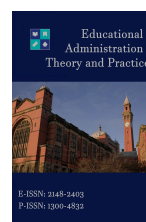




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## The Importance and Value of Integration Knowledge in the Context of Informatization Teaching 21st Century

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## **Introduction**

Education is a conscious and planned effort to create a learning atmosphere and process that can trigger the active involvement of students to develop their potential (Higgins et al., 2002). In general, it aims to help humans discover the nature of humanity as a whole (Trevors & Saier, 2010). Education is also required to let the paradigm of collective thinking literate to the surrounding contextual problems for a lesson. UNESCO stresses the significance of teachers, administrators, students, and parents around the countries in the world to prioritize education. In practice, Indonesian education guidelines detailed back in Law No.20 of 2003 on the National Education System, Article 3, that "national education serves to develop the ability and shape the character and civilization of a dignified nation to advance the nation's life, to develop the student's potential to be devoted, pious, healthy, knowledgeable, competent, creative, independent, democratic, and responsible citizens".

Education in Indonesia poses thousands of issues with incomplete and pending solutions. Some of them appear in most educational designs that remain conventional, such as the tendency to the teacher-centric class, long-text memorization methods, assessments that are still confined to cognitive aspects, and so on, that in no way reflect the humanistic education in the 21st century (Mahur et al., 2019). Paulo Freire called this condition the culture of silence (Boone et al., 2019). A culture of silence is born from a situation that places a teacher as the one who knows everything so that whatever is delivered will undoubtedly be memorized by students who have been silenced by fear of giving a response let alone blaming. This latent problem is certainly contrary to the National Education purpose and humanism perspective that prioritize human rights in developing students' potential and creativity. Education is not merely a transfer of knowledge to students but also a transfer of value. In this case, history should be the most comprehended lesson on how to restore humanism values in the 21st century by inspiring and criticizing past lives as a reflection to measure the future (Veugelers, 2017).

According to Bourdillon (1993) history teaching should ideally aim to help students achieve several abilities, such as (1) understanding the past in the present context; (2) generating interest in a meaningful past; (3) helping to understand person, family, community and nation identity; (4) helping to understand the roots of culture and its inter-relationship with various aspects of real life; (5) providing knowledge and understanding about countries and cultures of other nations in the world; (6) training inquiry and problem-solving; (7) introducing the scientific thinking patterns of scientists of history; (8) preparing students for higher education. The Ministry of Education and Culture also formulated the purpose of teaching history, which is to sensitize students to the social and development process in the dimension of time to build perspectives and historical awareness in finding, understanding, and explaining the identity of the nation in the past, present and future amidst the world changes.

A more complete description of the ideal purpose of teaching history can be found in the regulation formulation of the Ministry of Education and Culture number 22 of 2006, namely: (1) building students' awareness of the prominence of time and place, which is a process of the past, present, and Future; (2) training their critical thinking upon understanding historical facts based on scientific approach and methodology. However, upon the history teaching since the Old Order and even today, a lot of educational practices show symptoms of indoctrination and legitimacy of power or referring to the term "bank style" education by Paulo Freire. The relationship among the three main aspects (teachers, learners, and the reality of the world) is never harmonious (Bahri, 2018). If the teacher is supposed to be a promoter of the students' growth in recognizing the surrounding reality or at least being a friend of discussion and sharing, "bank style" education never introduces contextual problems but only demands memorizing the materials in the textbook. Paulo Freire provides the analogy of education as a banking education, where students are given knowledge so that they can generate multiple results. This kind of educational style is far from the ideals of educating the nation's life, let alone meeting the demands to be adaptive to changing times, yet it positions students as nothing more than an object of investment and a source of potential deposits instead.

In this case, history teaching is the main suspect of bank-style education and dehumanization practices. According to Widja (2018), history teaching encounters national confusion. On the one

hand, history teaching is perceived as having a strategic role as a means of cultural transmission to grow the identity of the next generation as well as a source of value education that can be used as a social control to ensure sustainable national integration. While on the other hand, collective construction places history teaching as marginal and unimportant to study further because it only deals with remembering the past without any implementation or internalization of values relevant to today's life. History teaching seems to be satisfied only with long texts and complicated years to remember to pass the test, but the wisdom and inspiration of the diverse past tragedies are not studied. Besides, the generalization of intelligence standards considering the past is used as the main indicator in the assessment, yet skills in the teaching process become things that are not considered. Therefore, no wonder that history has become a less calculated subject in the 21st century.

Researches in history learning in the 21st century tend to develop toward technology-based learning. Technology is used by teachers for history learning as a tool to develop 21st-century skills (Susanto & Akmal, 2019). Meanwhile, the influence of technology, in general on students, forms the degradation of humanism values. Therefore, the Industrial Revolution 5.0 has the concept of interacting with humans so that they can maintain and even enhance human values (Sediyono, 2019). This has not happened in historical learning research related to technological transformations designed in humanism-based historical learning. Commonly, history learning research is still focused on developing a technology-based historical learning design.

