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Humanistic Philosophy of Learning Differs From the Curriculum in ES

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ABSTRACT

This research aims to discuss the application of humanistic philosophy in differential learning to the Merdeka Curriculum in Elementary School (ES). The method used in this study is a library study or literature review. Data collection techniques are done by searching for articles, books, slides, and other information on the internet. Based on the results of research, it is known that humanistic philosophy emphasizes the appreciation of individual uniqueness, student empowerment, collaboration and communication, meaningful learning experiences, and lifelong learning. Differentiated learning recognizes the individual differences of students in abilities, interests, and learning styles. In the Merdeka Curriculum, a differentiated learning approach based on humanistic philosophy creates an inclusive environment in ES. Teachers understand the uniqueness of each student and design learning strategies that suit their needs. Students are empowered to take an active role in their learning, choose learning goals, and be responsible for their learning progress.

Keywords: Humanistic Philosophy, Differential Learning, Independent Curriculum, Elementary School (ES)

INTRODUCTION

Education is an integral part of the formation of qualified individuals and advanced societies. Education is a process of creating individuals who approach comprehensive intelligence, both cognitive, affective, psychomotor, and social (Dinata, 2021). The success of education is determined by how well the learning process goes. To develop the potential of students, teachers must be able to create creative and innovative learning (Prasetyo *et al*., 2022). It requires a learning approach that can accommodate the unique needs and potential of each student. One approach considered effective is differential learning, which gives room for each individual to develop their potential and interests to the maximum. Differential learning is an effort to adapt the learning process in the class to meet the learning needs of each individual (Herwina, 2021). Differential learning is an adaptation to the interests, preferences, and readiness of students for improved learning outcomes (Marlina, 2019).

In the context of the curriculum in Indonesia, the concept of the Merdeka Curriculum has been introduced as an effort to give schools and teachers freedom in designing a learning program that suits the characteristics and needs of students. The curriculum aims to create a learning process that is autonomous and flexible so that it creates an innovative learning culture that is not restrictive and is to the needs of students (Hr & Wakia, 2021). According to (Mardhiyati *et al*., 2023), there are several characteristics of learning on the curriculum, namely: 1) Strengthening the Student Profile of Pancasila through project-based learning to develop soft skills and characters according to student talents; 2) There is time for in-depth learning in improving basic competencies such as literacy and numeration with a focus on essential materials in learning; and 3) The ability of teachers to carry out learning tailored to student style and ability For this reason, it is important for

educators to have a strong philosophical foundation underlying their differentiation learning efforts. One of the relevant philosophies is humanistic philosophy.

The humanistic philosophy places man as the primary subject in the learning process. The process of learning must begin and be directed to the benefit of humanizing man himself (Perni, 2019). This philosophy emphasizes the development of individual potential, a deep understanding of oneself, and empowering learners to take an active role in learning. The primary goal of educators is to help the student develop himself to help each individual recognize himself as a unique human being and realize the potential that exists within him (Putra *et al*., 2019). Educators who adhere to the humanistic philosophy believe that each student has unique intrinsic values and the right to develop their potential according to their needs and interests.

Differentiated learning in the independent curriculum reflects the values of humanistic philosophy by allowing students to choose and explore the subject or field of study they are interested in. Differential learning emphasizes the importance of responsive teaching to the individual differences of students and the ability of teachers to design learning experiences that are tailored to the needs of students (Subban, 2006) by understanding that students are groups with different abilities and preparedness for interests (Onyishi & Sefotho, 2020). Students can learn in a rhythm that suits their abilities, use the method that best suits them, and choose the appropriate method of evaluation to assess their achievements. Applying differentiated learning enables educators to meet the needs of each student at a different level of skill in the same class. Educators play an important role as facilitators who help students identify their interests and needs as well as provide the necessary guidance.

This article will discuss in depth the humanistic philosophy of differential learning in an independent curriculum. Through this article, we will discuss the basic concepts of humanistic philosophy, its underlying principles, and its application in the context of differential learning. In addition, this article will reveal the benefits of differential learning with a humanistic approach to learners and how teachers can become educators who practice this philosophy in everyday teaching. By adopting a humanistic philosophy of differential learning on an independent curriculum, students are expected to feel appreciated, engaged, and able to develop their potential optimally. This approach is also expected to produce individuals who can adapt to change, are creative, and have good social attitudes in a growing world.

