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INTERNALIZATION OF HUMANISTIC VALUES IN THE LEARNING PROCESS FOR THE MILLENNIAL GENERATION

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ARTICLE INFO	ABSTRACT
	In today's globalized world, Science and Technology (S&T) have surged in importance, forging closer global connections and increasing transparency. However, this progress raises a profound question. While it has undeniably improved our lives, it also challenges our ethics, shifting us from a human-focused world to a tech-centric one. Millennials, born between the 1980s and 2000s, are deeply entwined with this technological surge, earning them the title "millennials." They haven't just witnessed technological evolution; they've actively shaped it. This generation is hailed as intellectual successors, boasting strengths like critical thinking, social media adeptness, creativity, and a dedication to fostering harmonious relationships. Yet, they also grapple with challenges like communication difficulties, self-esteem issues, a perceived sense of entitlement, self-destructive tendencies, and job security concerns. To mitigate these shortcomings, we can turn to the internalization of humanistic values, primarily through education in schools or classrooms. Humanistic education offers a holistic perspective, unlocking the full potential of individuals and instilling awareness of their role in contributing to family, society, nation, and religion. This article's main goal is to emphasize the importance of instilling humanistic values in millennials. This process aims to mold them into intelligent, creative individuals who prioritize human values in a tech-driven world.

Introduction

The humanistic concept teaches humanity to possess a deep sense of compassion, eliminating egocentric, authoritarian, or individualistic traits (Masruri, 2021). It is not arbitrary to force others to understand or participate in someone else's conversation. Humanistic education views humans as living beings created by God with specific qualities to be developed to their maximum and optimal potential (Nasith, 2022). In this case, humanistic concepts encourage individuals to eliminate egocentric and authoritarian traits. This means individuals learn to better appreciate the views, feelings, and perspectives of others, creating more balanced and empathetic relationships.

The concept of humanistic learning is closely related to the humanistic psychology philosophy. It is believed by some experts that humanistic psychology serves as the foundation or source for the emergence of humanistic education concepts (Putri, 2018). This approach constantly promotes self-improvement through the recognition of positive potentials within each individual. With the changing times and demands, the educational process evolves as well. The humanistic approach to education emphasizes cognitive,

affective, and psychomotor aspects in students (Susilawati, 2021). Throughout this process, students are given learning experiences that acknowledge, accept, and humanize them, ultimately fostering optimism for their success (Kurdi, 2018).

The hedonistic tendencies among the younger generation, especially in urban areas, have become common knowledge. They have their own ways of expressing themselves, and their lives are closely intertwined with entertainment and technology, particularly the Internet (Marija, Kawangung, & Kause, 2019). By comprehensively understanding the portrait of the millennial generation in Indonesia, we gain insights into their perspectives, aspirations, and viewpoints regarding various aspects of their lives. This understanding enables us to better target the development of Indonesian individuals, as the fate and future of the nation are ultimately determined by this millennial generation (Hasan et al., 2018).

The millennial generation comprises young professionals with their unique characteristics, causing waves of change worldwide. However, these changes are not always positive (Ali & Purwandi, 2017). A significant challenge on the path to Indonesia's demographic bonus lies in preparing and educating those currently in the children and young adult age group the millennial generation. The potential to educate and shape their character is still immense due to their age being below the threshold of maturity (Rohman & Mukhibat, 2017). Hence, the necessity of internalizing humanistic values to achieve the desired goal: education centered around humans yet with a positive potential for technological advancement and development.

Literature review as explained by Cooper in Creswell (Febriyanti & Rezania, 2021) has several objectives, namely informing readers of the results of other research that is closely related to the research conducted at that time, linking research with existing literature, and filling gaps in previous studies, literature review contains reviews, summaries, and thoughts of authors about several library sources (articles, books, slides, information from the internet, image and graphic data, etc.) on the topic covered.

Research Methods

The method used is a literature review. This study will examine data sources that are relevant to the research topic, namely humanistic and educational values in the learning process. The analysis of research data used is descriptive analysis, where the existing data will be explained thoroughly and in-depth. In collecting data, the author collects data and information through supporting data sourced from research journals both nationally and internationally, supporting books, newspapers, and magazines.

Results and Discussion

1. Understanding Humanistic Values Humanistic

Psychology is one of the branches of psychology that emerged in the 1950s, with its philosophical roots tracing back to the optimistic existentialism that developed during the Middle Ages (Ulfiah, 2020). Humanism evolved as a "third force" or "third power" in response to the two preceding psychological schools–behaviorism and psychoanalysis.

