

## Study of Humanistic Learning with The Among Approach to Improve Teacher Performance at The Lumajang Regency Education and Culture Office

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### ABSTRACT

<b>Keywords:</b> Humanistic Learning; The Among Approach; Teacher Performance; Education and Culture Office; Lumajang Regency	This research aims to explore the effectiveness of the humanistic learning approach with the Among method in improving teacher performance in the Lumajang Regency Education and Culture Office. The humanistic approach, which puts students at the center of the learning process, is expected to increase teacher involvement, motivation, and competence in managing the classroom and developing student potential. The research method used is a qualitative case study, with data collected through in-depth interviews, participatory observations, and document analysis. The results showed that the Among approach significantly improved teachers' performance in terms of creativity, emotional engagement, and managerial ability. The study also identified some limitations and provided recommendations for further research. In conclusion, the application of humanistic learning with the Among method can be an effective model for improving teacher performance and education quality in Lumajang Regency.
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### Introduction

Education has an important role in the development of quality human resources, which in turn contributes to the economic and social progress of a region. As expressed by Paulo Freire (2019), education is a tool to liberate human beings and enable them to reach their full potential. In Lumajang Regency, the quality of education is highly dependent on the performance of teachers. A qualified teacher not only plays the role of a teacher but also a guide and inspiration for his students (Dewey, 1986). However, various challenges often hinder the learning process and teacher performance. Some of the main challenges faced by teachers in Lumajang Regency include lack of motivation, limited pedagogical skills, and low emotional involvement in the learning process.

Teachers' motivation is often influenced by various factors, including work environment, recognition, and opportunities for professional development (Herzberg, 1965). When motivation is low, the impact can be seen in the quality of teaching and interaction with students. In addition, limited pedagogical skills hinder teachers' ability

to implement effective and engaging learning methods (Bruner, 2009). Many teachers still use traditional teaching methods that do not involve students actively, thus reducing the effectiveness of learning.

Emotional involvement is also an important aspect of education. Teachers who are able to build good emotional relationships with students tend to be more successful in creating a positive and supportive learning environment (Rogers, 1995). However, many teachers have difficulty building these relationships, either due to the high workload or lack of training in the emotional and psychological aspects of teaching.

To overcome these problems, a humanistic learning approach with the Among method was introduced as a potential solution. The humanistic approach places students at the center of the learning process and emphasizes the importance of meeting their emotional and psychological needs (Maslow, 1970). The Among method, which originated from Ki Hadjar Dewantara's (1967) educational philosophy, teaches learning principles that respect the freedom and uniqueness of each individual. Through this method, teachers are expected to create a more inclusive, interactive, and supportive learning environment that supports the holistic development of students.

This study aims to explore the effectiveness of the humanistic learning approach with the Among method in improving teacher performance in the Lumajang Regency Education and Culture Office. The main focus of this study is to understand how the Among method can improve teachers' motivation, pedagogical skills, and emotional involvement in the learning process. Thus, the results of this research are expected to make a positive contribution to the development of more effective and humanistic learning strategies, as well as improve the quality of education in Lumajang Regency.

Through this study, it is hoped that the findings obtained can provide new insights into the importance of a humanistic approach in education and how the Among method can be implemented effectively to overcome various challenges faced by teachers. Thus, this research is not only beneficial for improving teacher performance but also contributes to improving the overall quality of education in Lumajang Regency.

## **Method**

This study uses a qualitative approach with a case study design to gain a deep understanding of the effectiveness of the humanistic learning approach with the Among method in improving teacher performance at the Lumajang Regency Education and Culture Office. The qualitative approach was chosen because it allows for a comprehensive exploration of complex and dynamic phenomena through the perspective of participants (Creswell, 2019).

### **Research Subject**

The study's subjects were teachers who worked under the auspices of the Lumajang Regency Education and Culture Office. Subject selection was carried out by purposive sampling to ensure the representation of teachers from various backgrounds and experiences relevant to the implementation of the Among method. In addition to teachers,

this study also involves school principals and education supervisors to gain a broader perspective on teacher performance and the effectiveness of the Among approach.

### **Data Collection**

Data is collected through several methods to ensure data triangulation, which includes:

1. **In-Depth Interviews:** Interviews are conducted with teachers, principals, and education supervisors to explore information about their experiences, perceptions, and views related to applying the humanistic learning approach with the Among method. These interviews are semi-structured to allow for further exploration of the issues that arise during the discussion (Kvale, 2007).
2. **Participatory Observation:** Observation is carried out in the classroom to see firsthand how the Among method is applied in the learning process. These observations help researchers understand the dynamics of interaction between teachers and students and how the Among method affects teacher performance and engagement (Spradley, 1980).
3. **Document Analysis:** The documents analyzed include educational policies, teacher performance reports, and learning materials used. The analysis of the documents helped to supplement the data from interviews and observations and provide additional context regarding the implementation of the Among method in schools (Bowen, 2009).

### **Data Analysis**

The data collected were analyzed using thematic analysis techniques (Braun & Clarke, 2006). The analysis steps include:

1. **Initial Coding:** Marking and categorizing raw data to identify early themes that emerge from the data.
2. **Theme Review:** Review the identified themes to ensure their relevance to the data and research objectives.
3. **Theme Naming:** Provides a representative name for each theme that reflects the main meaning of the data.
4. **Theme Preparation:** Organizing themes into a coherent and in-depth narrative about the effectiveness of the Among method in improving teacher performance.

