

Existential Humanistic Realization: Case Study in Urban and Rural Elementary School, Yogyakarta

Sugeng Riyanto¹, Andayani², Muhammad Rohmadi³, Sumarlam⁴

¹Faculty of Teacher and Education, Ahmad Dahlan University

^{2,3}Indonesian Language and Literature Faculty of Teacher and Education,
Sebelas Maret University, Surakarta, Indonesia

⁴Professor in Faculty of Cultural Study Sebelas Maret University, Surakarta, Indonesia

¹sugeng.riyanto@pgsd.uad.ac.id, ²bu_anda09@yahoo.co.id, ³rohmedi_dbe@yahoo.com,
⁴sumarlamwd@gmail.com

Abstract

The interaction of elementary school students is more with gadgets or social media, the playing environment while at home, and the role of TV that provides programs verbally violence requires ongoing assistance by teachers and parents. The existence of elementary schools, which are located in villages (rural) and urban (urban) will affect their behavior. The role of the teacher in done through humanistic extension is support to confidence, explore the potential, and invite students to evaluate an error in behavior. Porpose of writing, Identify humanistic existential realization in urban and rural elementary schools in Yogyakarta. Research Background is about the realization of humanistic extension: a case study of Yogyakarta urban and rural elementary schools, namely Muhammadiyah Pakel Elementary school and MI Maarif. This research uses a qualitative approach and data sources in this study were taken from interviews with class teachers as those who apply existential humanistic, elementary school students, and school principals. In addition, the results of the audio-visual documentation is photos, videotapes, recordings, etc. Data sources were taken from observations result and field notes during the research process. Research Finding Humanistic existential realization in Elementary School of Muhammadiyah Pakel is held in the classroom, headmaster rooms, and student's house. The classroom implementation is done through interaction directly such teacher assistance in learning and teaching activity. MI Maarif applied humanistic existential with some preventives. First, put school rule in every classroom so students can remind prohibition and notice. Second, patch reward board as inducement for students. When students obey the rule he or she will give a star that is prepared by teachers and until now this activity is effective. Third, teacher role is to assistance even inside and outside of classroom.

Keywords: Interaction, realization, humanistic existensial, Urban, Rural

1. Introduction

Learning is a change in human ability through a continuous learning process. The activity, influenced by internal factors (in students) and external factors (learning environment), both of which interact with each other (Tung, 2015: 55) and (Winkel, 2014: 57). Illeris (2011: 11) and Winkel (2014: 352) analyze learning conditions is important to realize. The learning condition implies the integration of two different processes, is the process of external interaction between the learner and the social, cultural or material environment and internal psychological processes in the form of elaboration and acquisition. Illeris and Winkel's statements are related to Hill's research (2012: 2-3) and Andayani (2015: 70) said the atmosphere of students in school and the complex situation faced by them. The complexity of the learning situation experienced by student is far more complex compared with a psychologist's point of view. Students get influence from a variety of aspects in the classroom. In addition, the existence of stimulus becomes an important part in the learning process. They learn various processes from teachers, books, curriculum, classmate, and the physical structure of the school.

Schunk (2012: 31) responds to Hill (2012) who suggests the influence of various aspects of the classroom by bringing up behavioral theories, namely viewing learning as a change in the level, frequency of appearance, or form of behavior or response that occurs as a function of the environment. On the other hand, he holds that behavioral theories involve the formation of associations between stimuli and responses. Andayani (2015: 70) views stimulus as a prerequisite for the learning process of students. The stimulus can be done by the teacher with involving students. In accordance with Andayani, Winkel (2014: 225) assesses that teachers have a very large role in providing stimulus. The role is to provide trust, create a comfortable and safety; on the other hand, they must give assignments, conduct evaluations, appreciate and reprimand if they make a mistake. The student that making a mistakeshould be accompanied or reprimanded by a teacher, that does not make it frustrating. Miller V.I (2014) suggested the need for a humanist approach in responding to wrong behavior and avoiding violence and personal oppression. The existence of fear, frustration, failure in social relationships (fear of social failure), and anxiety increasingly distanced them from agility and self-confidence (Winkel, 2014: 251). The student who fail in social interaction, will lead to the wrong behaviors, which are confined themselves, show tension, behave aggressively, speak harshly, and assume the environment is wrong. In addition to Miller, Yuan (2019) did an experiment about caregivers' eating behavior and the eating behavior of their students in China. As a result, caregivers' eating behavior (teacher) greatly influences the eating behavior of students. Rachlin (2019) agrees with Yuan (2019) about the existence of behavior patterns that can change due to the role of the environment.