Behaviorism, pioneered by Ivan Pavlov, focused on studying the observable behavior of individuals to predict and control their behavior. It viewed humans as mechanistic beings controlled by external forces.

The humanistic approach emerged as a form of dissent from the two preceding perspectives, namely psychoanalytic and behavioristic views in explaining human behavior. This movement explicitly focuses on the human dimension within psychology and the human context in the development of psychological theories. The humanistic approach views learning not only as the development of cognitive qualities but also as a process occurring within the individual, involving all existing domains. These domains encompass cognitive, affective, and psychomotor domains. In other words, humanism in education emphasizes the importance of emotions or feelings, open communication, and the values held by each individual/student. Therefore, the goal of the learning process extends beyond the cognitive domain alone. It also aims to shape students into responsible individuals who are attentive to their environment and possess spiritual maturity, to develop these values through teaching methods that refine these humane values. Broadly speaking, this humanistic theory is a learning theory that prioritizes the learning process rather than the learning outcomes. This theory develops concepts to humanize individuals so that learners can understand and recognize themselves and their environment (Arifin, Sari, & Tama, 2017).

According to C. Asri Budiningsih, the learning process should be initiated and demonstrated for the sake of the individual. Therefore, this theory is more abstract and leans closer to the realms of philosophy, personality theory, and psychotherapy than the field of learning psychology (Sudiyatno, Gufron, Budiningsih, & Ismaniati, 2015). This learning theory aims to understand the learning process from the learner's perspective, not the observer. The primary goal of educators is to assist learners in self-development, helping each individual to know themselves as unique human beings and aiding in the realization of their inherent potential. The humanistic teaching approach is based on the assumption that learners need to become self-actualized adults, a term coined by Maslow.

The humanistic theory originated in psychology and bears a strong resemblance to personality theories. Consequently, with the advancement of knowledge and technology, this theory has been applied in the field of education, particularly in formal and non-formal learning approaches, aiming to address challenges in education. This theory sheds light on the educational realm, emphasizing that every form of education should have a humanistic paradigm; an educational practice that views humans as integral and unified entities, which must be established (Wahyuni & Ariyani, 2020). It is hoped that this fundamental perspective will permeate all systematic components of education, regardless of their location or type.

In popular scientific dictionaries, the term "humanistic" signifies matters related to humanity, human ways, humans, and humanity. Humaniora encompasses knowledge involving philosophy, studies, morality, art, history, and language. "Humanization" refers to making things human, applying a sense of humanity. "Humanistic" is associated with humanity, and connected to humaneness (Warohmah, 2023). Terminologically,

humanism signifies the dignity, and value of each individual, and all efforts to fully enhance their natural abilities (physical, non-physical). According to Carl R. Rogers, he advocated for an approach that strives to make learning and teaching more humane. Rogers' theories were obtained clinically, based on what patients say during therapy. He believed that humans have a fundamental motive, which is the tendency to self-actualize. This tendency is the desire to fulfill their inherent potential. Just as a flower grows to its full potential if conditions are right, yet still influenced by the environment, humans will also grow and reach their potential if their environment is conducive. However, unlike a flower, the potential an individual possesses is unique.

2. Humanistic Curriculum

The humanistic curriculum encompasses several characteristics related to its objectives, methods, organization, and evaluation. These components can be outlined as follows:

a. Objectives Humanistic experts believe that the curriculum's function is to provide experiences that intrinsically achieve personal development and independence. For them, education's goal is seen as a dynamic personal process connected to the integration and ideal personal autonomy

b. Methods The humanistic curriculum demands an emotional connection between teachers and students through an enjoyable learning atmosphere. Teachers encourage students to trust each other in the teaching and learning process, enabling them to pursue activities they want to engage in.

c. Organization of Content/Material The organization of the humanistic curriculum lies in integration. It aims to overcome traditional curricula that are content-oriented and fail to connect with a child's psychology. Therefore, the humanistic curriculum does not always emphasize sequential aspects in its material organization.

d. Evaluation The humanistic curriculum places more emphasis on the process rather than the outcome. It considers whether the learning activities help students become more open, independent, and transformed individuals. In evaluation, the humanistic curriculum differs from others. Effective learning activities are those that provide experiences that help students broaden their self-awareness with others and allow them to develop their potential.

