

LEARNING EVALUATION ACCORDING TO HUMANISTIC THEORY

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui konsep evaluasi pembelajaran menurut teori humanistik. Metode penelitian yang digunakan dalam penelitian adalah kajian pustaka, yang digunakan untuk mengkaji literatur yang bersumber dari buku dan artikel, yang berkaitan dengan topik penelitian. Hasil penelitian menunjukkan bahwa perhatian teori humanistik pada masalah evaluasi aspek pendidik dan setiap peserta didik juga diperhatikan. Terkadang muncul berbagai problema diantara mereka karena disebabkan pendidik kurang memahami strategi belajar, dan kurangnya kompetensi. Sedangkan dari peserta didik, yang mempunyai latar belakang kemampuan yang berbeda-beda sehingga mempengaruhi hasil belajar. Ada dua aspek evaluasi pembelajaran menurut teori humanistik, yaitu a) aspek pendidik, yaitu pendidik sebagai fasilitator yang memberikan kemudahan peserta didik dalam belajar; dan b) aspek peserta didik, yaitu guru perlu memperhatikan pengalaman dan karakteristik individu peserta didik.

Kata kunci: evaluasi, pembelajaran, teori humanistik

Abstract

This study aimed to determine the concept of learning evaluation according to humanistic theory. The research method used in this research is a literature review, which reviews literature sourced from books and articles related to the research topic. The study results show that the humanistic theory's attention to the problem of evaluating aspects of educators and each student is also considered. Sometimes various issues arise between them because educators need to understand learning strategies and lack competence. Meanwhile, students who have backgrounds of different abilities affect learning outcomes. There are two aspects of learning evaluation according to humanistic theory, namely a) the educational aspect, namely the educator as a facilitator who makes it easy for students to learn, and b) the aspects of students, namely teachers need to pay attention to the experiences and characteristics of individual students.

Keywords: evaluation, learning, humanistic theory

INTRODUCTION

Humanistic learning theory was first coined in the 1940s by social workers, counsellors, and clinical psychologists and was not the result of research in learning processes. Then, starting in the 1960-the 1970s, humanistic educational psychology emerged. The word humanistic comes from the word human, which means human, and

then it is absorbed into humanism, which means humanity. Adherents of humanism are often called humanistic. Humanism views humans as humans, meaning living creatures created by God with certain natural traits. As a living being, he must continue, maintain and develop his life with the potential he has.¹

The humanism theory focuses on the human condition's attitude, which includes the ability to be self-aware, choose to determine one's destiny, freedom and responsibility, and anxiety as an essential element of search. So the uniqueness in a meaningless world, alone and in a relationship with others, is finiteness, mortality, and self-actualizing tendencies. Personality development arises based on the identity of each individual. In therapy, this approach provides the conditions for maximizing self-awareness and development.²

They are removing barriers to the actualization of personal potential. Help students discover and use freedom of choice by expanding self-awareness and being responsible for the direction of their own lives. Educational psychologists believe that humanistic education is not just a learning strategy but a learning philosophy that pays close attention to the uniqueness of students and that each student has a way of constructing the knowledge they learn³. The purpose of the evaluation itself is to find out whether the learning process of students is by the implementation plan of learning that has been implemented, to check student learning outcomes, whether there are deficiencies or not in the learning process, to find solutions to shortages that students experience and to keep track of how well students are in learning applied competencies.⁴

Law Number 20 of 2003, article 39, paragraph 2 concerning the National Education System states that educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct guidance and training, and conduct research and community service, especially for educators in College.⁵ Thus, one of the competencies that an educator must possess is the ability to conduct evaluations in the

¹ Baharuddin and Moh. Makin, *Pendidikan Humanistik: Konsep, Teori Dan Aplikasi Praksis Dalam Dunia Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2007).p.2.

² Herpratiwi, *Teori Belajar Dan Pembelajaran* (Yogyakarta: Media Akademi, 2016).p.26.

³ Baharuddin and Makin, *Pendidikan Humanistik: Konsep, Teori Dan Aplikasi Praksis Dalam Dunia Pendidikan*.p.10.

⁴ Idrus, "Evaluasi Dalam Proses Pembelajaran," *Adaara: Jurnal Manajemen Pendidikan Islam* 9, no. 2 (2019): 920–35, <https://doi.org/10.35673/ajmpi.v9i2.427>.p.920.