Although considered commonplace, history teaching must be immediately improved to answer the challenges of an era by restoring humanism values explored in every teaching process. In this case, there needs to be an improvement or referring to the term (Supriatna, 2019), an attempt to "reconstruct historical teaching" through teaching design. History teaching materials should contain a few facts that provide opportunities for students to train and develop critical power, creativity, and imagination in solving problems. Correspondingly, dialogical teaching strategies, student-centric and collaborative, should also be a top priority to color the course of learning (Alit, 2020).

To respond to various challenges and negative issues regarding the teaching of history in the 21st century, the humanistic approach is one of the catalysts that could be an alternative solution. Therefore, the author arranged a humanist history teaching design in the 21st century to combine humanistic education and 21st-century education to answer the challenges of the times. Both have similar patterns not to generalize abilities only in terms of cognitive but also affective and psychomotor aspects to develop the potential of students as unique, creative, and independent creatures of God. It aligns with the 4C skills first introduced by the US-based Partnership for 21st Century Skills (P21), which includes communication, collaboration, critical thinking, and creativity (Prihadi, 2018). In the same way, critical pedagogy is also an educational design that adopts dialectical methods (between teacher-student and student-student) and introduces learners to contextual problems with internalized problem-facing strategies in history teaching. Understanding the education concept as a process of humanization is a form of awaring the position and role in life. This study aims to develop a humanistic teaching design in the 21st century to restore the dignity of history teaching that can humanize human beings.

## **Literature Review**

### **Teaching Design**

Teaching design may refer to the sequence of teaching activities carried out by students to achieve learning objectives, including information resources or support mechanisms required to help them complete the learning activities (Koper & Bennett, 2008 and Rahmawati, 2022). Another interpretation of teaching design has also been made by (Reigeluth, 1999 and Muhdi, 2019) as a grid of teaching and learning theory implementation to facilitate one's learning process. Teaching design involves improving the quality of one's performance and its effect on an organization. In setting the actuality, (Jonassen, 2000) developed four types of teaching design, rule-based, Incident-Based and event-based, strategy-based and role-based.

According to Biggs (2003) teaching design is considered to be of high quality when it involves

most learners using higher cognitive processes in a spontaneous way. In practice, a high-quality teaching design encompasses learners' previous knowledge and experience, organizes learning effectively in a broader context, challenges learners through active participation as well as encourages them to articulate their understanding to themselves and peers (Oliver R., 2007). Although oriented to the students' activeness, teachers also have a very significant task to have a series of strategies applicable to accommodate the students' needs.

#### History Teaching

Teaching history is a branch of science that examines the origin and development as well as the role of society in the past that contains the values of wisdom to train Intelligence, to shape the attitude, character and personality of students. Referring to the definition, Sapriya et al., 2012) and (Zahro, Sumardi, & Marjono, 2017), formulated that the scope of history teaching materials should contain: (1) the values of heroism, exemplary, pioneering, patriotism, nationalism, and unyielding spirit that underlies the process of character and personality building; (2) treasures of nations' civilization, including Indonesia; (3) awareness of unity, brotherhood, and solidarity to face the threat of disintegration; (4) moral teachings and wisdom to overcome multidimensional crises in daily life; and (5) responsible attitude in maintaining balance and environmental sustainability.

As one of the subjects in school, history is the oldest subject compared to other social science disciplines as it has been taught since colonial times up to date. To that end, the role of history teaching cannot be underestimated, one of them as the main foundation of social education to internalize values, such as the introduction of self-identity, empathy, tolerance to foster sense of belonging and solidarity to form a national identity. In addition, the objectives and benefits that can be obtained in the history teaching, among others, the growth of wise and prudent attitude as it gained meaningful experience of past events so that it is expected to take wisdom and evaluate mistakes so as not to occur in the past (Asmara, 2019).

#### Humanistic education

There have been diverse Interpretations about humanism, so it is vital to set boundaries for their application in education. An article "What is Humanistic Education?" by Krischenbaum stated that the school, class or teacher poses humanistic character. Therefore, humanistic education is an integrated and holistic education to create humans who can explore meaning, find identity, realize, and eventually develop their potentials, control instincts, form conscience, foster a sense of admiration, and express their roles and thoughts appropriately and correctly.

The correlation between education and humanism values is actualized by Roger in the theory of humanistic teaching that contains prominent principles, which are: (1) humans hold a natural desire to learn, a natural curiosity towards the world and the desire to explore and assimilate new experiences; (2) teaching will be more meaningful if the material is relevant to the needs of the learners; (3) reducing threats from the outside can improve the quality of learning; (4) participatory learning is much more effective than passive learning; (5) learning on self-initiative involving the whole parties, thoughts and feelings will be more durable; (6) freedom, creativity and self-trust in learning can be improved by self-evaluation (Dakir, 1993). Hence, a teacher is no longer supposed to dominate the class but rather facilitate and motivate the students to reach the learning objectives (Aung, 2020).

