Humanistic Approaches in Learning Processes Package C Equity Program (Case Study of the Setia Mandiri Community Learning Center)

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ABSTRACT

Learning in equality education is carried out using a humanistic approach, has a goal to humanize humanity, and it is hoped that there will be a better change in the implementation of equality education in package C in Setia Mandiri PKBM institutions. The purpose of this study is to analyze the humanistic approach in the learning process. Package C Equality Education Program in PKBM Setia Mandiri. This research uses a qualitative research method of case study type. informants determined by researchers amounted to 10 people. Conclusion The Humanistic Approach in the Package C Equivalence Learning Process in Setia Mandiri PKBM is carried out in the form of Learning Citizens Recruitment by prioritizing dialogical elements, namely inviting students to think creatively and creatively, and expressively inviting citizens to learn to reflect on themselves and expressively namely invites citizens to learn to express themselves with all the potential they have. It also takes a humanistic approach to the management of tutors, managers towards learning citizens, and tutors towards learning residents. Learning in a humanistic approach is understood as learning that leads to the process of humanizing humans. Education that humanizes humans is a process of guiding, directing and developing the basic potential of humans, both physical and spiritual in a balanced way by respecting other humanistic values. Based on the results of the research that has been done, there are a number of suggestions, namely: (1) For program implementers, it is hoped that there will be an increase in providing better services for learning citizens with the intention that equality education learning activities are more confident, independent, humanistic, and not just waiting government programs only; (2) For the development of non-formal education science, it should study and understand more deeply about non-formal activities, especially PKBM program activities in the field of equality in order to improve the management of PKBM more competently and professionally in running their program activities

Keywords: humanistic, learning process, package C

1. INTRODUCTION

Learning on equality education is carried out using a humanistic approach, has a goal to humanize humans[1], and it is hoped that there will be a better change in the implementation of equality education package C in Setia Mandiri PKBM institutions. The learning that has been carried out does not meet the expected targets both in terms of academic and non-academic aspects. From the academic side, the proof is that the learning process delivered by the tutor is only limited to conveying knowledge (transfer of knowledge), not educating so that the products of equality education are of less quality and not embedded in noble character in the learning community. From the non-academic side, most of the residents learn to study and go to school if they are told to, are motivated, visited to their homes. They consider that not going to school can work and fulfill their daily needs. So departing from one of these thoughts, the PKBM institution which has a large number of learning citizens needs to be balanced with efforts to achieve an educational quality and degree of self-actualization. So that later it can produce an output of intellectuals, socially-minded, noble character, manners, faith, piety, knowledge of technology and knowledge and skills that can ultimately be useful for religion, the nation, and the country [2].

Based on these explanations, it is deemed necessary to recruit citizens to learn and the activities of the learning

process are more appropriate to use a humanistic learning approach, so that learning citizens who are enjoying their learning at the institution can learn freely under the guidance and direction of the tutors, without the pressure, and coercion , and help them to get to know themselves and realize the potential that exists in themselves. The educator does not act as an authoritarian tutor, has power in the learning, but as a facilitator and dialogue partner as well as planning education and curriculum to meet his needs. Thus, the learning community can build motivation in getting lessons from tutors, creating learning that is not required by others and deems it as a need that must be met every day. So as observers of education we must know what kind of curriculum should be given to them. Of course the existing curriculum must be adapted to the conditions of the environment in which we live, and always control, monitor and even know the personality, character, traits, and attitudes of each learning citizen so that learning that is humanistic can be achieved. The purpose of this study was to analyze the humanistic approach in the learning process of the Package C Equality Education Program at Setia Mandiri PKBM.

2. METHOD

This research uses a qualitative research method of case study type. A qualitative approach according to Moedzakir[3] is "An approach that is held in a natural setting, plays the researcher as an instrument of data collection, uses inductive analysis and focuses on meaning". During data collection in the field, researchers act as instruments (the main key). Researchers formulate plans for activities, make observations or observations, interview informants and collect data. The research design used in this case is in the form of case studies, because the researcher wants to explore educational activities in a humane manner at the non-formal educational institutions in Setia Mandiri PKBM located in Dawuhan Village, Poncokusumo District, Malang Regency in depth. informants determined by researchers amounted to 10 people. From this number of informants, their existence indeed knew and understood the existence of a number of work programs, especially the equality education program, both those that had been and were being implemented by the SetiaMandiri PKBM institution. From the ten informants from different elements, among others: elements of the District Education Office in the field of PLS, Regency PKBM Forum, PLS Inspector, Chairpersons of other PKBM Institutions, managers, tutors, learning residents, and community leaders or traditional leaders.

