HUMANISM EDUCATION MODEL AT RAMA PARK SCHOOL, DENPASAR

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	ABSTRACT
	This article aims to discuss the humanism education model and its implementation in learning process at Taman Rama Elementary School, Denpasar. Data acquisition was carried out through literature study, observation, and interviews with education observers, student parents, and managers of Taman Rama Elementary School, Denpasar. The collected data were analyzed descriptively by applying the humanism learning theory. The study results show that Taman Rama Elementary School students' character building is carried out by applying the neo-humanistic education model, which is a horizontal balance between physical development and mental development. Besides that, vertically in the form of achieving spiritual development's process. The humanism education process implemented in Taman Rama Elementary School, Denpasar was pursued by implementing the 2013 curriculum which led students to have a humanistic personality and have multiple intelligences. The intelligence referred to is kinetic intelligence, intellectual intelligence, social intelligence, emotional intelligence, and spiritual intelligence by upholding the principle of non-violence (ahimsa). This means that students are expected to have noble humanitarian traits and attitudes, namely simplicity, care for others, and the environment. In addition, it also encourages students to be active, creative, disciplined, and responsible.
KEYWORDS	Humanism education, Learning process, Taman Rama Elementary School, Denpasar

INTRODUCTION

The science and technology's rapid development today has changed various aspects of human life, both educational, economic, social, and cultural factors. Along with science's advancement, it will also have a profound impact on changing student's mindsets who prioritize momentary pleasures and forget about physical, mental, and even spiritual health. This results in more diverse life problems faced by parents and society (Sueca & Karmini, 2020).

Strengthening character education, especially regarding discipline, is an important thing to do considering that there are many events that indicate a moral crisis, especially among school-aged students. Therefore, strengthening character education needs to be implemented for students as early as possible. This means that needs to start from the family environment, school, and evolve in society (Chiang, Yang, & Hwang, 2014).

One of character values that needs to be developed is discipline. Discipline character values are very important for humans to show other good character values. Strengthening the disciplinary character's value is very important because now there are many deviant behaviors that are contrary to disciplinary norms (Wuryandani, 2010).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II article 3 explains that national education's purpose is to develop students' potential to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Goldstein & Filipe, 2018). Educational development is an effort to educate the nation's life and improve Indonesian people's quality in realizing an advanced, equitable, and prosperous society. In addition, it is also to develop oneself as a whole human being in accordance with the goals and education system.

Efforts to build elementary school students' character through the education world are very important to shape students' mindsets so that they can develop their potential which will be used as provisions for a better future. This means that human education will improve its quality. In this opinion, Sarkar in the book Neo-Humanist Education (McCrary, 1999) states that neo-humanist education is a new and stimulating experience on the boundaries of the learning process that puts students' spiritual worldview. The neo-humanist curriculum's application provides a clear understanding related to physical development, intellect (intelligence), emotions (heart feelings), imagination (imagination), intuition (feelings of the heart), and spiritual (spirituality) (Komalasari, Saripudin, & Masyitoh, 2014).

Neo Humanistic Education seeks to advance the growth of moral values (inner strength, character), mind (intellect) and grow students who are interrelated

with each other to advance life perfection, that is lives and subsistence of students that are aligned in terms of morals and students mindset can develop and interconnected to avoid negative things that can affect the behavior, attitudes, behavior, and thoughts of students (Masitoh, Ardianingsih, & Roesminingsih, 2020).

According to the objectives of Neo Humanistic Education, the 2013 curriculum also states to create productive, creative, innovative, and affective students through integrated attitudes, skills, and knowledge. To realize these objectives, education unit learning process is carried out interactively, inspirational, fun, challenging, and motivates students to actively participate in learning activities and processes, as well as provide sufficient space for initiative, creativity, and independence according to talent, interests, and physical and psychological development of students (Alawiyah, 2012).

Competence, material, and learning of Hindu Religious Education and Budi Pekerti are a subjects taught in stages in accordance with class levels in the 2013 curriculum. Hindu Religious Education and Budi Pekerti lessons are developed through consideration of living together peacefully and harmoniously (to live together in peace and harmony) (Alawiyah, 2012) (Elias, Parker, & Kash, 2008). Learning is carried out based on activities on intra-curricular, co-curricular, and extracurricular activities (Sugiyo & Purwastuti, 2017). The growth and development of attitudes are carried out throughout the learning process, habituation, exemplary, and acculturation to develop learner's character further. Schools as a pleasant park for the growth of knowledge, skills, and attitudes of students who place knowledge as behavior (behavior), not only in the form of memorization (verbal).

