not recognise humanistic psychology as a psychological theory but consider it a movement. On the other hand, experts also consider humanism as the third power-based learning theory after behaviourism and cognitivism (Ornstein & Hunkins, 2013).

1.2 Paradigm of Humanistic and Education

Humanistic theory is constructivist because it involves cognitive and emotional processes in behaviour. This means that the theory incorporates abilities and potential so that people can choose and organise their lives independently. Humanistic learning theory essentially aims to learn how to humanise people. Therefore, the learning process can be said to be successful if students understand the environment and themselves. In other words, during the learning process, learners must make every effort to achieve the best results. Humanistic learning theory essentially aims to learn how to humanise people. Therefore, the learning process can be said to be successful if learners understand the environment and themselves. In other words, during the learning process, learners must make every effort to achieve the best results.

According to Sukardjo & Ukim, it is explained that the humanistic approach in education focuses on people's search to discover their potential, including communication and social skills and personal development methods. The purpose of capacity building is to enrich oneself and provide benefits to life and society (Sukardjo & Ukim, 2015). Lefrançois argues that the humanistic approach considers the uniqueness, individuality and humanity of each individual. Capacity and potential are combined so that people can independently choose and organise their lives (Lefrancois, 1988). Then, Weiner in Shunk suggested two hypotheses related to this humanistic research, namely: (1) to understand humans as a whole it is necessary to study their behaviour, thoughts and emotions, and (2) human choice and creativity. and self-awareness need to be studied because it can include the

function of psychological organisms and human creativity in optimising their abilities and potential (Schunk, 2012). The implication of this hypothesis, one of which was expressed by Ornstein & Hunkin, is that motivation is an important aspect of behaviour related to human potential to satisfy one's essential needs (Ornstein & Hunkins, 2013).

1.3 Perceptual Schooling

Humanism views humans as unique. A person's uniqueness is indicative of their personality. Therefore, the focus is on the individual with the aim of studying people in order to humanise them. The meaning of this perspective encourages students to proactively choose for themselves what to learn, how much to learn, and how to learn. Hence, the emphasis is on how to achieve one's independence in learning.

To enable students to be positively orientated, the curriculum must function in such a way as to allow students to have internal experiences that are beneficial to their personal freedom and growth. The purpose of education according to humanistic theory is a dynamic process of personal development so that students achieve personal growth, personal integrity, and autonomy towards self-realisation. Humanities programmes not only focus on developing cognitive aspects but also develop emotional aspects.

Lets to see the table below. Describing about important to actualize the free of mind for students.

Table 1. Table title. Table captions should always be positioned above the tables

| Should be | In fact |
|--|--|
| Teachers are fathers, mothers, brothers, sisters, friends | Commanders, bureaucrats, instructors, handlers |
| Student is a child | Small political cadre, HR candidate |
| Dialogue, understanding, family atmosphere | Memorisation, training, indoctrination |
| Solidarity between students, between the smart and the slow | Competition to find the championship (ranking) |
| The real Number one is interesting and inclusive mind of student | Number one is interesting of industry, business, government, and society. Parent prestige without appreciating children's need |

1.4 Appreciation and Education

Suggest that to become a whole human being, humanistic education emphasises the emotional domain more than the cognitive domain. For this reason, the programme must lead to values such as empathy, tolerance, kindness, cooperation, mutual respect, honesty, noble character, and others. Its application is not only realised in classroom learning (theory) but also reflected or practised in the underlying culture of the school as a model (Ornstein & Hunkins, 2013).

Education according to humanistic learning theory emphasises the need to teach students to learn in conditions that are enjoyable, respectful and positive towards independent learning. According to Slavin such learning can be achieved through learning that motivates students to carry out various learning activities that require access to information, decision making, problem solving and product creation (Slavin, 2008).

In learning, educators act as facilitators rather than presenters of educational materials. The school should act as a comfortable place to motivate students to develop their potential in order to be educated to become a complete human being.

Arthur W. Combs believes that many educators make the mistake of assuming that students will learn if the subject matter is structured and presented correctly. Students expect meaning from the material but do not engage with the material. The most important thing is how to raise students' awareness to absorb their own learning meaning from the material that connects the material to everyday life (Combs.C, 1974).

Combs describes a person's perception of himself and the world as two circles (large and small) with a point in the centre. The small circle is a representation of self-awareness and the large circle is awareness of the world. The more events that emerge from self-awareness, the less influence they have on behaviour. Thus, things that are less relevant to the student will be more easily forgotten by the student.