The research location is located in the Setia Mandiri Community Learning Activity Center Dawuhan Village, Poncokusumo District, Malang Regency because Setia Mandiri PKBM is the only PKBM that is the best and is made a pilot in Malang Regency and is accredited B, Conducting a humanist approach in carrying out its activities in the institution, experienced in running Non-formal education, especially in the fields of literacy and equality, every year always graduates many learning

citizens, the number of citizens learning equality in package C will take part in the Competency-Based National Examination (UNBK)

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Humanistic Definition and Approach

Humanism is one of the terms in intellectual history that is often used in various fields, especially philosophy, education, and literature [4].

According to Al-Fandi[5] states that: "Viewed from the linguistic side, the term humanism comes from the Latin word humanus which means human. Humanus means human nature or according to human nature. As for the terminology, humanism means the dignity and values of every human being, and all efforts to enhance his natural abilities (physical and non-physical) in full ".

Viewed in terms of etymology (language) and terminology (term) that the understanding of humanism as stated above has to do with humanity, that humans live in the natural world is expected to have dignity, personality, character and a higher position compared to other creatures. Before humans are given knowledge, of course, what is first built is the problem of good character or character towards all humans.

Understanding humanism when viewed historically in the 14th century AD, when religion was undermined and excluded from the ring of scientific discourse and worldly life. From then on came a humanism movement, which taught that human beings are in principle creatures that are free and in full control of their own existence and the future. So understanding humanism really emphasizes the relationship between one human being with another human being in a relationship that is always good, assuming that we ourselves are dhoif or weak creatures and have flaws and cannot live alone and therefore naturally we try to do good to others. Furthermore according to Wijaya, Mashuri, & Nafi'ah[6] that "Humanism is interpreted as understanding that upholds human values and places human existence on this earth as creatures of the highest position in wading through everyday life."

So the effort to humanize humans is very important and needs to be equipped with knowledge so that humans can live more advanced and not be left behind by others. In the understanding of humanistic flow is also concerned with affective and psychomotor aspects. Even aspects of attitude occupy a more prominent position besides these two aspects. In addition to the affective, cognitive and psychomotor aspects, in the humanistic genre emotional education is also important. By being able to control our emotions we will benefit and be able to live more advanced, the greatest ability for humans lies in the emotions that are inherent in him. According to Zainal

Abidin[7] that: the term humanism has emerged in the 14th century AD This movement may be said to be the driving force of modern culture, especially in Europe, figures who are often cited as the pioneers of this movement include Dante, Petrarca, Boccaceu, and Michael Angelo. While in the flow of philosophy, humanism is defined as an understanding that upholds human values and dignity in such a way that humans occupy a very high position, central and important, both in theoretical-philosophical contemplation and in practical daily life.

One of the assumptions underlying this philosophical view is that humans are, in principle, the center of reality. This is different from medieval philosophers, the philosophers of humanism hold that humans are essentially not a viator mundi (pilgrims on earth), but faber mundi (workers or creating their world).

3.1.2 Humanistic Approach in the Learning Process

In the analysis of data related to the existence of a humanistic approach in the learning process can be translated into 4 things, namely: (1) the humanistic approach in the recruitment of learning citizens, (2) the manager's humanistic approach to tutors, (3) the manager's humanistic approach to learning citizens, (4) the approach humanistic tutor towards learning citizens. Of the four things we will explain in the following explanation

3.1.2.1 Humanistic Approach in Learning Citizens Recruitment

In line with the large number of children dropping out of school, the existence of community members who are already working want to go to school, increasing employment eligibility, non-formal education is very important. One of the methods that must be taken by the manager of Setia Mandiri PKBM in recruiting community members to be included in the equality education program is by (1) Conducting socialization to community members, (2) Approaching village officials and community leaders, (3) Approaching with people who are influential with the surrounding environment.

Based on observations, in the implementation of socialization with villagers one form of humanistic approach when outside the room / both in the family environment and in the community such as how to communicate in digging information with politeness / courtesy, humility, friendly full with friendliness.