The interaction of elementary school students is more with gadgets or social media, the playing environment while at home, and the role of TV that provides programs verbally violence requires ongoing assistance by teachers and parents. The existence of elementary schools, which are located in villages (rural) and urban (urban) will affect their behavior. The role of the teacher in done through humanistic extension is support to confidence, explore the potential, and invite students to evaluate an error in behavior. Humanistic is one of the schools that emerged in the 1950s with several psychologists, namely Abraham Maslow, Cark Rogers, and Clark Moustakas who studied more about the uniqueness of humans. They set up a professional association that examines self, self-actualization, health, hope, love, creativity, nature, individuality, and the like. Elementary School in Yogyakarta, MuhammadiyahPakeElementary School is an urban school in Yogyakarta, while MI Ma'arif as a rural school in Yogyakarta implements humanistic extension as an effort to guide and guide students. There are behaviors that are not in accordance with the norms prevailing in schools, accompanied by teachers, both inside or outside the classroom.

A. Problem Formulation

1 What is the humanistic existential realization in urban and rural elementary schools in Yogyakarta?

B. Purpose of Writing

1. Identify humanistic existential realization in urban and rural elementary schools in Yogyakarta.

2. Relevant Research Study

Gruber (2012) examined the Humanistic Cognitive Behavioral Theory (HCBT) as an added value approach that combines courage in the learning environment and the approach helps students understand their behavior in school. Miller V.I (2014) analyzed the role and significance of contemporary humanistic theory and practice. His researched suggests the importance of the humanism approach in handling mistakes and avoiding violence and oppression. Exploration of the feeding behavior of caregivers and eating behavior of preschoolers in China was carried out (Yuan: 2019). The result of caregiver eating behavior is the main factor influencing children's eating behavior. Besides Gruber (2012), Miller (2014), and Yuan (2019), Rachlin (2019) researching the behavior of students can change as long as there is a role in the environment. The relevance of their

research with the author, namely the similarity regarding humanism in handling errors. However, Miller and Gruber only used a single study, while the authors used more than one school case study. In addition, the existence of rural and urban elementary schools has not been done by previous researchers. Yuan and Rachlin were both investigating behavior change with a case study.

3. Methodology

The research is about the realization of humanistic extension: a case study of Yogyakarta urban and rural elementary schools, namely Muhammadiyah Pakel Elementary school and MI Maarif. There are several reasons for the selection of these elementary schools, namely the two schools implement humanistic extension in handling student behavior. In addition, Muhammadiyah Pakel Elementary School represents urban elementary school, while MI Maarif represents Rural Elementary School.

A. Research Forms and Strategies

This research uses a qualitative approach. Creswell, Creswell (2015: 291) states that qualitative research has characteristics including: being in a natural setting; rests on the basis that the researcher is a key instrument of data collection; involves several methods of data collection; it is inductive data analysis; based on the meaning of the participant; often includes theoretical perspectives; interpretive and holistic. The author prefers to this approach because he wants to comprehend and explore comprehensively the realization of humanistic extension: a case study of rural and urban elementary schools in Yogyakarta.

The author attempted to interpret the results of the study in elementary schools. The research strategy leads to case studies. Yin (2009: 46) divided case study research into two, namely holistic (single case unit) and embedded. Holistic and embedded also divided into two parts, there are single case design and multiple case design. The author uses an embedded case study of multiple case design, there are presence of more than one case, namely Rural and Urban Elementary Schools.

B. Data and Data Sources

Research data is words, phrases, clauses and sentences or in the form of photographs, while data sources refer to the opinions of Creswell (2015: 261), taken from various sources, such as interviews, observations, and documentation. Data sources in this study were taken from interviews with class teachers as those who apply existential humanistic, elementary school students, and school principals. In addition, the results of the audio-visual documentation is photos, videotapes, recordings, etc. Data sources were taken from observations result and field notes during the research process.

