

---

## THE HUMANIST CONSTRUCTIVIST PARADIGM IN SEKOLAH PENGGERAK

Ika Sriyaningsih\*

*Program Studi Pascasarjana Keguruan Bahasa, Fakultas Sastra, Universitas Negeri Malang*

---

### ARTICLE INFO

*Article history:*

Received: 18 Oct 2021

Accepted: 15 Nov 2021

Published: 29 Des 2021

*Keyword:*

sekolah penggerak,  
constructivist, humanist

---

### ABSTRACT

The opportunity for schools to become driving schools has been launched in 2021. As heads of education units, it is the principal who must step up first as a pioneer so that schools can be nominated as driving schools. One of them, SMP Al Muslim Sidoarjo, which was chosen as the sekolah penggerak in phase 1. With this nomination, there is a big mandate that must be realized. Guided by the new paradigm curriculum as a reference for the implementation of the Driving School Program (PSP), the learning committees received ten days of training by strengthening the new paradigm curriculum. In this curriculum, there are learning outcomes that are presented in full during one phase. For the junior high school level, the phrase used is phase D and this phase is passed for three years, from grade VII to grade IX. Furthermore, educators must formulate learning objectives at each level by taking into account the learning outcomes at the end of the phase. In this formulation, humanist constructivist values apply so that students can obtain results according to the learning achievement targets at the end of the phase. For this reason, the concept of a humanist constructivist in the driving school was developed through this paper.

---

### INTRODUCTION

The Sekolah Penggerak Program (PSP) is a program launched in 2021 in Indonesia. This program is intended to improve the quality of education and the implementation of this program is carried out through learning a new paradigm (Kepmendikbud, 2021: 371/M). In the first article of the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 371/M/2021 concerning driving schools, it is stated that the establishment of a driving school program that focuses on

---

\* Corresponding author.

E-mail addresses: [ika.sriyaningsih@gmail.com](mailto:ika.sriyaningsih@gmail.com) (Ika Sriyaningsih)

ISSN : 2523-613X (Online) - ISCE : Journal of Innovative Studies on Character and Education is licensed under Creative Commons Attribution-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

improving the competence of students holistically to further encourage the realization of the Pancasila student profile. This program is an effort to transform the world of Indonesian education to improve the overall learning outcomes of students, both from cognitive and non-cognitive aspects. The changes that are expected can also be widespread and institutionalized.

For now, the mechanism for determining an educational unit as a driving school must go through several stages carried out by the principal. As attachment 1 Kepmendikbud number 371/M (2021), Chapter 2 point C states that the determination of the education unit as the executor of the driving school program is carried out by selecting the head of the education unit. The selection is carried out with the following provisions: a) the head of the education unit has competence based on leadership competence (developing oneself and others, leading learning, leading the management of the education unit, and leading the development of the education unit), b) the head of the education unit implementing the driving school has remaining tenure as the head of the education unit for at least one period of service, registered in the basic education data, than submit a statement in the format downloaded from the Motivating School Program application and signed by the head of the education unit service or the appointed official for the head of the education unit in education organized by the regional government or the chairman of the foundation for educational units organized by the community with further support not to transferring the candidate for the driving school principal to another school that is not the implementer of the driving school program, c) submitting an integrity pact downloaded from the Motivating School Program application and signed by the head of the education unit concerned, d) submitting a statement downloaded from the application explaining that the principal the education unit concerned will not resign if elected as the head of the educational unit implementing the Driving School Program, e) attaching a health certificate from a doctor, f) not currently carrying out disciplinary punishments. moderate and/or severe under the provisions of the legislation, and g) are not currently undergoing a legal process under the provisions of the legislation.

There are five interventions in driving schools: 1) consultative and symmetrical assistance, 2) strengthening school human resources, 3) learning with a new paradigm, 4) data-based planning, and digitalization school (<https://sekolah.penggerak.kemdikbud.go.id/programsekolahpenggerak>, 2021). Mentoring Consultative and Symmetrical is a partnership program between the Ministry of Education and Culture and local governments to assist in the implementation of Driving Schools. The Ministry of Education and Culture through the UPT in each province will assist provincial and district or city local governments (Pemda) in planning the Stimulating School Program (PSP). After that, the local government will assist in providing solutions to field problems during implementation. Implementation can be carried out by post-head education units the education unit is declared to have passed the selection and received a decision letter for implementing the driving school program. These are the stages that are also passed by SMP Al Muslim Sidoarjo. After the school has been named the driving school with the Decree of the Director-General of Early Childhood Education, Basic Education, and Secondary Education Number: 6555/C/HK.00/2021, the next step is

the implementation of Technical Guidance (Bimtek) facilitated by PPPPTK. For the East Java region, the facilitators came from PPPPTK PPKN and IPS, and LPMP. The technical guidance was attended by the principal and the learning committee with classes as recorded in the Education Unit Principal Data (Dapodik). A total of eleven learning committees participated in the Bimtek which was held for ten days. During those ten days, the reinforced material is the presence of a new paradigm curriculum as the foundation for PSP implementation