The substance lesson of Hindu religious education and Budi Pekerti in elementary schools if it is observed seems very clear that more emphasis is on character education (attitude) (Kohlberg, 1964). There is a very sad phenomenon happening among elementary school students today, characters that should have started to develop and obtainable is not maximized by a teacher through the learning process of Hindu religious education and character in accordance with the 2013 curriculum, and there were several cases related to the many immoral acts committed by students such as cheating, brawling, barking, ditching, playing when learning process, making physical contact such as playing too hard by hitting a friend, mocking and or insulting his friend and other actions indicate that formal education fails to shape the character of students. (Al-Adwan, Al-Adwan, & Smedley, 2013), (Park, 2009), (Trevino, 1992), (Thornberg, Pozzoli, Gini, & Jungert, 2015), states that immoral behavior and actions are caused by low morality. Low morality is partly due to moral education in schools that are less effective.

This is supported by the results of Research (Lu, Jia, Gong, & Clark, 2007), (Chang & Wei, 2016), (Davis, 2003), (Özdöl, Pınar, Dayanç, & Çetin, 2014) that found character education understanding between principals and teachers is essentially the same. The principal understands character education to educate and shape children to have good personalities and the teacher understands character education as a guide in shaping children's personalities so that they have

good behavior and good character. Character values developed in Kraton Elementary School include religious values, honesty, discipline, national spirit, love for the motherland, achievement values, care for the environment, and responsibility (Park, 2009).

Primary school age (around the age of 6-12 years) is important for character education implementation, even fundamental things for the successful development of learners' character. Elementary school children experience physical and motor development including the development of personality, emotional character, intellectual, language, character, and morals that grow rapidly. Therefore, if character education is to be successful, its implementation must begin in childhood and elementary school age (Özdöl et al., 2014), (Formen & Nuttall, 2014).

This research was conducted at Taman Rama Elementary School, Denpasar City. Taman Rama Elementary School is managed by the Taman Mahatma Gandhi Foundation. The mentors were the same as those who pioneered the Gandhi Education Movement with the National Plus and international schools in Jakarta from 1957 to 1993. Taman Rama School, Denpasar - The Taman Mahatma Gandhi Foundation was founded in Denpasar in 1999 by many parents' requests from Jakarta who arrived in Bali after ethnic riots in Jakarta. This primary school is the first national plus private school in Bali to offer subjects taught in English as part of the national curriculum (Wahyudi, 2018).

Taman Rama Denpasar Elementary School applies the concept of humanism education in Denpasar City. The humanism education model is actually an effort to create and make human beings who truly have human nature. This means living with love and mutual care, compassion, nurture, which are the characteristics of the realization of the goal of the neohumanistic education pattern. The neo-humanistic education model can be applied in shaping the character of elementary school (SD) students. In this scientific paper, two things are discussed. First, what is the humanism education model in shaping the character of students at SD Taman Rama Denpasar? Second, how is the implementation of the Taman Rama Denpasar Elementary School program in shaping the character of these students?

RESEARCH METHOD

This publication is the result of this qualitative study carried out at the Bali Public School, Denpasar. The determination of this research location is based on the reasons: (1) elementary Bali Public School, Denpasar is a school that has implemented a humanist education model (Neo Humanistic Education) in building the character of its students; (2) elementary Bali Public School has adequate teaching staff and educational facilities; (3) The application of humanist education is able to realize the character of students who are active, creative, humanist and responsible. The research data was collected through literature study, observation, and interviews with 15 informants, namely education observers, student parents, and managers of Bali Public School, Denpasar. The data that has been collected is then analyzed descriptively by applying the theory of learning theories of humanism.