### **Methodology**

The research approach used in this research is qualitative. The qualitative approach according to Sugiyono (2018) is a research method based on postpositivism or interactive philosophy, used to examine the condition of natural objects, where the researcher is the key instrument. The research method used in this research is library research. Library research is research that is carried out through data collection or scientific writing aimed at objects or data collection that is literature or a study carried out to solve a problem which is based on a critical and in-depth study of relevant library materials.

The data collection technique used is literature using up-to-date journals and credible and accountable literature. Researchers collect data related to humanism and learning history and education in the 21st century in libraries and google Scholar. The data analysis technique used is

an interactive data analysis technique from Miles and Huberman (1984). The data analysis technique of Miles and Huberman (1984) has several stages, namely collecting data using library sources, then reducing the data by centralizing the data. Furthermore, presenting the data by focusing the data on humanist education in history learning in the 21st century. The last stage is verification and conclusion to test the existing data and draw conclusions in the form of a humanist history learning design in the 21st century.

## **Results**

### **Humanistic History Teaching Design**

Teaching design is a strategy to improve the quality of students' learning through good and innovative services. According to Sagala (2005), teaching design is a systematic development of learning that specifically applies to teaching theories to improve the quality of learning. Although the teaching design has, at glance, conceptual similarities with the learning development, it starts from the identification of learning problems or needs and ends with the identification of materials and learning strategies. Meanwhile, learning development starts from selecting or developing learning materials and pouring them into a learning strategy that has been designed before. Then, it ends with an evaluation of the learning strategy to improve its effectiveness and efficiency (Samiha, 2017).

Considering the dynamic development of human life in the 21st century, the humanist-based teaching design should ideally be developed as education is not only a transfer of knowledge but also a transfer of value. Both aspects must be integrated to produce intelligent, skilled, and virtuous human resources as the purpose of national education. To create a humanist teaching design well, it is necessary to consider the characteristics of humanistic education in advance.

Sulasmi reveals the characteristics of humanistic education. First, it is liberating, which means freedom from the shackles of legal formality and the spirit of change for the better. It is based on the common reality in the world of education that the privatization of teaching will only lead to the decline of the learners' cognitive skills and competence affecting the spirit of changes in the implementation of education. Second, there is a spirit of partiality, where education and knowledge are basic human rights. Third, it prioritizes participatory principles among school managers, teachers, students, and the community to build an ideal education system through the adjustment to their needs. Fourth, it implements a need-based curriculum by utilizing available resources. Fifth, the existence of cooperation with a methodology built for cooperation in the learning process. Sixth, the evaluation system is centered on the learners' subject. Seventh, self-confidence and recognition of success depend on the learning subject (Sulasmi, 2020).

Considering that humanist teaching design can improve students' intelligence, skills, and character as the basic purpose of Indonesian education, it is vital to integrate it into every subject provided at schools, including history. History is one of the significant subjects to instill knowledge, attitudes, and values about the process of social development to be used as a reflection in measuring the future (Gasong & Toding, 2020).

### **Humanistic Teaching Design**

In creating a teaching design that can humanize human beings, it is important to adjust the concept of humanistic education with the principle of the learning process as proposed by Carl Rogers. First, students are passionate about learning. Second, they learn by creating meaning within. Third, they don't learn under threats or pressure. Fourth, they learn on their initiative. Fifth, they learn for changes (Biruny & Salsabila, 2021). In addition to the five principles, the components of humanist learning must also support and relate to each other, among others:

#### **Learner**

Law No. 20 of 2003, article 1 paragraph 4 stated that students are members of the community who afford to develop their potential through the learning process available in certain paths, levels, and types of education. From the perspective of Nasihin and Sururi (2009), students are the ones who choose to pursue knowledge to create or realize their ambition, goals, and a better future. Those definitions concluded that they try to gain knowledge through gradual education to achieve

their expected goals and ideals.

To create students who meet the criteria of 21st-century education, student management is vital to form quality resources in knowledge, skills, and psychomotor. According to Sukarti et al.(2008), student management is an effort to provide the best service from the admission process to graduation. The interpretations can be outlined that student management is a service provided in the form of attention, arrangement, and coaching to supervision from admission to graduation (Rifa'i, 2018).

In carrying out the students' management, it is necessary to consider the principles of education management. First, students are treated not as objects but as subjects whose involvement is required to be active and responsible for planning and making decisions from every activity that has been carried out. Second, vehicles for activities that vary and are relevant to the conditions, intellectual abilities, socioeconomy, interests, and talents of students are also necessary. Third, students will be motivated to learn something they like in learning. Fourth, the development of students should extend from cognitive, and affective to psychomotor (Syafaruddin & Nurmawati, 2011).

To design a humanist teaching design in the sense of welfare, respect for human dignity, and fairness, the development of students' potential becomes the main target in educational services. Optimum in this case, according to Wasitohadi (2012), refers to the development adjusted to the ability of each subject, not the adjustment to the goals or targets to achieve. In contrast to the maximum development in the connotation of development according to the target or goal, education-oriented learners should pose three conditions: (a) learners as unique subjects; (b) education based on the learners' competence and development; and (c) students' development.