With the presence of a new paradigm curriculum which is a reconstruction of the previous curriculum, the implementation of this curriculum emphasizes the humanist philosophy of constructivism education. Students will better understand the targeted learning outcomes while still paying attention to their human side. Since education is the foundation of every democratic society, education is something that every individual should follow, according to his abilities. At the same time, educators must understand each child in terms of their particular tendencies, needs, and preferences (Dewey, 2004). Constructivists favor classrooms with more learning and less teaching, where knowledge cannot be taught or transmitted (Matijevi, 2017). The most important thing in such a classroom is to determine the roles and positions of teachers and students. By recognizing and encouraging the development of different types of intelligence in students (Gardner, 1983), teachers use different methods and strategies for teaching, such as collaborative learning, learning through play, action research,

In the driving school curriculum, there is also the Pancasila Student Profile Strengthening Project. This project provides an opportunity for students to "experience knowledge" as a process of character strengthening as well as an opportunity to learn in the surrounding environment (Kemdikbud Ristek, 2021). Furthermore, in the manual, it is explained that the Pancasila Student Profile Strengthening project is cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment (Kemdikbud Ristek, 2021). This program strengthens the learning that has been obtained by students through various disciplines. Of course, in setting learning objectives (in the 2013 National Curriculum it is called Basic Competence/KD), educators must adjust the stages of student development and learning outcomes. In its implementation, early diagnostic assessment is highly emphasized in this program. So, educators can know the initial picture of student input.

## **CONSTRUCTIVIST LEARNING: A THEORY PERSPECTIVE**

The theory of didactic constructivism is based on the rich works of Dewey, Montessori, Kolb, Piaget, and Vygotsky. According to constructivist learning theory, the experiences that individuals gain through contact with their environment and the objects in it are considered the most important (Matijević, 2017). When it comes to constructivist didactics, notable works include Vygotsky 1983; Burners, 1974, 2000; Piaget, 1979, 1986; Watzlawick, 1984; and others. Although there are many types of constructivism, they all regard learning as an active process that occurs through discovery and creation, in which students are given the freedom to conduct their research within a given framework or structure. In this process, students have freedom, while the teacher's role is to guide students and create a conducive learning

environment. Therefore, constructivists believe that everyone constructs new meaning in learning situations in which they are actively involved, based on what they see, hear, say, do, explore, and discover (Matijevi, 2013, p. 3). Thus, for proponents of radical constructivism, knowledge is by no means a copy of reality (Glaserfeld, 1995a and 1995b), whereas social constructivism teaches that knowledge is constructed through social and environmental interactions, and not through one's cognition. Students discover basic rules and principles through independent activities, while the teacher's role is to create problem-solving tasks that encourage students to ask questions, explore and experiment (Bruner, 1974). constructivists believe that everyone constructs new meaning in learning situations in which they are actively involved, based on what they see, hear, say, do, explore, and discover (Matijevi, 2013, p. 3). Thus, for proponents of radical constructivism, knowledge is by no means a copy of reality (Glaserfeld, 1995a and 1995b), whereas social constructivism teaches that knowledge is constructed through social and environmental interactions, and not through one's cognition. Students discover basic rules and principles through independent activities, while the teacher's role is to create problem-solving tasks that encourage students to ask questions, explore and experiment (Bruner, 1974). constructivists believe that people construct new meaning in learning situations in which they are actively involved, based on what they see, hear, say, do, explore, and discover (Matijevi, 2013, p. 3). Thus, for proponents of radical constructivism, knowledge is by no means a copy of reality (Glaserfeld, 1995a and 1995b), whereas social constructivism teaches that knowledge is constructed through social and environmental interactions, and not through one's cognition. Students discover basic rules and principles through independent activities, while the teacher's role is to create problem-solving tasks that encourage students to ask questions, explore and experiment (Bruner, 1974). for proponents of radical constructivism, knowledge is by no means a copy of reality (Glaserfeld, 1995a and 1995b), whereas social constructivism teaches that knowledge is constructed through social and environmental interactions, and not through one's cognition. Students discover basic rules and principles through independent activities, while the teacher's role is to create problem-solving tasks that encourage students to ask questions, explore and experiment (Bruner, 1974). for proponents of radical constructivism, knowledge is by no means a copy of reality (Glaserfeld, 1995a and 1995b).

