RESEARCH ARTICLE   **WWW.PEGEGOG.NET**

Humanistic Education Management Based on the Principle of "*Kesangtimuran*": Strategies in Character Education Strengthening in Catholic Elementary School in Indonesia

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Abstract

The purpose of this study is to determine the values and approach of humanistic education management implementation at an elementary school in order to character education strengthening (CES). The research conducted at the Sang Timur Catholic Elementary School, Batu City, that implemented value of "Kesangtimuran" as based on humanistic education management. This study uses a qualitative approach with phenomenological techniques. The research data was collected by means of in-depth interviews, focus group discussions, and narrative photos. Checking the validity of the data with triangulation method. The results of the study show that a humanistic education management approach based on "*Kesangtimuran*" value, by management step and carrying out innovative activities for: teachers, students, and parents, makes school members experience character enhancement, which has an impact on strengthening students' character.

Keywords: humanistic management, humanistic education, character education strengthening (CES), *Kesangtimuran*

Introduction

The success of an education, both character and academic in a school, depends on many things, one of which is the management in it (Benoliel, 2018). Because with good management there will be improvements: the quality of students (Arar and Nasra, 2018), graduates and teachers (Runhaar, 2016). Unfortunately, the education management implemented has turned out to be overriding morality and ethics, assuming humans are the same as other natural resources (Bottery, 1988). Education management is carried out like company management. That students are considered a product that should only generate profits. This is exacerbated by a decline in ethics and bureaucracy which adds to the deterioration of education management (Ghanem, 2018).

So the result in Indonesia education is a character crisis. This is shown by students at various levels of education, who are intolerant, bullying, fighting between students, drug use, promiscuity, cheating, stealing, unethical clothing, undisciplined, disrespectful, unethical in speaking, and losing the meaning of local values of cultural wisdom (Effendi *et al.*, 2020; Fatoni, 2017). Not only has an impact on bad character, management that is only profit-oriented, also causes damage to the economy. For example, events at the world level are the bankruptcy of large companies such as Enron, and the financial crisis in 2008, as well as natural damage that was previously unimaginable, also the impact of purely profit-oriented management (Mele in Giudici *et al.*(2020)).

Facing these conditions, a humane management is needed, a management that is democratic and open to criticism (Bottery, 1988). This is in line with the shift in education management, which was initially oriented towards administration (in the

1960s – 1970s), to leadership for learning (Hallinger, 2019). This means that the education management carried out must be human or student oriented, so that they become learners, not merely technical and administrative matters. Such management is also known as humanistic education management. The result of management that prioritizes ethics and morality or humanistic education management, is an increase in the quality of students. As evidenced by Yan (2019), that morality-based management on campus is able to improve the quality of students.

As important as the position of humanistic education management is, unfortunately there are still many schools that have not implemented it (PourAli, 2017). Because of that, research on humanistic education management implementation in school is important to be conducted, as an example to other school. Related to that, there is one elementary school in Batu City, namely Sang Timur Catholic

Elementary School, which has implemented it. This school bases the implementation of education, including education management, on the principle of *"Kesangtimuran"* value. Therefore, there is mutual support between the principal, the teacher council, students, and parents. Even the community also shows their support, with evidence that this school is one of the oldest schools in Batu City East Java Indonesia, and still exists today. Academic achievement and student character are also recognized as quite well.

Based on these conditions and background, researchers are interested in further research regarding the application of humanistic education management at Sang Timur Catholic Elementary School, Batu City, in relation to strengthening character education (CES). Through this research, we aim to identify the values and approach to humanistic education management carried out by schools, within the CES framework. The hope is that it can be an inspiration for other schools, in the efforts of CES.

Literature Review

Humanistic Management Education

Educational management is a management process carried out to ensure the teaching and learning process is in accordance with the goals set (Ibrahim *et al.*, 2017; Lynch *et al.*, 2020). Then education management functions is to ensure that the function of educational institutions is appropriate, with the participation of other parties (Connolly, 2017). As an educational process, educational management is ethical because it relates to humans, so ethics is its main property and its foundation is morality (Lio and Xiao, 2015). In the implementation of education management, it must continue to adapt to culture, socio-economic conditions and other supporting aspects (Lynch *et al.*, 2020).

While humanistic management is human-oriented management that seeks profit with the ultimate goal of being human (Mele, 2016). Therefore, this management emphasizes the importance of human needs and motivation (Maslow, McGregor, Herzberg, Lickert, Bennis, Others, in Mele (2016)). Adaui and Usaich (2015), mention that humanistic management focuses on community pressure to realize one's values. Humanistic management models are needed in responding to such a rapidly changing world (Eizaguirre *et al.*, 2020). So that humanistic education management, is a management process in education with a focus on humans consisting of: principals, teacher councils, students, employees, parents of students, and the community. Hitt (1979) calls it a rational and humane approach to education management.