Regarding the humanist design of history teaching, students should be placed in the main role of reconstructing the process of their own learning experience. This can be realized through content or assignments that require them to interpret each historical event that occurs. In reconstructing information so that it becomes a complete historical truth, it is necessary to accumulate the three aspects of intelligence, which are cognitive, affective, and psychomotor. Education requires the integration of character education that optimizes cognitive development, physical, social-emotional, creative, and spiritual learning.

In addition, with diverse assignments based on contextual problems, students are required to associate with past experiences so that the lecture and rote methods eradicating the students' creativity can be minimized. History teaching can teach students to assess events correlated with life values. In other words, history can be a moral controller so that students can be transformed into useful people for society, nations, and states. Once completely implemented, history teaching becomes one of the catalysts of humanistic education that can truly humanize humans (Sugiyono, 2009).

#### Educator

Based on the National Education System Act Article 1 Paragraph (5), educators refer to the community members who are devoted and appointed to support the implementation of education. Meanwhile, paragraph (6) explains that educators are qualified education personnel as teachers, lecturers, counselors, officers, tutors, instructors, facilitators, and other terms following their specification, referring to those who participate in organizing education. Under the understanding, it is obvious that educators are also highly vital components that affect the color of the teaching-learning process.

A discussion about educators is inseparable from the interpretation of the one who plans, implements, and evaluates the learning process through certain methods that are designed interestingly and creatively so that the content of the presented materials can be easily understood by students. This is the foundation of why educators become influential in building a humanist learning atmosphere. In this regard, Freire made a revolution in the educator development program permanently because what educators urgently need is a serious and competent practice of political education to respond to new views in the school system.

The rapid development of education also affects the articulation of the definition of humanizing humans. It implies that educators should meet the needs and the student's potential

in the current third millennial era. Therefore, The International Society for Technology in Education presented five categories of teacher skill demands to face the learning of the 21st century. Having mastered the 21st-century skills does not mean that they could dominate back the classroom and place students as the learning objects. "An educator should position him/herself on the same level as students because both are looking for the truth and solution to a problem" (Wilson & Mukhopadhyaya, 2022). In another context, Ibn Sina also presented his views on the urgency of an educator to have the willingness to learn the learners' desire for the basis of education and guidance. The role of educators is to explain the problems of existential situations that have been modified to increase the critical thinking of students to reality in everyday life. Therefore, they should prepare reflective learning development procedures, group dynamics, and training methods that enable the growth of students' creativity (Musthofa, 2014).

In the implementation of humanist history teaching, teachers perform as facilitators, motivators, mediators, evaluators, and counselors for students. The wide scope of historical learning materials does not mean making the teacher dictate the learning process that seems to know everything. In the concept of humanistic education, learning is more directed to appreciate the existence and uniqueness of every individual, either the learners or educators, as a human being who goes through the process. In this sense, Freire advised educators to take advantage of the learning realities and experiences of students, while providing opportunities to raise awareness with diverse views, questions, and criticisms (Musthofa, 2014). Thus, the learning process no longer goes in a single direction but moves in a spiral and democratic way.

### Curriculum

Referring to Law No. 20 of 2003, a curriculum is a set of plans and arrangements about the content and materials of lessons and ways of learning adopted as guidelines for the implementation of the teaching and learning process. When integrated with humanism values, the curriculum is more oriented to support human growth to be responsive to public pressure. Viewed from the most prominent part of the unity of education, which is the integration between the affective domain (emotions, attitudes, and values) and the cognitive domain (intellectual knowledge and thinking ability), the purpose of the curriculum is to provide choices for students as a basic human right to life, responsible for their choices, and to build awareness that they have the right to choose. Evaluating the previous period, in which the curriculum used to be concerned with students' cognitive aspects, the 21st-century humanist curriculum transforms to uphold also intuitive awareness through fantasy and meditation with some forms of guidance (Setiyadi, 2011).

Paulo Freire in his critical pedagogy project also recognizes the urgency of a curriculum with a humanist character (Qodir, 2017). An interesting and perhaps re-discussable point is Paulo Freire's desire to completely neutralize the curriculum from various aspects, including political policy. He reasons that the curriculum should ideally reflect all the problems and needs of the school. Freire's view is logical since it is unlikely that governments governing a lot of regions know the needs of each region in detail so most only generalize from the estimates of the reported needs (Sudirman, 2019). However, the government should also be aware that several factors cause an educational institution to have a comparative and competitive advantage that cannot be generalized.

Reading from the various realities that exist in Indonesian educational institutions, where on the one hand education in urban areas is experiencing a value crisis. This is because the target is only superficial to produce graduates who are cognitively intelligent and master a lot of theory and technology, but dry from humanist and social values in its implementation. Education should be a vehicle for revitalizing human values; it has become one of the marketization commodities for capital investment and guaranteeing mass sales of new information and communication technologies. Although it has received a lot of criticism, equitable access to education in Indonesia is still a latent problem that is slowly starting to be considered normal. In addition, the erosion of moral values in the form of negative actions, such as the mentality of corruption, cybercrime, repression of social solidarity, the spirit of primordialism, and so on is increasing. In this portrait phenomenon, it is proven that the advancement of science and technology which is glorified in 21st-century education, does not necessarily reduce the crime rate or even cause the blurring of social values and humanism in each individual. On the other hand, education in remote areas is still conventional, such as teacher-centric teaching methods, memorizing long texts, assessments

that are still confined to cognitive aspects and so on which do not reflect 21st-century education at all. This is what Paulo Freire calls the estuary of "mute culture".