The results of observations about the activities with the humanistic approach are strengthened by the results of interviews with SM as the Head of Dawuhan Village as follows: "Such deep respect for others, especially for older people, should be an example for other regions. By giving freedom to think and awareness about the importance of education without coercion of the community, especially prospective citizens learn over time they will be aware of

their shortcomings to them, so as not to lag with others and want their lives to progress they will be called to register as candidates learning citizens ".

Based on the results of interviews, observations, and documentation it can be concluded that the humanistic approach in the recruitment of learning citizens includes: (1) Approaching important figures in the community such as village officials, religious leaders, traditional leaders, and influential people in the community, (2) getting used to smiling, greeting and greeting in everyday life, (3) Providing friendly, flexible, free, and not burdensome learning services for residents who have graduated or are still active in learning.

3.1.2.2 Manager's Humanistic Approach To Tutors

Based on the results of interviews, observations, and documentation of the manager's humanistic approach to tutors as follows: (1) Managers must behave nguwongneuwong in helping these equality activities, such as giving the same uniforms, giving drinks / snacks when serving teaching duties, (2) Preparing learning facilities and infrastructure, (3) Establish communication and interact in building institutions / partnerships properly, (4) Maintaining cohesiveness, togetherness, kinship and harmony among fellow tutors, both package A, B and C package tutors (5) Provide a certificate of appreciation and welfare sufficient according to the ability of the institution, (6) Respect, respect, be friendly, and do not discriminate against customs, religions, different beliefs, (7) Give rights in accordance with the obligations that have been done. Managers are trying to find ways to keep their needs and rights fulfilled (8) Show empathy, care and loyalty to them.

3.1.2.3 Management's Humanistic Approach to Learning Citizens

The PKBM manager really needs to approach the learning community because the community learns equality is very different from formal school children. So it needs to be treated specifically for them to be at home at the place of learning. As explained by SJ in the following interview:

Children who study in equality education programs are not the same learning process as children who attend formal schools such as SD / MI, SMP / MTs, SMA / SMK / MA, because they depart from different backgrounds, some drop out, not able, even his age there are elders. So obviously it can't be treated like a child who is still in school, not to mention they are preoccupied with their work.(W / SJ / F1 / 30/12/2017).

The role of a manager must understand the characters, attitudes, behaviors of each learning citizen. Learning citizens who attend school in non-formal education environments are different in character from children who study in formal education environments. Therefore, it is very necessary that the managers and tutors pay special attention to the learning residents, for example, they are often late, perhaps the conditions of living are far away,

where they live at home, perhaps with their siblings or even with their grandparents. another because both parents have died.

The learning residents who attended Package C in Setia Mandiri PKBM varied, there were already village heads who participated in the Package C equivalency program, Puskesmas Office Staff, Market Office, Bina Marga Office, Cipta Karya, Perhutani officers, singers and so on. So a manager recommends that what is important is learning whether to come face to face, to be independent and also to take part in learning every Saturday and Sunday. So for a manager to be flexible and nguwongneuwong, which means to humanize human beings, it means treating old learning residents is not the same as learning people who are still of school age.

Providing services to citizens to learn to be friendly, especially when there are children who will register to participate in learning activities in the equality of the package, both among school-age children, adolescents and elderly people who are served with suave, polite, gentle language. Other forms of humanist attitudes mentioned above include providing free services such as asking for legalization, active learning certificates, visiting together when there are learning people who are sick, participating in condolences, mutual assistance and helping together when there is other people / learning citizens are sick / grieving, giving gifts to learning citizens who actively participate in teaching and learning activities and so on. Setia Mandiri PKBM managers since 2008 until now are still active, even though they come from various villages, they are also ready to help and spend their time on activities that are held in PKBM institutions, for example; face-to-face activities, social services, recreation, and family and social activities towards learning citizens and the community.

3.1.2.4 Tutor's Humanistic Approach to Learning Citizens

The approach taken in this case is by promoting dialogical elements, namely inviting students to think creatively and chritically, and expressively by inviting citizens to learn to reflect on themselves and expressively by inviting citizens to learn to express themselves with all the potential owned. Besides humanistic values that are applied in PKBM Setia Mandiri, there are those outside of learning, during the learning process, and while at home / the community.