RESULT AND DISCUSSION

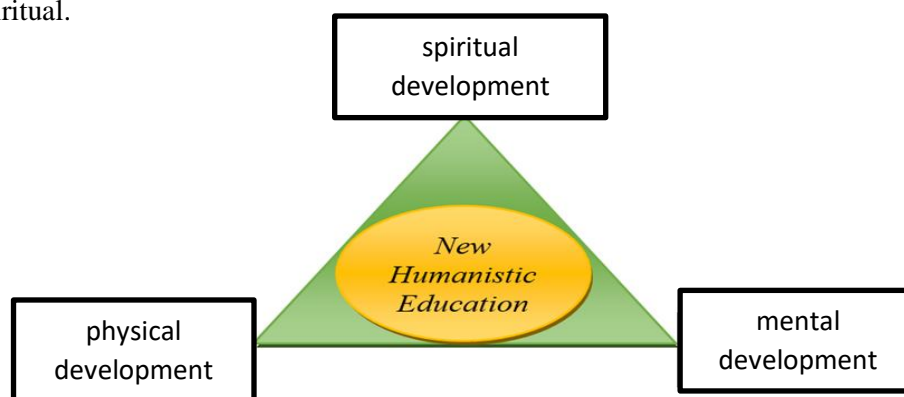## A. Neo-Humanistic Education Approach Model in Student Character Shaping

The humanism education application in elementary Bali Public School does not only want the results of the development of attitudes but is expected to have skills that must be mastered by students. In line with important skills in the 21st century that include learning to know, learning to do, learning to be, and learning to live together. In accordance with the learning system in the Indonesian curriculum 2013, it is expected that 21st-century learning can be implemented. This is to address the demands of an increasingly competitive era. The 21st-century learning reflects several things namely; (1). The ability of critical thinking and problem solving (Critical-Thinking and Problem-Solving Skills) is able to think critically, laterally, and systemically, especially in the context of problem-solving. (2). The ability to communicate and collaborate (Communication and Collaboration Skills) is able to communicate and collaborate effectively with various parties. (3). The ability to create and renew (Creativity and Innovation Skills) is able to develop its creativity to produce various innovative breakthroughs. (4). Information and communication technology literacy (Information and Communication Technology Literacy) is able to utilize information and communication technology to improve performance and daily activities (5). Contextual learning skills (Contextual Learning Skills) - able to undergo contextual independent learning activities as part of personal development. (6). The ability of information and media literacy (Information and Media Literacy Skills) is able to understand and use various communication media to convey various ideas and carry out collaborative activities and interactions with various parties (Samani, Warsono, & Supardjo, n.d.).

This humanism education is an education that emphasizes the importance of learning process and not just the result (Dvivedī, 1990). Humanism education is implemented by all teachers in elementary Bali Public School in teaching and learning process aimed at shaping student's ability to recognize their own potential. In the process that occurs at the elementary Bali Public School, the teacher places her position as a facilitator where the teachers provide learning motivation for their students. Learning using this humanism approach aims to shape personality, conscience, change attitudes, and analyze social phenomena (Interview with Ms. Widya, Monday, January 22, 2020).

Neo Humanistic Education has a very important role to develop the abilities and potential of students in learning. At elementary Bali Public School between teachers and students must establish good communication to increase mutual concern between the two parties to avoid misunderstanding. Students have the right to know things that are considered new in order to increase their knowledge, develop their positive potential, and minimize negative potential (Ms. Dayu Ika Interview, 2019).

Teachers at the Denpasar Bali Public School in Denpasar believe that it is important for students to be motivated and involved in the lesson they are learning, and this happens when the topic/lesson is something that students need and want to know about. As it is known that there are five basic values of humanism education namely; (1) Students must be able to know what they are learning. The teacher believes that students are motivated to learn the subject if it is something they need and want to know. (2) The purpose of education must be to foster students' desire to learn and teach them how to learn. Students must have self-motivation in learning and the desire to learn on their own. (3) Sense of belonging, meaning that the educator/teacher believes that values are irrelevant and only self-evaluation which means only as a benchmark encourages students

to work for values and not for personal satisfaction. In addition, teachers are involved in objective tests because they test the ability of students for their knowledge and provide sufficient educational feedback to students (sense of value). (4) Knowing, feeling, and actions, that is educators/teachers believe that feelings and knowledge are important for the learning process. Unlike traditional educators, teachers with a pattern of humanism do not separate the domain affective (spiritual attitude and social attitude) and cognitive (knowledge), even psychomotor (skills). (5) Environmental learning, that schools need to provide school facilities with a comfortable and pleasant environment so that they will feel safe to learn. After students feel safe, comfortable, and enjoyable, learning becomes easier and more meaningful (Sutiadiningsih, Sonhadji, Sutadji, & Nurlaela, 2016). All activities at elementary Bali Public School Denpasar support the success of students' academic and non-academic knowledge, both those done indirectly by students and through mentoring by teachers actually cover three main things namely physical, mental, and spiritual.