His concern has become a reality that has ever happened in Indonesia, specifically in the post-independence decade, that history teaching in Indonesia is always guided by a centralized curriculum document from the government characterized by the development of disciplines that emphasize materials (teaching materials) so that it seems to prioritize the significance of essentialism that focuses on the greatness of the past (positivism) and the evaluation system in the cognitive sphere. The condition turns a little better after the 2004 curriculum was improved into KTSP (Curriculum at the Level of Education Units), which at least provides special autonomy to the schools and teachers to apply a curriculum oriented to students and the surrounding community (Yulifar, 2011). Therefore, a history teaching curriculum that supports humanism values is required to restore the dignity of students as human beings who own reason and potential.

As a reaction to the history teaching that makes memorization an indicator of learning success, the humanistic education curriculum puts more emphasis on students' creativity and critical thinking in solving problems. Immanuel Kant interpreted that human as rational being who is free to act on moral grounds, not only for his/her own sake. Therefore, accountable freedom is one of the prominent elements of an individual as a human being. In the substance of freedom, Freire expressed his perspective that a human is a ruler over him/herself and is free to do whatever he/she chooses in terms of thinking, creating, and innovating. A humanist curriculum has several characteristics regarding objectives, methods, content, and evaluation.

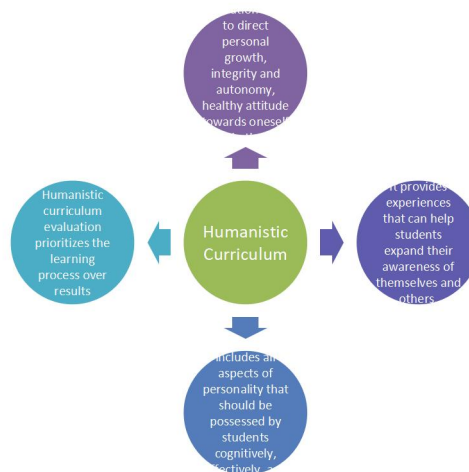


Figure 1. Characteristics of the humanist curriculum in educational institutions

Through the humanist approach, the curriculum will consequently provide a broad space for students to reconstruct the learning experience as a provision for their personal development (Figure 1). In addition to educators, students also have the integrity and autonomy of personality and attitude enacted consciously so that it is in line with the expectations of the hidden curriculum in internalizing the humanist approach. Therefore, the hidden curriculum can act as a central element in encouraging the growth of creativity, spontaneity, independence, freedom, activity, and self-growth including the integrity of students involving interest and intrinsic motivation as a perfect human being (Asfiati, 2019).

So, the author strongly supports the implementation of the Independent-Learning-Independent Campus (MBKM), one of which is the Independent Student Exchange Program currently being carried out with partners from Universities Abroad; however, the credit transfer system carried out between domestic universities is very small in quantity. Many benefits can be obtained from the Student Exchange Program, including forming several student attitudes as stipulated in the Minister of Education and Culture Regulation (Permendikbud) Number 3 of 2020, namely respecting cultural diversity, views, religions, and beliefs; including the opinions or original findings of others; can work together, have social sensitivity and concern for society and



the environment. Meanwhile, the objectives of student exchange are: 1) Studying across campuses or educational institutions (domestic and/or overseas), living together with family at the destination campus, students' insight into Bhinneka Tunggal Ika, cross-cultural and ethnic brotherhood is getting stronger; 2) the spirit of national unity and integrity; and 3) organize knowledge transfer to cover educational disparities, both domestic and foreign educational institutions (Muchlis, et al. 2022). In the implementation of the Independent Learning and Independent Campus (MBKM) program in universities launched by the Ministry of Education and Culture, it provides flexibility for students to improve their competencies according to their interests outside the study program, perhaps one to three semesters of learning and/or higher education to strengthen opportunities for innovation by creative with the hope of catching up on himself. This is following the principle of humanism, where the potential and interests of the younger generation are no longer limited by reasons of facilities/infrastructure, limited talented teaching resources, and so on.

#### Context

Learning context or content is closely related to the curriculum as a guide or learning program, which is a determinant of effective and quality learning methods. Theoretically, history teaching materials should support the achievement of history education objectives, which is creating students who can take decisions and rational acts in facing social problems freely and responsibly. In line with Maslow's theory, learning motivation will encourage students to develop their potential to the maximum, similar to the context of history teaching which is tailored to the students' necessity to face the demands of the 21st century (Arbayah, 2013). Therefore, learning material is supposed to contain two substantial aspects related to its form and content. First, in terms of forms, the ideal learning material is expected to transform from text-based to non-text-based learning materials (web-based). Changes in learning materials that used to be obtained in textbooks and worksheets only should slowly adapt to digital trends, such as e-books, e-journals, e-Archive, photo magazines, social media, and so on accessible anywhere and anytime. Therefore, the creativity and innovation of educators in designing interactive learning media are highly substantial to attract students to deeply learn history (Syaputra & Sariyatun, 2019).