C. Data Collection Techniques

Data collection according to Creswell (2015: 266) restrict to research, gather information from observation and interviews, whether structured or not, documentation, visual material, and design protocols for recording or recording information. Data collection strategies from qualitative observations, namely recording and recording the implementation of humanistic extension, qualitative interviews with class teachers as those who implement existential humanism, elementary school students, and school principals are an important part of this research, qualitative documents of participant scribbles students and notes.

D. Data Validity

Data validity refers to Creswell's opinion (2015: 286) with data triangulation, member checking, long periods and repeated observations at the study places, colleagues, and data collection and analysis strategies.

E. Data Analysis

This analysis activity done with steps from Miles and Huberman (1984: 23), in the first stage of data collection the authors obtained during conducting interviews, documentation, and direct observations recorded using field notes. The notes are divided into two notes, there are reflective and descriptive notes. Descriptive note is natural notes of the results seen, felt, heard and experienced by the author during the data collection process. Secondly, data reduction get from relevant data and focuses on problem solving. Third, the presentation of data is writing, pictures, graphics, and the table contents and fourthly, taken conclusions from the whole set of studies. At this stage, it is carried out during the research process. This was done easily for authors to take conclusions until get final conclusions.

4. Research Finding and Discussion

Henricson and Nelson (2017) in their study say there are giving and accepting services of University in Sweden between student and teacher. Furthermore, Dyson and friends (2019) analysis teacher perspective relate to social learning and emotional in New Zealand Elementary School. The result, there is positive dependence, needs of self-management, and student awareness. Then, Allbright (2019) studied about the importance of social-emotional assistance both from inside and outside of school.

The result is climate and school relation in supporting positive habit of students, extracurricular selection, and assistance of them. In addition, Cressey, Morrison and friends (2019) recommend about social and emotional learning (SEL) is process for people to develop knowledge and skill that relate with self-awareness, self-assistance, social-awareness, skill relation and taking responsible decision.

Based on the previous research above is important to study about teacher assistance during learning process both from inside and outside of class. The study relates with humanistic existential realization in Urban Elementary School is MuhammadiyahPakel Elementary School.

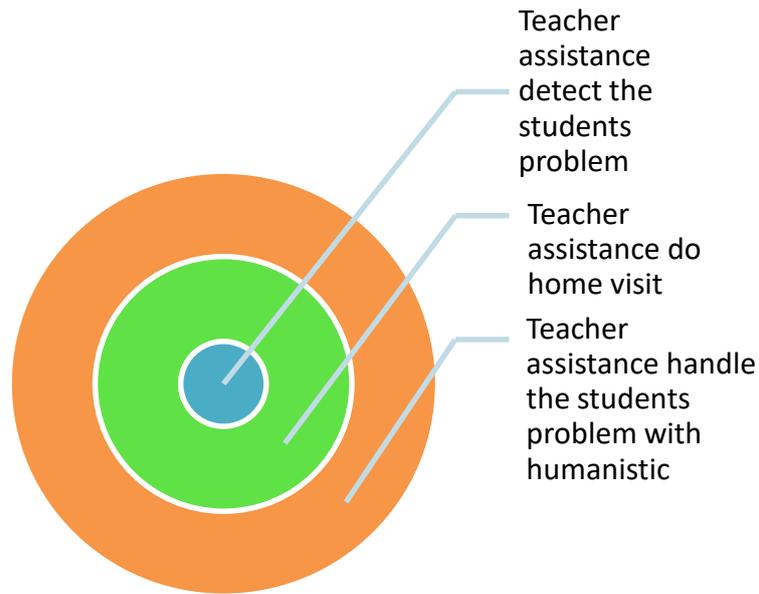
MenikKamriana as the headmaster of MuhammadiyahPakel Elementary School says there is politeness decrease of students with colleague and teachers. It influences by imitate expression from social media. Impoliteness Elementary School students in language are caused by some factors; gadget interaction, social media, house environment, TV role gives violence channel by action.