METHODS

The method used in this research is a library study or literature review that serves as a guide for studying a research problem (review of research). Library research is the result of the analysis of various conceptual information as well as qualitative and quantitative data from various previously published scientific articles (Danandjaja, 2014). The data collection technique is carried out by searching for journal articles published in 2012–2022, which can be accessed in full text in PDF and Google Scholar formats (journal peer review). The criteria for reviewing the journal are articles in Indonesian and English that cover humanistic philosophy, differential learning, and independent curriculum, as well as several articles related to humanist philosophies and differential learning. The data processing technique used is to categorize titles based on a specified theme. After being categorized, look for equations, differences, relevance, variation, and adequacy. While the

data analysis technique is sorted according to the theme and year of the article, The data obtained in this study is secondary data because it does not come from direct observation but is based on the results of someone else's research. Using this literary method, students are expected to have a clear picture of the humanistic philosophy of differential learning on an independent curriculum.

RESULTS

3.1 Basic concepts of humanistic philosophy

The basic concepts of humanistic philosophy include several key principles that form the foundation of an approach to education oriented toward human existence. Here are some basic concepts of humanistic philosophy:

− Confidence in the individual: According to humanistic views, man is treated as a living being created by God with certain natural characteristics (Dinata, 2021). Every person is special and has a different potential, according to humanistic philosophy. Everyone has the right to respect and fair treatment in the educational process. Rather than just giving knowledge to students, the concept of learning humanistic philosophy encourages them to live, dig, and understand the various forms of potential that they have (Prasetyo *et al.*, 2022). This concept emphasizes the importance of understanding individual differences and adapting the educational approach according to the needs and interests of students.

− Individual empowerment: The humanistic philosophy emphasizes the importance of empowering individuals in the learning process. Humanistic learning sees students as free subjects to determine the direction of their lives. Students are taught to take full responsibility for their own lives and the lives of others (Qodir, 2017). Humanistic learning gives students the freedom to express their opinions (Rofikoh *et al.*, 2015). This means giving students control over their learning, allowing them to make decisions, participate actively, and take responsibility for their learning process. The concept aims to enhance the intrinsic motivation of students and develop a sense of self-confidence and independence.

− Appreciation of emotional and psychological aspects: The humanistic philosophy recognizes the importance of emotional and psychological aspects in learning. The humanistic theory considers the learning process to be aimed at humanizing humans (Perni, 2019). This approach focuses on the student's need to feel secure, accepted, and emotionally appreciated. Teachers are expected to be able to create a supportive, receptive, and friendly environment for students so that they can develop good relationships with teachers and classmates.

− The holistic education: The humanistic philosophy emphasizes the importance of a holistic approach to education that involves the development of all aspects of the student's self, including cognitive, emotional, social, and physical aspects. Humanistic educators believe in feelings and knowledge (Mayasari, 2017). This philosophy considers education not only about mastering academic knowledge but also about the development of student personality, values, social skills, and creativity.

− Increased personal growth: Humanistic philosophy emphasizes the importance of

personal development and self-actualization. Education is directed to help students recognize and develop their potential, discover their interests and talents, and become meaningful individuals. According to the humanistic view, learning is the development of personality, spirituality, behavior, and the ability to understand phenomena in society (Sumantri *et al.*, 2019). The philosophy of humanism looks at students in terms of originality, characteristics, potential, and motivation. Learning is said to be successful if it has been able to provide better changes to the student, including cognitive, emotional, and psychological improvement, taking into account the student's potential conditions and different characteristics (Muslikh, 2020). Teachers act as facilitators in facilitating students' personal growth.

In practice, the humanistic philosophical approach to education involves the application of inclusive, participatory, and student-centric teaching methods. This includes the use of differentiation approaches, the recognition of individual needs, the use of collaborative methods, project-based learning, and the empowerment of students in the learning process.

Some followers of the humanistic stream (Perni, 2019) include: 1) Kolb, who proposed four stages of learning: conceptualization, active experiment, and active and reflective experience; 2) Students were divided into four categories by Honey and Mumford: activist, reflector, theoretical, and pragmatic. 3) Hubermas divided learning into three categories: emancipatory learning, practical learning, and technical learning. 4) Bloom and Krathwohl, with three learning purposes: affective, psychomotor, and cognitive; 5) Ausubel is famous for the concept of meaningful learning, although it is also part of the cognitive movement. These basic concepts of humanistic philosophy provide a solid foundation for the implementation of differential learning, which reflects the diversity and uniqueness of each student in the educational process.