Second, contemporary problem-based learning material is vital to support students' critical thinking skills and problem-solving innovation creativity. Correspondingly, (Supriatna, 2019) criticized that history teaching is always considered less meaningful as the learning materials presented only focus on memorization regardless of the social context of the students. The contextualization of history teaching can be seen from the resolution of development cases, which learn a lot from past events, for example in the effort to reach equitable development in eastern Indonesia, we can see the track record that causes inequality between North and South America as private companies flooded the South more than the North in the 18th and 19th centuries. By realizing the connection between the events in the past, present, and future, we are supposed to increase student's awareness of the significance of learning history (Syaputra & Sariyatun, 2019).

In addition to the context, history teaching materials must also be value-oriented to support the process of instilling values and character or in other terms referred to as a good citizen. It goes in line with the statement of Kasmadi (1996) that history teaching is intended to instill the spirit of nationality, love of homeland, nation, and state, as well as awareness to answer future challenges. From another perspective, Tarthoran (2019) specifically classifies the values of history teaching into scientific value, informative value, ethical value, cultural value, political value, nationalism value, international value, and work values. It can be a solution to history teaching materials that have only been considered marginal since they dwell on the facts (names of people/Figures, places and dates of birth, years of events, names, and so on) without further implementation. To that end, the researchers go in line with the statement of Syaputra & Sariyatun (2019) that the enrichment of learning content based on local wisdom is also vital to forming the identity of students so as not to be separated from cultural reality. In addition, the use of local wisdom as learning materials can also be a vehicle to introduce ordinary people and social experience as a fringe narrative that falls victim to the general trend of understanding.

#### Method

In addition to the curriculum application through material content, educators are also expected to have the ability to design creative and innovative learning methods so that students

can understand the materials. The method is a commonly used way of conveying lessons to learners or putting into practice theories that have been studied to achieve learning objectives (Rianto, 2006). It is a way of encompassing the standard procedures for carrying out activities of the presentation of subject matter to students. Furthermore, Reigeluth (1999) defines the method as a formulation of the organization of teaching materials, delivery strategies, and activity management by considering the objectives, barriers, and characteristics of learners to obtain effective and efficient results and generate learning interest. So, it concluded that learning methods are related to the way educators implement teaching designs so that they gain effective and efficient results.

In designing humanist learning methods, educators should understand the needs of students and estimate their activeness percentage by adding interactive and interesting learning media so that the learning process is more interesting and efficient with good quality. One of them is adopting the problem-posing method offered by Paulo Freire as a new alternative to avoid dehumanization within the banking system education. This alternative solution is based on his understanding that true humanization means rejecting both the mechanistic concept of consciousness as an empty boat to fill and using bank-style methods of domination under a liberation motive. Realizing that nothing can be expected from the memorization of the teacher's narrative text, problem-posing education practically requires that the contract between teacher and student be resolved through dialogue so that the previously obvious dichotomy of referring to individuals as "teacher-student" turns into a teacher on one side while the student on the other. The problem-posing method is one of the concepts that can bring the students' creativity alive in the learning process or commonly referred to by Paulo Freire as the process of action-reflection or dialectics. Furthermore, Freire defines reflection as an activity to contemplate, analyze, or interpret an event, situation or experience so that awareness arises. This awareness is expected to encourage action (Prastowo, 2020).

Unlike bank-style education which only produces unidirectional communication, the problem-posing method involves a dialectic of action-reflection-action processes that occur repeatedly to form a learning spiral. As a result, the learning process never becomes a routine but rather a development and transformation to solve problems by involving collaboration between teachers and students. In this case, the teacher no longer sees the perspective of the students as depending on him but as a reflection of himself and other students. The teacher gives the opportunity and appreciates the projects of his/her students, and in turn, to some extent, he/she also adds knowledge so that a process of mutual learning arises and humanizes one another (Prastowo, 2020).

Hence, the problem-posing method is essentially an effort to build students' creativity and dialogical relationships and encourage revolutionary attitudes to move forward in building the students' future. Or more explicitly, problem-posing education implies that the world of education should liberate all components of education, both students, teachers, curricula, and educational institutions; and build classroom democratization by creating a dialogical atmosphere. As the concept of the bank style is described, problem-posing education also has an operational implementation of teaching.