Humanistic approach that is carried out outside of learning, if we remember one of the contents of the among system as stated by the father of our education namely Ki Hajar Dewantara namely Tut Wuri Handayani, which means giving encouragement and freedom to create according to its potential, for example monitoring, paying attention, correcting tasks houses (PR) learners learn from tutors, give awards when learning residents perform, instruct residents to immediately enter the learning activities, civilize learning citizenship that is smiling, greeting, greeting. Providing pleasant services, inviting citizens to learn to socialize and carry out social activities such as participating

in social services organized by institutions, inviting recreational activities as well as helping each other / providing assistance if one of the learning residents experiences shortages.

Then related to the humanistic approach that is applied in teaching and learning activities such as giving citizens freedom of learning in doing assignments, recognizing and valuing different opinions, immediately taking action when there are certain problems, giving independent assignments according to the ability of citizens to learn, providing learning and guidance in a way effective, giving gifts or reinforcement to the citizens of learning, fostering an attitude of learning citizens who are comfortable and actively participating in class activities, and others. Through the philosophy of a bird, as expressed by Mrs. SF as the chairman of PKBM Karya Lestari in the interview that: If there is a bird held too tightly, it will die, and if it is too loose it will fly freely. So try to hold it roughly he can warmth, comfort. Citizens learn to be given freedom to be creative but there are limits to being controlled, (W / SF / F1 / 6/01/2018).

Based on the results of a joint interview with the head of the PKBM sustainable work, a number of conclusions can be drawn that learning activities carried out in study groups, which in this case are in PKBM, do not need to emphasize, force and force coercion in learning. However, a humanistic approach that is free, flexible, heart-to-heart, humorous, communicative is needed. With this kind of educational pattern, citizens will learn about the importance of learning, understand that learning is also a primary need in everyday life. By studying or seeking knowledge, humans can advance and not be left behind by others in the environment around us. The learning process activities carried out by tutors take on holidays such as Saturdays starting at 13:00 to 16:30 and Sundays starting at 07.30 to 14.00, because on Saturdays and Sundays the tutors do not teach in formal education.

From the results of interviews, observations, and documentation of the tutor's humanistic approach to learning citizens can be classified into three types, namely (a) Activities outside of learning, humanistic forms of learning carried out outside of learning include (1) Providing freedom of creativity according to their potential, (2) Evaluating the given tasks, (3) Giving appreciation to active learning citizens and achieving, (4) Cultivating learning-friendly, (5) Telling citizens to learn immediately to enter learning (b) Activities during the teaching and learning process, the form of activities carried out by tutors include (1) Providing freedom of thought in doing assignments, (2) Recognizing and valuing different opinions, (3) Providing assignments according to the ability of learning citizens (4) Providing effective guidance and learning (5) Providing reinforcement to learning citizens (6) Fostering a comfortable and active attitude towards learning citizens in the classroom (c) In the community / at home, there are several activities that are humanistic in nature usually done by tutors namely; (1) Providing motivation, enthusiasm, in participating in learning, (2) Establishing a harmonious relationship between institutions with parents and community leaders (3) Parents support the

existence of programs in PKBM institutions. So the form of tutor's humanistic approach to learning citizens, both inside and outside of learning and in the community.

3.2 Discussion

3.2.1 Humanist Approach in the Implementation of Teaching and Learning

Learning is the process of the relationship between learning citizens with tutors and learning resources in a learning environment. According to Mulyasa, stated that "Learning is a complex process and involves various interrelated aspects". As a process, learning is a combination of two activities, namely teaching and learning activities. The activity that has to do with teaching involves the role of a teacher in the context of seeking to create a fabric of harmonious communication between the instructor himself and the learning community. According to Soetomo learning activities is a process that causes behavioral changes that are not caused by physical growth processes, but changes in habits, skills, increase, develop the power of thought, attitudes and others.

Teaching and learning activities (learning) have the following characteristics: (a). Learning is planned consciously and systematically planned (b). Learning can foster people's attention and motivation to learn in learning (c). Learning can provide interesting and challenging learning material for learning citizens (d). Learning can use learning tools that are appropriate and interesting. (e). Learning can create a safe and pleasant learning atmosphere for learning citizens (f). Learning can make learning citizens ready to accept lessons both physically and psychologically.