Maslow's theory is based on assumptions, specifically 1) active developmental efforts; and 2) the power to resist or reject such development. According to Maslow, individuals behave to fulfil hierarchical needs. Everyone has different fears such as fear of trying or developing, fear of making decisions, fear of what they already have, etc. On the other hand, individuals also need to move on. On the other hand, individuals also need to go further towards integrity, uniqueness, towards the functioning of all abilities, towards self-confidence when facing the outside world and at that time can be accepted.

Maslow divided human needs into seven levels, i.e. if a person can fulfil the first need, for example physiological needs, then the person wants the needs above it, especially emotional needs, security, and so on. This hierarchy of needs has important implications that educators must consider when teaching. Learning motivation can develop if students' basic needs are not met.

Experiential learning refers to the fulfilment of students' needs and desires. Quality learning includes personal involvement, initiative, student self-assessment and long-term impact on students. According to Rogers, the most important thing in the learning process is the importance of educators paying attention to the principles of education and learning, in particular: (1) Being human means having an innate ability to learn (no need to learn meaningless things). (2) Students will learn what is meaningful to them (by organising ideas and learning materials that are meaningful to them). (3) Organising learning materials means arranging new materials and ideas into meaningful activities. (4) Meaningful learning in modern society means process-based learning.

The application of humanism in learning increasingly shows the spirit in the learning process that colours the methods applied. The role of educators in humanistic learning is to be a facilitator for students by providing motivation related to awareness of the meaning of learning in students' lives. Educators provide facilities for students' learning experiences and support them in achieving their learning goals. Meaning is a basic concept often used in humanistic learning theory. Therefore, learning occurs when it is meaningful to the individual. Educators should not impose content that they do not like or is not relevant to their lives. For this reason, educators must understand learners' behaviour by trying to understand their cognitive world in order to change their behaviour. Educators should endeavour to change students' beliefs or perspectives. Students act as the main agents (student-centred), interpreting their own learning experiences. In this role, learners must clearly understand their potential, develop their potential in a positive direction and minimise their negative potential.

According to H.A.R Tilaar that education is a process of humanising children, namely realising independent human beings. Free people are creative people who express themselves in their culture. In Indonesia, humanistic education upholds religious and cultural values as a source of building a harmonious life among various nations, social groups, religions, and regions. Religious and cultural values should be the cornerstone values of society towards a united, tolerant, just and prosperous society (Tilaar, H. A. R, 2005)

The concept of humanistic education requires freedom so that the dignity of learners is guaranteed. Freedom will not exist if learners are not isolated from external things. The concept of "Merdeka Belajar", which means freedom of thought, is a manifestation so that students are not isolated by things outside themselves. Because freedom of thought opens the widest possible vision to solve life's problems. Wattimena explains that freedom of thought is the ability to consider something clearly and independently (Wattimena, 2012). Freedom of thought is the right solution to solve various problems related to the quality of human resources. For this reason, the right thinking process is the main key to creating superior, adaptable, and competent human resources (Lubaba, 2020).

To achieve freedom of thought, one must go through four stages. The four steps that must be taken to achieve freedom of thought are (1) Care or awareness of our own way of thinking, which includes knowing and understanding whether our way of thinking is rational, critical or even hypothetical, full of negativity, and others. . . Above; (2) Know your way of thinking; (3) Open yourself and your mind to different possibilities or in other words, be open to new perspectives; and (4) Provide a broader perspective to a person so that he can take a more appropriate attitude (Wattimena, 2012).

Humanistic theory is concerned with cognitive and emotional processes in behaviour. In learning, this theory integrates human abilities and potential so that humans can choose and manage their lives independently. The learning process can be said to be successful if learners understand

the environment and themselves. Learners in the learning process must try to gradually achieve the best possible self-awareness (Sukardjo & Ukim, 2015).

CONCLUSION

Educational and humanitarian imagination are closely related to enhance students' learning experiences. The use of imagination in education can enrich the learning process and help students become creative and mature individuals. On the other hand, imagination also helps students understand and analyse complex social issues through a humanistic approach. An interdisciplinary approach between education and humanities has the potential to create a more comprehensive and meaningful learning experience for students.

Humanism as a school of educational philosophy emphasises cognitive and emotional processes in learning, this theory combines human abilities and potential so that humans can make choices and manage their lives independently. During the learning process, learners should strive to gradually achieve their best self-awareness. Learning methods that focus on experiential learning can help students integrate into society and deliver quality and meaningful learning.

Quality and meaningful learning can be achieved by directly and proactively participating in planned learning activities in a format that is self-selected by students. Quality learning and meaningful learning can be achieved by applying humanistic learning principles, particularly learning to learn, self-learning, self-motivation and emotional education. Therefore, the purpose of education should be to develop technical skills and soft skills, prepare learners to be better prepared and adapt to current development needs, and prepare graduates to become future leaders of the nation who excel and have optimal personalities.

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