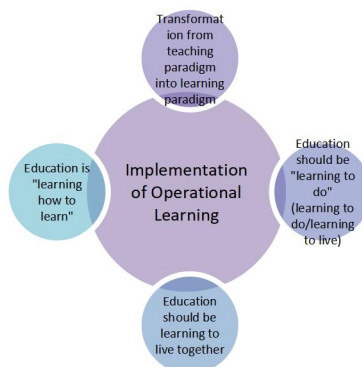


Figure 2. Implementation of Problem Posing Education by Paulo Freire

In problem posing, it cannot be separated from the dialogue learning method which is a facility for someone who marks himself/herself as a human being. As the nature of man is recognized as a creature with the ability to think, so with "dialectics" a person can develop his/her critical power and know his/her ability to get out of the situation of alienation (Figure 2). Therefore, in this process, there is no absolute teacher or student in praxis, yet they teach one another mediated by the world and the objects known in system bank education, which is only owned by the teacher (Prastowo, 2020).

When applied in praxis, problem-posing education must be problem-based by presenting a few realities that must be solved through group work, class presentations, individual work, fieldwork, and so on to reduce the danger of the dominance of lecture methods. Keep in mind that teachers only play as a coordinator who facilitates discussion skills, while students as active participants, and even the material discussed is a social problem that exists in the daily lives of students, not derived from the national package book. Building an interesting and fun learning atmosphere is expected to facilitate the process of receiving learning materials or even improve 4C skills through humanism-based teaching.

In this case, learning communication is one of the most important components that determine the success of internalizing humanist values in 21st-century education. According to Zainiyati (2017), learning media are all things used to convey messages from educators to students; or vice versa so that they stimulate the thoughts, feelings, attention and interests, and willingness of students to make the learning process happen to achieve effective learning goals. Talking about 21st-century education, internet-based learning media, computers, and so on are no longer foreign to be discussed. This is due to the many features and elements that make learning media attractive to students. In addition, various kinds of content such as images, videos, text, graphics, animations, and sound effects accompanied by menus or instructions make it easier for educators to deliver learning content. However, not all institutions throughout Indonesia have the same access and facilities to provide learning media for their students. This is what causes educational inequality to be a classic problem to date (Habib, Astra, and Utomo 2020).

The purpose of national education is not only to produce intelligent human resources but also to produce personalities who are characterized, have character, are creative, have a vision and mission, and are responsible as good citizens. Reading from the concept of humanization, technological competence is not fully a barometer of thinking progress; but also the way a person implements his potential to be useful for many people; the ability to manage oneself and others. Therefore, the use of learning media based on the availability of an agency and students is the wisest choice and is relevant to national education goals.

This reality can be seen in various portraits of education today; one of them is education inequality in the 3T region today. In this case, an educator is required to be creative and innovative in determining the course of learning; considering the condition of the 3T area which makes it impossible to reach cellular networks and the internet, or the limited ownership of supporting equipment and media for students. To minimize the occurrence of educational inequality, the Ministry of Education and Culture in collaboration with the Research and Development Agency designed a learning model based on local wisdom that puts forward the "ASICT" principle; includes assimilation and accommodation, supporting; innovating teaching and learning; comprehensive assessment and technological used (Dudung, Sudrajat, et al., Education Implementation Model for Frontier, Outermost and Disadvantaged Regions that Accommodates Diversity of Local Environmental, Social and Cultural Conditions Based on Local Wisdom 2018)

#### Facilities and infrastructure

The other crucial components that hardly receive serious consideration to support humanistic teaching are facilities and infrastructure. Meanwhile, the success of educational programs is strongly influenced by the condition and optimization of management and utilization of facilities and infrastructure within the school. In essence, facilities and infrastructure are the main supporting components that the students directly or indirectly feel in the learning activities. Facilities refer to all devices, equipment, materials, and furniture directly used in the school education process; while infrastructure is a set of equipment indirectly benefited to facilitate the implementation of education upon reaching educational goals (Ambarwati, 2015).

Referring to the national government regulation of the Republic of Indonesia Article 1 Number 19 of 2005 concerning infrastructure standards, the minimum criteria of school facilities are learning spaces, sports areas, worship areas, libraries, laboratories, workshops, playgrounds, creative areas, and other necessitated tools to support the learning process, including the use of information and communication technology (Figure 3). As other subjects that require adequate facilities, history also demands some teaching media for the effectiveness of classroom teaching which can be grouped into 4 aspects: (1) projected viewing media, such as OHP, slide projector, and filmstrip; (2) non-projectable viewing media, such as still images, graphics, models, and originals; (3) visual media, such as vinyl records, cassette tapes, and radio; and (4) visual media, such as television and film. When internalizing humanism values, any media employed is acceptable as long as they appropriately fulfill the needs and interests of the students (Barata, 2011).