3.2 Differentiated learning integration in the Merdeka Curriculum

The essence of the Merdeka Curriculum is to provide a personal, inclusive, and relevant learning experience for each student. The curriculum aims to accommodate the needs, interests, and potential of each individual so that they can develop themselves holistically and achieve optimal learning outcomes. The independent curriculum is developed to realize an independent and adaptive learning process, thus fostering a culture of learning that is creative, non-limiting, and student-centered (Hr & Wakia, 2021). In the Merdeka Curriculum, differential learning can be integrated as an approach that matches those objectives.

Differential learning accommodates the diversity of students' talents, needs, and experiences by realizing that a student participant is a group of people with different abilities and preparedness of interests. By applying learning differentiation, educators can meet the needs of each student by elevating different skills by using several learning approaches in the same classroom (Onyishi & Sefotho, 2020). This is in line with the principle of differential learning. Differentiation learning principles, according to (Marlina, 2019) s' talents, needs, and experiences by realizing that the student participant is a group of people with different abilities and preparedness of interests. By applying learning differentiation, educators can meet the needs of each student by elevating different skills by using several learning approaches in the same classroom (Onyishi & Sefotho, 2020). This is in line with the principle of differential learning. Differentiation learning principles, (Marlina, 2019), among others: 1) Flexibility; 2) Establishing learning tasks according to student interests and level of preparation by keeping attention to learning goals; 3) Students learn based on the same curricular goals; 4) Using different criteria for learning

success; 5) Students choose their learning methods; 6) Students engage in structured learning activities

Differentiated learning refers to an effort to provide a learning experience that is tailored to the needs, interests, learning styles, and levels of individual student's abilities. Therefore, differential learning emphasizes teaching that is responsive to the individual differences of students and the teacher's ability to design learning experiences tailored to students' needs (Subban, 2006). Teachers play an important role in learning. Some things that teachers should do in differential learning are as follows: 1) Mapping student learning needs based on their learning profile, learning readiness, and learning interests 2) Providing many options for learning strategies, materials, and techniques with learning diversification planning based on the results of the mapping Evaluate what you have learned and think about it again (Mulyawati *et al*., 2022).

Educators choose differentiated learning to meet the needs of students following independent curriculum policy (Indah *et al*., 2022). By integrating differential learning into the Free Curriculum, the main objectives of this approach are:

- Provide a tailor-made learning experience: The Free Curriculum enables educators to design learning experiences that are tailored to the individual needs and interests of students. Differential learning is a form of enterprise in a series of learning activities that take into account the needs of students in terms of learning readiness, student profile, interests, and talents (Aprima & Sari, 2022). In this context, differentiated learning allows students to learn most effectively for them by providing learning materials, teaching methods, and assessments that are tailored to individual needs.
- Encourage Active Participation: Differentiated Learning in the Free Curriculum encourages the active participation of each student. Students have the freedom to take an active role in their learning, choose topics that interest them, and demonstrate their understanding through a variety of relevant methods and media.
- Accommodate a diverse learning style: The Merdeka curriculum recognizes that each student has a different learning style. In differentiated learning, educators can provide a variety of strategies, approaches, and resources that allow students to learn according to their learning styles, such as through problem-solving, collaborative projects, self-exploration, or visual presentations.
- Increasing student engagement: By integrating differential learning into the free curriculum, student engagement in the learning process can be enhanced. In student-centric learning, students feel more involved in decision-making, exploration, reflection, and collaboration, which promotes intrinsic motivation and deeper understanding.

By integrating differentiated learning into the Free Curriculum, students can gain a more personal, relevant, and exciting learning experience. This allows them to develop their potential to the maximum and achieve better learning outcomes.

3.3 Principles and values of humanistic philosophy that support differentiated learning in ES

The concept of humanistic philosophy in education is based on the view that each individual has unique potential and has the right to develop himself optimally. The primary goal of educators is to help learners develop themselves, to help each individual know themselves as unique human beings, and realize the potential that exists within them (Putra

et al., 2019). This philosophy emphasizes the values of humanity, empathy, independence, and individual freedom in the context of learning. Its relevance to differential learning lies in its focus on the individual needs and differences of students.