A) Millennial Generation and Social Media

Millennials are a cohort term in demographics, a noun that refers to followers or a group. Currently, there are four major cohorts in demographics: Baby Boomers (born between 1946 and 1964), Gen-X (born between 1965 and 1980), Millennials (born between 1981 and 2000), and Gen-Z (born from 2001 to the present). In other literature, according to Absher and Amidjaya, the millennial generation is considered to be born between 1982 and 2002, with a relatively insignificant difference.

The millennial generation currently captures the attention of all segments of society. Millennials are often discussed in various aspects, including education, norms, social awareness, mental conditions, and their dependence on technology. This is due to their strikingly different lifestyle compared to previous generations. This dominant change has

led to the emergence of attitudes, ideologies, and beliefs that are markedly distinct from those of earlier generations. The millennial generation is often perceived as carrying negative values due to the influences they consume from external sources. They are highly open to technology.

If utilized wisely, social media can offer numerous benefits to its users. Through the applications it offers, humans are facilitated in the process of communication. Communication no longer depends on distance and time, and it is more cost-effective. Social media can also serve as a learning tool, for instance, by utilizing videos related to open-source technology that can be accessed through available applications. Various tutorials on education, skill development, and other areas are also accessible through these applications.

However, the nearly 24/7 enjoyment of social media is not only about accurate information. There are also various modes of crime and scams carried out by irresponsible individuals. The spread of false information (hoaxes), inappropriate videos, and the dissemination of unsettling ideologies become social problems that are challenging to address. Moreover, the boundaries of user access to these applications are not entirely controlled, leading underage children to witness content they should not be exposed to. This condition has nearly encompassed every activity that takes place in the virtual world. Consequently, human mentalities are gradually changing, both rapidly and gradually.

The once highly-praised social values seem to have vanished into thin air. Traditional customs that served as social controls appear to have been abandoned by the younger generation. They prioritize rationalism and egoism in their approach to things. When their beliefs are not met, emotions surface. Anger, profanity, insults, and brutal actions have become commonplace spectacles today. The situation worsens when Islamic values, which were once a source of pride for the Muslim community, are slowly poisoned by misleading thoughts. Modern concepts are used as excuses, while religion is viewed as outdated. Modernity is acknowledged when people can live like Westerners in all aspects of life. It is acknowledged if one behaves like the majority, no longer based on religious or cultural values.

Despite the perceived negative influences that are believed to dominate the millennial generation, there is another side that contradicts this condition. Behind the negative labels attached to the millennial generation, they feel that there is no issue with the current circumstances. The millennial generation views ongoing progress as something that should be optimally utilized. The advancements in information media, transportation, and technology cater to the needs of contemporary society. It would be a loss not to be a part of this progress. Human tasks are facilitated through a single button available on computer screens, smartphones, and other electronic media. Jobs that used to take hours, days, or even weeks can now be accomplished within a matter of minutes by pressing a single button. Such advancements serve as a source of pride for the millennial generation, who greatly enjoy the conveniences available today. The learning process, which used to be confined to school and specific hours, has evolved. Nowadays, students can access learning materials through various media at any time and without

temporal or spatial limitations. Books are no longer limited to paper form; e-books are now readily available. Similarly, the size of objects, whether big or small, can now be innovated with a wide array of features.

B) Internalizing Humanistic Values in the Millennial Generation

The positive and negative impacts of today's world progress have become an active double-edged sword in various aspects of life, often considered the guiding light for the millennial generation. The compass of freedom, the compass of truth, and the compass of modernity are regarded similarly to what the majority follows. However, not everything followed by the majority is always right. There are times when the truth becomes foreign because only a few understand and practice it.

The millennial generation, centered around technological advancement (techno-centric), needs to be balanced with humanistic values. This needs to be promptly internalized within every individual/student or millennial, so that the utilization of technology can enhance human life while maintaining good social relationships, thus creating a human-centric rather than techno-centric approach.

Humanistic values provide the solution to the lack of understanding within the millennial generation. Therefore, to address the negative impacts on the millennial generation, it is essential to instill humanistic values in them. Humanism aims to humanize individuals, and the humanistic theory guides learners/individuals toward human values. This aligns with the goal of Islamic education, which is to humanize individuals by their true human nature.

Conclusion

Education is not a form of oppression. Education always aims to nurture human personality. A conducive environment is needed to support this, where educators and learners work together globally. Therefore, the humanistic education paradigm views humans as "humans," creatures created by God with inherent qualities or potential. As living beings, humans must sustain, preserve, and develop life. Internalizing humanistic educational values in the millennial generation can balance out the negative impacts caused by the advancement of technology today.

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