These impoliteness factors get attention from Elementary School in Yogyakarta are MuhammadiyahPakel and MI Maarif. Both of Elementary Schools try to eliminate impoliteness in language through school counseling. This activity engages teachers to handle student directly. Counseling is done to humanize students or in other way is counseling humanistic existential.

Humanistic is one of ideologies that found in 1950 by some psychology experts; Abraham Maslow, Carl Rogers, and Clark Moustakas many do studies about the uniqueness of human. They built professional association that analysis about self, self-actualization, health, hope, love, creativity, reality, individualization. Humanistic existential realization in Elementary School of MuhammadiyahPakel is held in the classroom, headmaster rooms, and student's house.

The classroom implementation is done through interaction directly such teacher assistance in learning and teaching activity. The activity can be seen in picture, there are teacher involvements in humanistic existential realization of Elementary MuhammadiyahPakel.

Based on MenikKamriana explanation as headmaster in Elementary School there is impoliteness language of students, ignorance in classroom, bullying. This Elementary School doesn't apply punishment to students but there is a consequence. Students are given rewards by teachers. The problem solution of students uses some steps as picture 1.

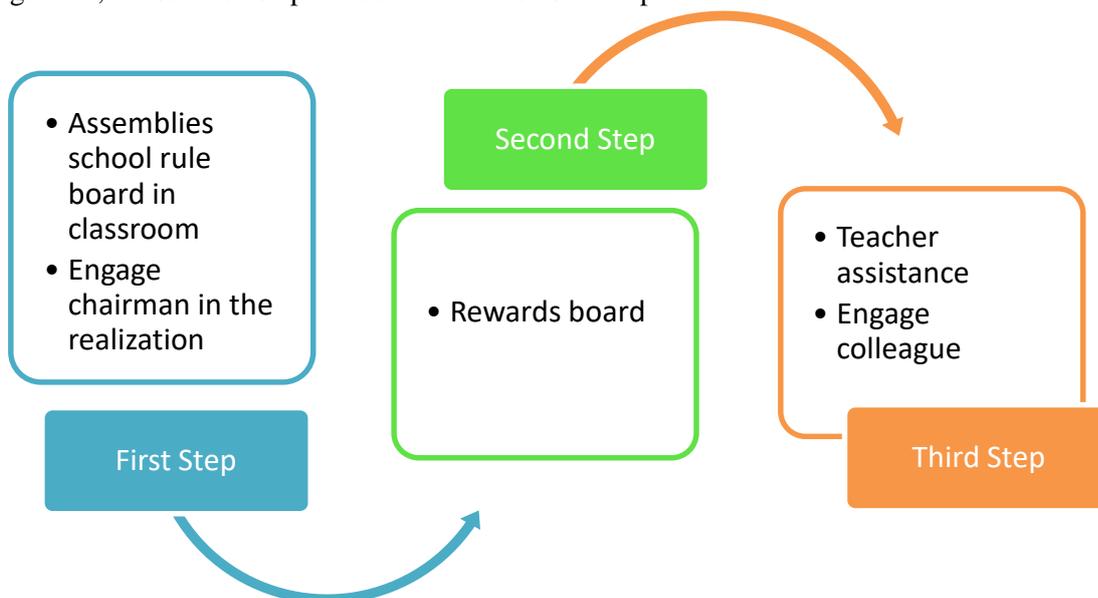


PICTURE 1. The Counseling Steps in Rural Elementary School

Based on picture 1, the first is teacher assistance has responsibility to detect problems that is influenced by students. Problems that are often happen is impoliteness of talking, bullying, and unsuitable uniform, eat breakfast, be quite and others. After that, teachers do home visit to student assistance by doing discussion with parents. This activity is done in order to make existence role elaboration between teacher and student assistance. The last step is handling students problem but teacher assistance has applied humanistic existential on first step until third step.

5. Conclusion

MIMaarif applied humanistic existential with some preventives. First, put school rule in every classroom so students can remind prohibition and notice. Second, patch reward board as inducement for students. When students obey the rule he or she will give a star that is prepared by teachers and until now this activity is effective. Third, teacher role is to assistance even inside and outside of classroom. Humanistic existential in MIMaarif involve colleagues to detect students problem. In general, the solution step in MIMaarif can be seen in picture 2.



PICTURE 2. Step Board Humanistic Existential Realization

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