In differentiated learning, this approach is relevant because it considers students as unique individuals with different needs, interests, and learning styles. The humanistic philosophy pays attention to student involvement in the learning and teaching process, prioritizes meaningful learning experiences, and allows students to take an active role in their learning. In the context of differentiated learning, the humanistic philosophy expands the traditional view of uniform learning for all students. It encourages educators to design learning experiences that can be tailored to students' needs, interests, and ability levels. This approach allows educators to identify and respond to individual differences in teaching, content, and assessment.

By applying the humanistic philosophy of differential learning, students are allowed to actively engage in the learning process, develop a deeper self-understanding, and maximize their potential. This is in line with the purpose of the humanistic philosophy of helping to develop the potential of individuals by knowing themselves as unique human beings and helping to realize the potential that exists within them (Mayasari, 2017). This approach also encourages the development of students' social and emotional skills, such as humanities, communication, and problem-solving, which are essential in everyday life.

Thus, humanistic philosophy has a strong relevance for differential learning as it provides an inclusive and humanistic approach to the individual differences of students. Humanistic philosophy has several principles and values that can support differentiated learning and optimize the student's learning experience. Here are some of how humanistic philosophy can contribute in this context:

- The humanistic philosophy emphasizes the importance of appreciating the uniqueness and differences of each individual. In the context of differentiated learning, this philosophy encourages educators to understand the needs, interests, learning styles, and different levels of ability of each student. This approach allows for teaching tailored to individual needs, optimizing their learning experience.
- Focus on Personal Development: The Philosophy of the Humanities emphasizes the importance of student personal development and holistic growth. In differentiated learning, this approach can encourage students to take an active role in their learning process, identify their interests and goals, and develop their abilities independently. Students are given the freedom to explore areas of interest to them, develop unique talents, and pursue their special interests.
- Understanding Subjective Experience: The humanistic philosophy recognizes the importance of subjective experience in learning. The application of humanist learning theory seeks to understand behavior learning from the perspective of the perpetrator, not from the point of view of the observer (Mayasari, 2017). In differentiated learning, educators can pay attention to the subjective experiences of students, such as their cultural background, personal lives, and special interests. By understanding students' subjective experiences, educators can create relevant, contextual, and meaningful learning experiences for students.
- Giving freedom and responsibility: The Philosophy of the Humanities encourages the granting of freedoms and responsibilities to students who must plan, organize, and control their activities responsibly. It is consistent with the basic humanistic objectives, namely encouraging students to be independent and humanistic, responsible for their learning, creative, and curious about the world around them

(Mayasari, 2017). One of the basic assumptions of the humanist paradigm is that man is naturally a free being, conscious that his effort to exercise his freedom requires his responsibility to choose what he does (Dinata, 2021). This principle is applied in differentiated learning, as students are given autonomy in organizing their learning, taking initiative, and making decisions relevant to their interests and needs. This approach encourages student engagement and motivation, which can optimize their learning experience.

By applying the principles of humanistic philosophy to differential learning, students can experience a more personal, relevant, and meaningful learning experience. They are encouraged to fully develop themselves, explore their interests, and take responsibility for their learning. This can improve student motivation, engagement, and overall learning outcomes.

CONCLUSIONS

Based on the above discussion, it can be concluded that humanistic philosophy provides an inclusive approach, respects student differences, and promotes the development of individual potential. In the free-lance curriculum in ES, a differentiated learning approach based on the principles and values of humanistic philosophy helps create a learning environment that meets the unique needs of each student and provides an opportunity for them to thrive optimally. The humanistic philosophy places man as the primary subject in the learning process. This philosophy provides a solid foundation to support differentiated learning approaches in the Free Curriculum in ES. These principles and values of philosophy emphasize the appreciation of individual uniqueness, student empowerment, collaboration and communication, meaningful learning experiences, and lifelong learning. In differential learning, teachers value individual differences between students, in abilities, interests, learning styles, and other learning needs. They consider the needs of students individually and develop appropriate learning strategies. Teachers also encourage students to take an active role in their learning process, give them freedom in choosing learning methods and goals, and take responsibility for their learning progress. This is in line with the principles of humanistic philosophy. Thus, the application of humanistic philosophy in differentiated learning to the free curriculum helps create a learning environment that pays attention to the uniqueness of students, promotes individual potential, and prepares them to face the future with confidence and strong abilities.

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