Constructivist teachers should, among other things, encourage and accept student autonomy and initiative, and use cognitive terminology such as “classify”, “analyze”, “predict”, and “make”. They must make decisions on the spot according to student responses, seek understanding based on prior experience and encourage various forms of communication (Brooks & Brooks, 1993). By analyzing constructivism markers and scientific research on the brain, the author's Maras, Topolovčan, and Matijević (2018) demonstrated the importance of factors such as student activity, social interaction, positive emotions, stress reduction, stimulating environment, the individual and social construction of one's knowledge, values, and culture-based determination, holistic approach to development, physical activity, reflection, and work. practical in the educational process. They must make decisions on the spot according to student responses, seek understanding based on prior

experience and encourage various forms of communication (Brooks & Brooks, 1993). By analyzing constructivism markers and scientific research on the brain, authors Maras, Topolovčan, and Matijević (2018) demonstrated the importance of factors such as student activity, social interaction, positive emotions, stress reduction, stimulating environment, individual and social construction of own knowledge, value-based and cultural determination, holistic approach to development, physical activity, reflection and practical work in the educational process. They must make decisions on the spot according to student responses, seek understanding based on prior experience and encourage various forms of communication (Brooks & Brooks, 1993). By analyzing constructivism markers and scientific research on the brain, authors Maras, Topolovčan, and Matijević (2018) demonstrate the importance of factors such as student activity, social interaction, positive emotions, stress reduction, stimulating environment, the individual and social construction of self-knowledge, self-determination values and culture-based, holistic approach to development, physical activity.

According to constructivists, the learner is a constructor of his or her knowledge, which cannot be passively received from others but must be actively sought and constructed through his or her actions. Similarly, according to Viktor Frankl (2011), meaning cannot be given as a prescription and patients must find it themselves. Meaning is an independent constant, a belief shared by followers of Viktor Frankl and his student Luke (2006), who claim that meaning is unique to every human being, and that meaning is absolute and unrelated to other conditions of life (Drljaca, 2020).

## **HUMANIST LEARNING THEORY**

In the view of humanism, humans are in control of their lives and behavior and have the right to develop their attitudes and personality. Still, in the view of humanism, learning aims to make humans like humans, Learning success is marked when students recognize themselves and their surrounding environment well. Students are faced with the target to achieve the maximum possible level of self-actualization. The humanistic theory seeks to understand learning behavior according to the view of students and not from the view of observers (Arbayah, 2013).

Humanism believes that the center of learning is in students and educators only act as facilitators. Attitudes and knowledge are prerequisites for achieving self-actualization goals in a supportive environment. Humans are special creatures, they have the potential and motivation in self-development and behavior, therefore each individual is independent in their efforts to develop themselves and actualize them (Komara, 2014).

The application of humanistic theory in learning activities should guide students to think inductively, prioritize practice and emphasize the importance of student participation in learning. This can be applied through discussion so that students can express their thoughts in front of an audience. Educators invite students to ask about subject matter that is not understood. The learning process according to the humanistic view is the development of personality, spirituality, development of behavior, and being able to understand phenomena in society. The sign of the

success of the application is that students feel comfortable and excited in the learning process as well as positive changes in the way of thinking, behavior, and self-control (Suprihatin, 2017). This perspective is closely associated with Abraham Maslow's (1954, 1971) belief that certain basic needs must be satisfied before higher needs can be satisfied. According to Maslow's hierarchy of needs, the satisfaction of one's needs starts from the lowest, namely: 1) physiological, 2) security, 3) love and belonging, 4) self-esteem, 5) self-actualization (Sumantri, 2019).

Another humanist figure is Habermas. According to him, new learning will occur if there is an interaction between the individual and his environment. The learning environment referred to here is the natural environment and the social environment that cannot be separated. With this view, he divides learning into three types: 1) technical learning (technical learning), 2) practical learning (practical learning), and 3) emancipatory learning (emancipatory learning). Each type has the following characteristics;

a. *Technical Learning*

In this case, learning is how a person can interact with his natural environment correctly. What knowledge and skills are needed and need to be learned so that they can master and manage the natural environment or science is very important in technical learning;

b. *Practical Learning*

While what is called practical learning is how a person's process of learning can interact well with his social environment. This learning activity prioritizes harmonious interaction between human beings. For this reason, fields of science related to sociology, communication, psychology, anthropology, and the like are indispensable. Thus, they believe that one's understanding and skills in managing their natural environment cannot be separated from the interests of humans in general. Therefore, the right interaction between individuals and nature will only appear to be relevant to human interests.

c. *Emancipatory Learning*

Emancipatory learning emphasizes efforts so that individuals can achieve a high understanding and awareness of changes or cultural transformations in their social environment. With this understanding, knowledge, and skills as well as the right attitude are needed to support cultural transformation. This is what Habermas considers the highest learning stage because cultural transformation is the highest goal (Perni, 2018).