### **Data Validity**

To ensure the validity of the data, this study applies the triangulation technique of data sources and data collection methods. In addition, member-checking is carried out by asking participants to review the results of interviews and research findings to ensure accuracy and proper representation (Lincoln, 1985).

With this comprehensive research method, it is hoped that the research can provide in-depth insights into the effectiveness of the humanistic learning approach with the

Among method in improving teacher performance and its implications for the development of education in Lumajang Regency.

## **Results and Discussion**

### **Result**

1. **Creativity in Learning:** Teachers who apply the Among approach show a significant improvement in creativity when designing and implementing learning. They use a variety of innovative strategies and methods to make learning materials more engaging and relevant for students. This finding is in line with the view of Csikszentmihalyi (1997) regarding the importance of creativity in education to increase student engagement and motivation to learn. Teachers are able to integrate digital technology, multimedia materials, and local learning resources so that they can create a more dynamic and interactive learning experience. Collaborative projects, simulations, and educational games are part of learning activities designed to stimulate students' interest and active participation.
2. **Emotional Engagement:** The application of the Among method also has a positive impact on emotional engagement between teachers and students. Teachers are better able to build better relationships with students, creating a supportive and empathetic learning environment. This supports Rogers' (1961) view that a good interpersonal relationship between teachers and students is an important factor in creating a learning environment that supports the holistic development of students. The results of interviews and observations showed that students felt more valued and emotionally supported, which contributed to increased learning motivation, self-confidence, and active involvement in the learning process.
3. **Managerial Ability:** The application of the Among method has a positive impact on teachers' managerial ability. They are more skilled in managing classes, including planning, implementing, and evaluating learning activities. Teachers also showed improvements in collaboration with colleagues and other stakeholders, such as parents and the school community. The ability to organize time, resources, and classroom dynamics has improved significantly. Teachers are able to maintain classroom discipline, manage conflicts more effectively, and create a learning environment that is conducive to the holistic development of students. These results are consistent with previous research that shows that good managerial skills are essential for creating organized classes and supporting effective learning (Marzano & Marzano, 2003).

### **Discussion**

The results show that the Among approach is effective in improving teacher performance in various aspects, including creativity, emotional engagement, and managerial ability. This is in line with the literature that states that the humanistic learning approach can improve the quality of interaction between teachers and students and

encourage a more inclusive and supportive learning environment (Dewey, 1986; Maslow, 1970).

The Among approach, rooted in Ki Hadjar Dewantara's educational philosophy, emphasizes the importance of freedom and the uniqueness of each individual in the learning process. Applying this method not only improves teachers' pedagogical skills but also changes the traditional teaching paradigm to be more student-centered. This allows students to be more actively involved in the learning process, develop their full potential, and build positive relationships with teachers.

**Creativity in Learning:** These findings reinforce the argument that creativity is an important component of education. By using the Among approach, teachers can design learning that is not only engaging but also relevant to students' daily lives. The use of technology and varied learning methods helps in creating a fun learning atmosphere and motivates students to learn harder.

**Emotional Engagement:** Strong emotional engagement between teachers and students is key to creating a healthy and productive learning environment. The Among approach allows teachers to understand students' emotional needs better, provide necessary support, and build relationships based on mutual trust and empathy. This is important to build students' intrinsic motivation and create a harmonious classroom atmosphere.

**Managerial Skills:** Good managerial skills are essential for successful classroom management and the achievement of learning goals. The Among approach assists teachers in developing better managerial skills, allowing them to plan, execute, and evaluate learning more effectively. Collaboration with peers, parents, and the school community is also increasing, which in turn strengthens support for the learning process.

Overall, the results of this study provide strong evidence that the humanistic learning approach with the Among method can be an effective strategy to improve teacher performance and education quality. The practical implications of these findings are the need for wider adoption of the Among method in various educational contexts and the provision of ongoing training and mentoring for teachers. Thus, this approach can contribute to improving the quality of education in Lumajang Regency and other areas, as well as creating a generation of students who are more creative, emotionally engaged, and ready to face future challenges.

## Conclusion

This study concludes that the humanistic learning approach with the Among method has high effectiveness in improving teacher performance at the Lumajang Regency Education and Culture Office. The Among method increases teachers' creativity in designing and implementing lessons, strengthens emotional involvement between teachers and students, and improves teachers' managerial skills. The increase in creativity can be seen in the ability of teachers to use various innovative strategies and methods that make learning more interesting and relevant for students. Better emotional engagement creates a supportive and empathetic learning environment, which supports the holistic

development of students. Better managerial skills allow teachers to manage classes more effectively and collaborate with various stakeholders.

Thus, the application of the Among method can be an effective model for improving the quality of education in Lumajang Regency. These findings support the importance of adopting humanistic learning approaches in various educational contexts and demonstrate the great potential of the Among method in creating a more inclusive, creative, and supportive learning environment that supports students' overall development.

Based on the findings of this study, some practical implications that can be taken are as follows: The Lumajang District Education and Culture Office should prioritize teacher training and professional development to enhance their understanding and application of the Among method. Schools must be equipped with adequate resources, such as learning materials, technology, and facilities, along with strong support from school leaders and education supervisors. Building collaboration with parents and the community is essential to foster an inclusive learning environment and holistic student development. Additionally, a robust evaluation and monitoring system should be established to ensure the effective implementation of the Among method. By implementing these practical implications, it is hoped that the quality of education in Lumajang Regency will continue to improve and that teacher performance will be more optimal in creating meaningful learning experiences for students.

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