Figure 1
Neo-Humanistic Education Approach Model in elementary Bali Public School

Generally, the neo-humanistic education approach in Taman Rama Elementary School includes three things. First, Neo-humanistic education to optimize students' physical development. This is done through physical training, in addition to sports studies such as; games, sports, and dances, which aim to develop physical strength, coordination, and physical balance. To achieve optimal resilience, development and physical growth of elementary school students in Bali Public School, various extracurricular activities such as; Swimming, Football, Basketball, Badminton, Karate, Taekwondo, Vocal, and Dance as well (Rukmana, 2018), (Juniantari, Mahayukti, Gita, & Suryawan, 2020).

Second, Neo-Humanistic Education to optimize students' mental development. According to the Hindu religious education teacher, that the mental development of students is fostered through the teachings of compassion, which is a form of behavior that describes the teachings of Tri Kaya Parisudha (three good behaviors), namely in the form of thoughts, words, and actions. All students, teachers, and parents are invited to jointly maintain and oversee the process of mental development efforts, so that more mutual respect, mutual respect, and mutual love for one another without seeing differences which exist. The characteristics of learners are characterized by; (1) trustworthiness; (2) mutual

respect for one another; (3) maintaining fairness, caring; students who maintain justice will prioritize the interests of many people over personal interests and or group interests; (4) responsibility (responsibility). Students are called responsible if they can control themselves from something that is harmful as Shadana teachings such as: considering the benefits and risks of words and deeds, planning everything before implementing it, not giving up easily and continuing to strive for success, doing the best at all times, maintaining words and actions, loyal in obeying orders according to duties and obligations.

Third, Neo-Humanistic Education to optimize spiritual development. To practice spiritual development, students are taught together without regard to differences on the basis of religion, gender, and others, which are in accordance with the Mission of the elementary Bali Public School itself.

The Humanism Education Model at elementary Bali Public School is a balance both horizontally and vertically, which starts from physical health to mental intelligence, then social intelligence to mind intelligence which is vertically the process of achieving mature spiritual intelligence from an early age through a humanist education system with applying a school program that is implemented in the process during education so that a humanist student's character will also be realized.

B. Neo-Humanistic Education Implementation at Taman Rama Elementary School, Denpasar

Taman Rama Regular Elementary School offers a national plus primary school program for children aged 6-12 years. In accordance with the 2013 curriculum, Taman Rama Elementary School emphasizes the importance of English in the global economy. Therefore, Taman Rama Elementary School offers a national local content curriculum with an additional focus on developing English competency. Through the learning process that is being developed, Taman Rama Elementary School seeks to build the character of students into superior personalities in accordance with the current 4.0 era. In accordance with the challenges of the times, Taman Rama Elementary School Denpasar is developing humanism education supported by a curriculum that seeks to produce holistic intelligence, namely intelligence that has physical, intellectual (logical), social, mental, and spiritual dimensions (See Table 1).

Table 1.
Humanism Education Dimensions at Taman Rama Elementary School, Denpasar

No	Dimensions	Subject	Orientation / Purpose
1	Kinetic intelligence (Physical)	Sports	1) Encourage physical fitness (kinetic) by fostering student interest

	Intellectual Intelligence (reason, logic)	Math, science	in sports 2) Develop excellence in academic achievement
2	Social intelligence	Language (Indonesian, English)	3) Develop excellence in literacy and numeracy
3	Mental intelligence	Social Sciences	4) Develop personal values, beliefs and morals
4	Spiritual intelligence	Art and culture Religion	5) Improve students' skills in communicating English
			6) Develop competencies in the arts and culture
			7) Provides contemporary skills
			8) Encouraging the spirit of nationalism
			9) Promote respect and tolerance of all religions