In practice, humanistic theory tends to direct students to think inductively, emphasizes experience, and requires active student involvement in the learning process. Therefore, although there is no explicit standard guideline regarding learning steps with a humanistic approach, there are learning steps proposed by Suciati and Irawan (2001 in Perni, 2018) that can be used as a reference. These steps: 1) determine learning objectives by determining the subject matter, 2) identify initial abilities (entry behavior), 3) identify learning topics that allow students to actively involve themselves or experience in learning activities, 4) design learning facilities such as learning environments and media, 5) guide students to learn actively, 6) guide students to understand the nature, meaning, from their learning, 7) guiding students to conceptualize their learning experiences, 8) guiding students in applying

new components to real situations, and 9) evaluating learning processes and outcomes (Perni, 2018).

## CONCLUSION

The Principles of the Driving School Program (PSP) require the application of a new paradigm curriculum by taking into account the initial diagnostic assessment of student abilities in each education unit. Learning objectives should be designed to facilitate students in constructing their knowledge to gain meaningful experiences. This is why the concept of independent learning is also maintained in the implementation of this program. As an educator, it is also necessary to pay attention to the existing humane aspect because students also learn by their nature as humans who have diverse learning styles. According to constructivists, the learner is a constructor of his or her knowledge, which cannot be passively received from others but must be actively sought and constructed through his or her actions. And in practice, humanistic theory tends to direct students to think inductively, emphasizes experience, and requires active student involvement in the learning process. For this reason, the formulated learning objectives need to pay attention to these two perspectives of learning theory so that learning outcomes at the end of the phase can be achieved to the maximum.

## REFERENCES

- Arbayah. *Model Pembelajaran Humanistik*. Vol 13. No. 2, Desember 2013.
- Belajar, F. M., Abidah, S., Hidayatullah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). *Filosofi "Merdeka Belajar."* 1(1), 38–49.
- Direktur Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan P. M. (2021). Keputusan Direktur Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah tentang Penetapan Satuan Pendidikan Pelaksana Program Sekolah Penggerak. In [Http://Kemdikbud.Go.Id/](http://Kemdikbud.Go.Id/) (Issue 6555).
- Drljača, M. D. (2020). *Teori Belajar Konstruktivis dan Logopedagogi dalam Seni*. 22(1), 181–202.
- Frankl, EV (2011). *Patnja zbog besmislena ivota: psihoterapija za današnje vrijeme*. UPT.
- Hanley, T., Winter, L. A., & Burrell, K. (2020). Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective. *British Journal of Educational Psychology*, 90(1), 1–18. <https://doi.org/10.1111/bjep.12275>
- Kemendikbud Ristek. (2020). Profil Pelajar Pancasila. *Kementerian Pendidikan Dan Kebudayaan*. <http://ditpsd.kemdikbud.go.id/hal/profil-pelajar-pancasila>
- Pendidikan, D., Dan, P., Guru, P., Tenaga, D. A. N., Jenderal, D., Dan, G., Kependidikan, T., Pendidikan, K., & Teknologi, D. A. N. (2021). *Panduan pelaksanaan pendampingan kepala sekolah penggerak*.
- Peters, M. A., Neilson, D., & Jackson, L. (2020). Post-marxism, humanism and (post)structuralism: Educational philosophy and theory. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2020.1824783>
- Perni, N. N. (2019). Penerapan Teori Belajar Humanistik Dalam Pembelajaran. *Adi Widya: Jurnal Pendidikan Dasar*, 3(2), 105. <https://doi.org/10.25078/aw.v3i2.889>

- programsekolahpenggerak* | *Program Sekolah Penggerak*. (n.d.).  
<https://sekolah.penggerak.kemdikbud.go.id/programsekolahpenggerak/>
- Sumantri, B. A., & Ahmad, N. (2019). Teori Belajar Humanistik dan Implikasinya terhadap Pembelajaran Pendidikan Agama Islam. *Fondatia*, 3(2), 1-18.  
<https://doi.org/10.36088/fondatia.v3i2.216>
- Topolovčan, T., Raji, V., & Matijevi, M. (2017). Konstruktivistička nastava: teorija i empirijska. kamu . Hrvatić, A. Klapan (ur.), *Pedagogija i kultura* (str. 291-299). Hrvatsko pedagoško društvo.
- Tsaoussi, A. I. (2020). Using soft skills courses to inspire law teachers: a new methodology for a more humanistic legal education. *Law Teacher*, 54(1), 1-30.  
<https://doi.org/10.1080/03069400.2018.1563396>