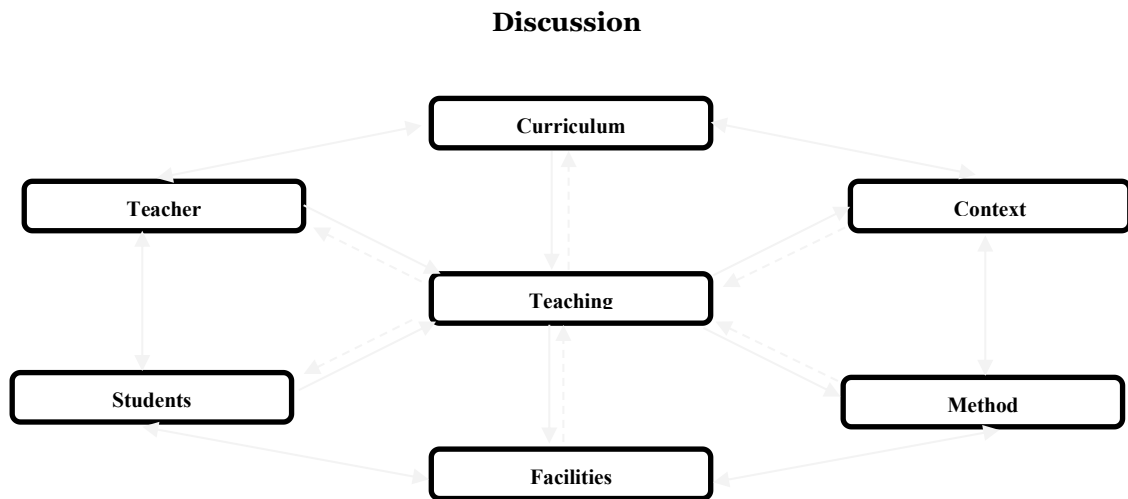


Figure 3. The component relationship is interconnected and runs well

Therefore, the process of understanding the concept of education as a humanization process is a form of student's awareness of their position and role in life involving many supporting components and each of them has a reciprocal relationship either directly or indirectly (Table 1).

Table 1. Concept of Humanism History Learning in the 21st Century

<b>Aspect</b>	<b>Components</b>
Students	<ol style="list-style-type: none"> <li>1. Students become subjects</li> <li>2. Various activity rides</li> <li>3. Fun learning</li> <li>4. Complete development of students in cognitive, affective, and psychomotor aspects</li> <li>5. Problem-based and contextual learning</li> </ol>
Teachers	<ol style="list-style-type: none"> <li>1. Teachers act as facilitators, motivators, mediators, evaluators, and counselors</li> <li>2. Learning is more directed to respect the existence and uniqueness of each individual</li> <li>3. Provide an opportunity to raise awareness</li> </ol>
Curricula	<ol style="list-style-type: none"> <li>1. Support human growth to be responsive</li> <li>2. Provide alternative choices for students</li> <li>3. To give special autonomy to schools and teachers to apply a participant-oriented curriculum</li> <li>4. Emphasize the creativity and critical power of students in solving problems</li> </ol>

<b>Aspect</b>	<b>Components</b>
Context	<ol style="list-style-type: none"> <li>1. Able to realize students who can make decisions and give birth to rational actions</li> <li>2. Non-text-based learning materials (web-based) and digital trends</li> <li>3. Contemporary problem-based learning materials</li> <li>4. History learning materials must also be value-oriented</li> </ol>
Method	<ol style="list-style-type: none"> <li>1. Problem-based</li> <li>2. Working group,</li> <li>3. Class presentation,</li> <li>4. Individual work,</li> <li>5. Fieldwork</li> </ol>
Facilities and Infrastructure	<ol style="list-style-type: none"> <li>1. Projected viewing media</li> <li>2. Non-project-able viewing media</li> <li>3. Listening media</li> <li>4. Media view and hear</li> </ol>

The concept of humanist education in history learning in the 21st century is compiled into 5 components, namely students, educators, curriculum, context, methods and facilities, and infrastructure. Students in humanist education become subjects in learning by being given a vehicle for various activities at school. Problem-based and contextual learning is carried out in a fun way to form the cognitive, affective, and psychomotor aspects as a whole. Meanwhile, the teacher acts as a facilitator who can motivate, mediate, evaluate and counsel students. The teacher designs learning toward a character to appreciate the existence and uniqueness of each individual. Teachers also need to provide opportunities to raise students' awareness.

Learning has the context of educating students to be able to make decisions and give birth to rational actions. Teachers carry out non-textual learning that is held through internet media and today's digital trends. The material content of contemporary problem-based learning and oriented to human values. The method used by teachers in learning history is carried out utilizing group work, class presentations, individual work, and fieldwork. Schools as educational institutions can provide support for maximum learning activities. Schools need to provide viewing media, projection media, listening media, and listening viewing media.

### **Conclusion**

Today's history teaching encounters various problems, most of which remain provided with lecture method, teacher-dominated, and memorizing activities as indicators of learning completeness, that it should begin to be shifted into the teaching design that pays more attention to the students' humanity side as a consequence, the actual history teaching, which is supposed to be in line with the purpose of the national education, to humanize humans, only produces young people who are merely concerned with cognitive aspects, ignoring the affective and psychomotor ones. Therefore, no wonder that history teaching is marginalized and considered less important in the life of the 21st century. In this sense, a history teaching design that combines humanistic education and the demands of the 21st century is an ideal alternative that can overcome diverse problems regarding the negative stigma of history subject. It is achievable through a teaching design that integrates educational components that encourage the internalization of 21st-century humanism values.

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