⁵ Asrul, Rusydi Ananda, and Rosnita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2014).p.1.

learning process and in assessing learning outcomes. The ability to carry out learning evaluation is an essential ability that educators and prospective educators must master as one of their professional competencies. Evaluation of learning is a professional competence of an educator. This competency is in line with the teacher's ability assessment instrument, one of the indicators of which is conducting a learning evaluation. Educators must know the extent to which learning outcomes have been carried out. The learning process results can be in the form of sound, wrong, helpful, not valuable categories and others. This is important to know because learning outcomes are a measure of an educator's success or the extent to which the learning process he applies can develop students' potential. If the learning outcomes are good, the learning process can be successful and vice versa. One way to determine the learning outcomes achieved by educators in the learning process is to evaluate the learning process and outcomes. The ability to assess learning is an indicator that an educator must possess because the ability to determine to understand is an essential ability that every educator and prospective educator must have.⁶

RESEARCH METHODS

The research method used in this research is a literature review. The research method is a literature review or literature study, which contains theories that are relevant to research problems. This study's problem is finding out the concept of learning evaluation according to a humanistic approach. This section examines the concepts and theories used based on the available literature, especially from books and articles published in various scientific journals.⁷

Literature review serves to build concepts or theories that form the basis of studies in research. Literature review or literature study is an activity that is required in research, especially academic research whose main objective is to develop theoretical as well as practical aspects.⁸ So by using this research method, the writer can quickly solve the problem to be studied.

⁶ Arief Aulia Rahman and Cut Eva Nasryah, *Evaluasi Pembelajaran* (Jawa Timur: Uwais Inspirasi Indonesia, 2019).p.1.

⁷ V.Wiratna Sujarweni, *Metodeologi Penelitian* (Yogyakarta: Pustaka Baru Pers, 2014).p.57.

⁸ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi Dan Praktiknya* (Jakarta: Bumi Aksara, 2013).p.33.

RESULTS AND DISCUSSION

Learning Evaluation Concept

The term learning evaluation is often confused with exams. Even though they are related, they do not cover the whole meaning. Daily test tests conducted by teachers in class or even school final exams cannot describe the essence of learning evaluation, especially related to implementing the 2013 curriculum. This is because learning evaluation does assess not only learning outcomes but also the processes that educators go through and students in the whole learning process.⁹

The term evaluation has been interpreted by experts in different ways even though the meaning is relatively the same. Guba and Lincoln, for example, put forward the definition of evaluation as "a process for describing an evaluation and judging its merit and worth". Meanwhile, Gilbert Sax argues that "evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator."¹⁰ Based on the opinions of these experts, evaluation can be stated as a decision-making process using information obtained through measuring learning outcomes, both using test and non-test instruments.

The Role of Evaluation of learning is very important to do because we have to know whether or not a learning system that is applied by educators is effective. Because if an educator does not carry out an evaluation, it is the same as that the educator has no progress in designing a learning system. So that students may feel bored with the learning system that is continuously the same. Educators must create new innovations to update the system that will be applied in class, starting from materials, methods, learning activities, as well as learning media, and assessment systems.¹¹

Learning Evaluation According to Humanistic Theory

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⁹ Asrul, Ananda, and Rosnita, *Evaluasi Pembelajaran*.p.2.

¹⁰ Asrul, Ananda, and Rosnita.p.2.

¹¹ Wiji Suwarno, *Dasar-Dasar Ilmu Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2006).p.81.

class, starting from materials, methods, learning activities, as well as learning media, and assessment systems.¹²

The humanistic theory's attention to evaluating aspects of educators and each student is also considered. Sometimes various issues arise between them because educators do not understand learning strategies and lack competency skills, while students have different backgrounds and abilities that affect learning outcomes. As below are two aspects of learning evaluation according to humanistic theory:

a. Educator Aspect

Muhibbin Syah quotes Abraham Maslow in humanistic theory paying attention to the fact that educators/teachers are facilitators. Educators must strive to provide ease of learning. The following are some things that educators need to pay attention to:¹³