Table 1 shows the construction of subjects that lead Taman Rama Elementary School students to become individuals with advantages. All subjects are based on Indonesian national standards by incorporating local content (arts and culture). Most subjects are taught in Indonesian with English-based learning opportunities. To build students' reasoning power, mathematics and natural sciences are taught. This learning process is supported by a periodic evaluation process using competencies and standards based on benchmarks for children's academic development. Di samping melalui proses mata pelajaran intrakurikuler, pendidikan humanisme pada SD Taman Rama Denpasar juga dilakukan dengan beragam kegiatan ekstrakurikuler, seperti pramuka, sepak bola, bola basket, bulu tangkis, renang, tari Bali, dan atau paduan suara. Prinsip kegiatan ekstrakurikuler meliputi (a) individual sesuai dengan potensi, bakat, dan minat peserta didik masing-masing, (b) sukarela, (c) keterlibatan aktif peserta didik, (d) menyenangkan, (e) membangun semangat peserta didik untuk bekerja dengan baik dan berhasil, dan (f) untuk kepentingan masyarakat. Siswa SD Taman Rama juga diberikan pilihan untuk memperluas basis pengetahuan dengan mengikuti kegiatan khusus sekolah yang meliputi kompetisi ejaan, kompetisi pengetahuan umum, kompetisi sains umum, debat bahasa Inggris, dan "Minggu Kesadaran Bahasa Inggris".

The Taman Rama Regular Elementary School curriculum is holistic and designed to foster the development of the whole child. In general, the curriculum for Regular Elementary School Nasional Plus Taman Rama is aimed at creating a

physically healthy generation by fostering student interest in sports. In addition, the curriculum orientation of Taman Rama Elementary School also seeks to produce a generation who master science and technology, for example having competitive abilities in accordance with IT developments such as the testimony of one of an art teacher and scout extracurricular activities at Taman Rama Elementary School as follows.

Children who are in elementary school are the next generation of a nation that needs digital literacy (4.0) which is currently developing. They must be trained and accompanied to use gadgets to support their learning process. The learning curriculum at the elementary level needs to be developed in a way that is in line with the development of this digital technology. Character education for children of elementary school age needs to be supported by a curriculum package that is able to motivate and direct them to be critical, creative, innovative according to the challenges of today's digital era. But it must be remembered that children - as the next generation - are not only capable of mastering technology, but they must remain the young generation of Bali, become proud sons and daughters of the Indonesian nation, who have and understand traditions, cultural arts, religions, and history.

In addition to intra-curricular material that builds students 'intelligence and intellectuality, cultural arts activities and fostering moral awareness (religion) are important as a fundamental part of efforts to build students' humanistic character and attitudes. No less important is the effort to build students' awareness so that from an early age they have a spirit of nationalism, respect, and tolerance for all religions. In this regard, Taman Rama Elementary School Denpasar strives to uphold the teachings of caring for others, the principle of ahimsa (non-violence) which is shown in good deeds, ways of speaking, and purity of mind as part of the religious culture in the school environment.

The implementation of religious culture in elementary school students is behavior and activities that have become habits that contain religious values. Forms of religious culture that exist in elementary schools, among others, are in the form of religious activities and daily behavior. Routine religious activities, namely from an early age when students start to enter the school, have been taught and guided to behave and speak well and are always associated with religion. Thus, the strength of faith will be increasingly felt by students themselves.

Image 1
Religious Activities In Elementary School

CONCLUSION

The Character shaping of elementary school students in Bali Public School is carried out by applying the New-Humanistic Education model, which is a horizontal balance between physical development and mental development, and vertically the process of achieving spiritual development. The process of humanism education in the Taman Rama Denpasar Elementary School environment is pursued by implementing the 2013 curriculum which leads students to have a humanistic personality. In addition, students also have several intelligences, namely kinetic intelligence, intellectual intelligence, social intelligence, emotional intelligence, and spiritual intelligence by upholding the principle of non-violence (ahimsa). On the other hand, students are expected to have noble human traits and attitudes, namely simplicity, care for others and the environment, and encourage students to be active, creative, disciplined, and responsible. The character shaping of elementary Bali Public School Denpasar students through the humanism education model that wants to create a superior future generation needs to be supported by relevant stakeholders.

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