Teaching and Learning Activities Process is seen as one of the most basic things in the overall education process that a teacher plays a major role in these activities [8]. Therefore, even non-formal education is also needed by educators who are professional, competent, competent, caring, patient, responsible, and humanist in providing services to learning citizens. We already know that all citizens studying in equality, especially in the Setia Mandiri PKBM institution are very diverse, ranging from religion, language, ethnicity and mindset there are slow and fast catches in terms of receiving lessons. So we all, especially practitioners of education, have understood and understood that a good learning process will produce a good output, and vice versa. Even though it is in the non-formal education environment in the field of equality, if the implementation is carried out seriously and intends to serve the community members who have not been well served, it is also expected that teaching and learning activities are at least the same system as formal education, because graduates from the Package Program B in PKBM Setia Mandiri there are those who continue to SMK / MA.

Likewise, there are some C package programs equivalent to high school that continue to tertiary institutions such as

Malang Islamic University (UNISMA). For 2016, yesterday there were 2 children who went to the university, 1 child to the College of Economics (STIE) Malang, and 6 children to Malang Open University. In addition there are some community members who have worked in the village administration environment, puskesmas service, binamarga service, Perhutani service, creative works agency, market service office and other offices that are still pursuing equality education programs at the institution.

3.2.2 Humanistic Approach to the KejaraPaket Program in Non Formal Education Studies

Educational problems that arise in the administration of School Education, can be overcome through non-formal education channels, in this case literacy and equality education in PKBM institutions and other non-formal education institutions. So all community members starting from the level of PAUD children and adults can send their sons and daughters to the institution. The role of non-formal education institutions in the Setia Mandiri PKBM will help the government program in the success of the Nine-Year Basic Education Program, drop out of schools, underprivileged and other problems when they attend the formal institutions. A good solution for them is to enter the realm of non-school education whose capacity is to complement, supplement and substitute for formal school education. As a complement (complement education) education outside of school can present a variety of subjects or learning activities that have not been included in the school education curriculum, while the subject matter is urgently needed by students / community members. As an supplementary (supplementary education) Education Outside School can provide additional opportunities for learning experiences in the same subjects taken at school to those who are still in school. As a substitute (substitute education) Non-School Education can replace the function of schools in areas that for various reasons, the population has not been reached by school education.

The implementation of equality programs, both pursuing Package A, Package B and C is as a substitute for existing formal education. Therefore the target of the program is directed at meeting the need for education for people who lack education, either because of economic reasons, or because of other factors that cause children unable to learn school. The term "chasing" in equality education can literally be explained that the community members want to catch up with what they have left behind). [9] stated:" Behavior of learning citizens can develop by increasing their independence in interacting with their environment. For this reason, learning resources (tutors) in learning emphasize motivation in developing learning independence. In this case successful learning is how to help (motivate) citizens to learn to learn".

The effectiveness of teaching and learning process in Non-School Education is not only determined by the tutor's mastery of the field of study he is mentoring, but the approach and strategy factors must also be mastered by the

tutor [10]. The role of the tutor in understanding the needs of learning and implementing learning strategies is crucial for the development of learning citizens learning in participating in learning programs outside of school education.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The Humanistic Approach in the Package C Equivalence Learning Process in Setia Mandiri PKBM is carried out in the form of Learning Citizens Recruitment by prioritizing dialogical elements, namely inviting students to think creatively and creatively, and expressively inviting citizens to learn to reflect on themselves and expressively namely invites citizens to learn to express themselves with all the potential they have. It also takes a humanistic approach to the management of tutors, managers towards learning citizens, and tutors towards learning residents. Learning in a humanistic approach is understood as learning that leads to the process of humanizing humans. Education that humanizes humans is a process of guiding, directing and developing the basic potential of humans, both physical and spiritual in a balanced way by respecting other humanistic values.

4.2 Recommendations

Based on the results of research that has been done, there are several suggestions, namely:

- For program implementers, it is hoped that there will be an increase in providing better services for learning citizens with the intention that equality education learning activities are more confident, independent, humane, and not just waiting for programs from the government.
- For the development of non-formal education science, it should study and understand more deeply about non-formal activities, especially PKBM program activities in the field of equality so that they can improve the management of PKBM more competently and professionally in running their program activities.
- For further researchers, there should be an effort to improve the equivalency education package C learning program in PKBM institutions other than by taking a humanistic approach. This research can hopefully be used as a basis, reference and additional references to be able to achieve better research results.

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