- 1) Create an initial atmosphere, group situation, or class experience.
- 2) Helps to obtain and clarify individual goals in class and group goals that are more general.
- 3) Believing in the desire of each student to carry out meaningful goals for himself is a driving force hidden in meaningful learning.
- 4) Organize and provide the most extensive and easy-to-use learning resources for students to help achieve their goals.
- 5) Placing itself as a flexible resource to be utilized by the group.
- 6) Respond to expressions in class groups and accept both textual content and attitudes and feelings and try to respond in ways that are appropriate, both for individuals and groups.
- 7) When the class situation is conditional, the Facilitator can play the role of a participating student/student, as a member of a group, and also express his views as an individual, like other students/students.
- 8) He takes the initiative to join the group. His feelings and thoughts do not demand nor impose, but as a personal contribution that students may use or reject.
- 9) In acting as a facilitator, educators must try to recognize and accept their

¹² Suprihatin Suprihatin, "Pendekatan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam," *POTENSIA: Jurnal Kependidikan Islam*, 2017, <https://doi.org/10.24014/potensia.v3i1.3477>.p.83.

¹³ Muhibbin Syah, *Psikologi Pendidikan, Dengan Pendekatan Baru* (Bandung: PT Remaja Rosdakarya, 2014).62.

limitations. According to Hamacheek, effective teachers are "humane" teachers. They have a sense of humour, are fair, attractive, and more democratic, and can relate easily with students, either individually or in groups. Classrooms seem like small companies because they are more open, spontaneous, and adaptable to change. In contrast, ineffective teachers lack a sense of humour, are easily angered or impatient, use hurtful comments, tend to act somewhat authoritarian, and are insensitive to the needs of their students.

According to Arthur Combs and friends, cited by Abu Ahmadi in the book *Learning Psychology*, the characteristics of a good educator/teacher are as follows:¹⁴

- 1) Educators who think that other people/students can solve their problems well.
- 2) Educators who see other people/students are friendly, friendly, and have the nature to develop.
- 3) Educators who see other people/students as people who should be respected.
- 4) Educators who think that other people/students are trusted and reliable in the sense that they will behave according to existing rules.
- 5) Educators see that other people/students can fulfil and improve themselves, not hinder or even threaten.

b. Aspects of students

The application of humanistic theory to learning can be made in planning a lesson, and a teacher needs to pay attention to individual experiences and characteristics because humanistic learning theory adheres to student-centred. Students will be able to learn if they have the freedom to develop their knowledge and make choices freely in which direction they will develop.¹⁵

Learners are everyone who receives influence from a person or group of people who carry out educational activities. Here students are the "key" that determines the occurrence of educative interaction. The humanistic flow helps students to develop themselves according to their potential. Learners are the main actors (subjects) in the process of teaching and learning activities. In the humanistic flow of students, Kolb has

¹⁴ Abu Ahmadi, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2004).p.235.

¹⁵ Paulo Friere, *Pendekatan Humanisme Dan Pendidikan Pembebasan Terjemahan Omi Intan Naomi* (Yogyakarta: Pustaka Belajar, 1998).p.74.

four learning cycles that educators need to know:¹⁶

- 1) Students are only able to participate in experiencing an event. They still need to gain awareness of the nature of the event, and they also need to understand how and why this event can occur.
- 2) These students can gradually make active observations of the incident and start trying to think about and understand it.
- 3) Students learn to make theories about something they have experienced. At this stage, students are expected to be able to make general rules from various examples of events that, although they look different, have the same rule base.

Students can apply a general rule to a new situation. This cycle occurs continuously and takes place outside the awareness of students. Even though, in theory, they can draw a clear line between one stage and another, the transition from one location to another often happens.

CONCLUSION

Evaluation can be expressed as a decision-making process using information obtained through measuring learning outcomes using test and non-test instruments. Teachers who implement humanistic theory into learning, especially in evaluating their knowledge, are advised to have a strategy, one of which is peer-tutoring (students teaching other students). The humanistic theory's attention to evaluating aspects of educators and each student is also considered. Sometimes various problems arise between them because educators do not understand learning strategies and lack competency skills, while students have different backgrounds and abilities that affect learning outcomes. There are two aspects of learning evaluation according to humanistic theory, namely a) the educational aspect, namely the educator as a facilitator who makes it easy for students to learn, and b) the aspects of students, namely teachers need to pay attention to the experiences and characteristics of individual students.

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¹⁶ Hamzah B. Uno, *Orientasi Baru Dalam Psikologi Pembelajaran* (Jakarta: Bumi Aksara, 2008).p.15.

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