Kesangtimuran

Kesangtimuran is a congregation founded in Germany by Blessed Clara Fey, a sister who comes from a wealthy noble family. He is a person who cares for the poor. Until then founded the congregation Pauperis Infantis Jesus (Poor Child Jesus) or more often abbreviated PIJ. This congregation then spread throughout the world, including Indonesia. In Indonesia this congregation is known as the Yayasan Karya Sang Timur (YKST) Foundation.

In the field of *Kesangtimuran* education, it is one of the compulsory subjects, for every school under the auspices of YKST. It teaches many things, especially those related to character and religious values. These values are applied and underlie all aspects of the school, which consist of: love, brotherhood, simplicity and joy (Sang Timur Catholic Elementary School Curriculum, 2019). So in terms of character education management, these values are also the main basis. The existence of the main character values of CES set by the Ministry of Education and Culture, strengthens the value of the stimulus that has been implemented earlier.

Character Education Strenghtening (CES)

Education is a conscious effort to increase knowledge, abilities, attitudes and values, so that a person is able to contribute to himself and his environment (Law No. 20 of 2003 on National Education System; Ramana, 2012; OECD, 2018). Culture is a system of thinking, beliefs, procedures, attitudes, and humans that are mutually understood and carried out by certain groups, through interactions between humans and the natural environment (Gill, 2013; Lebrón, 2013, Bennett, 2015).

Character is a characteristic of a person's behavior that distinguishes him from others, which is obtained from the habituation of the values and culture, he receives (Bohlin, Farmer, & Ryan, 2001; Philips, 2008; Pradhan, 2009; Hasan, Wahab and Mulyana, 2010). Then Lickona (2016), insists the character is to keep doing good things, despite external pressure not to do them. So that character education is an effort to form and develop a moral vision in one individual, by harmonizing all the potential within the individual, to form a good personality, so that future generations are well-cultured (Dickinson, 2009; Christopher *et al.*, 2014; Lickona, 2016; Budhiman, 2009). 2017). So Budhiman (2017), defines CES as an educational movement in schools to strengthen the character of students through the harmonization of the heart (ethics), taste (aesthetics), thought (literacy), and sports (kinesthetic) with the support of public involvement and cooperation. Between school, family and community.

Research Methodology

Research Design

The design of this research is qualitative, using a phenomenological approach, because it seeks to obtain information in the form of experiences of teachers in CES management with natural backgrounds. The qualitative

approach has advantages, one of which is being able to form a better and a detailed understanding of a study (Cresswell, 2013). While the phenomenological approach is used, because this study seeks to see the individual experiences of students directly (Neubauer *et al.*, 2019). The phenomenological study in this study will enable researchers to understand the meaning and essence of the experiences gained by respondents (Cresswell, 2013).

Participant

The research was conducted at the Sang Timur Catholic Elementary School, for 9 months (late 2018 to August 2019). The participants in this study were 15 teachers, with an age range of 30 to 50 years, consisting of new teachers to seniors in school. The selection of respondents has taken into account the maximum variation factor, which will provide results from various angles of experience (angle), and help researchers to obtain the main themes or patterns of respondents (Gall *et al.*, 2007).

Data Collecting

Data collection in this study was carried out by: in-depth interviews, focus group discussions, and narrative photos. In-depth interviews were conducted to explore in detail the experiences felt by respondents (Moustakas, 1994), and this method is the most commonly used in phenomenological studies (Cresswell, 2013). Focus group discussions, conducted by the teacher, then the students, separately. This method gives respondents the opportunity to share their experiences and witness the experiences of other respondents (McHugh *et al.*, 2013). Narrative photos are used, because pictures or photos are able to describe a life experience with a deeper and richer meaning (Taylor, 2002).

Data Analysis

Data analysis was carried out by following a transcendental phenomenological study approach (Moustakas, 1994). The first step is epic, then phenomenological reduction and imaginative variation. The epoch is signaling a unique phenomenon. Then for the reduction of phenomenology, it is done by bracketing out personal experience, horizontalization, turning it into a theme, then writing a description of the respondent's experience including text, structure and composite descriptions. For imaginative variation seeks to understand the structural essence of the respondent's experience (Cresswell, 2013; Moustakas, 1994).

Data Validity

For validity and reliability of this research is conduct with triangulation model were employed, which is said by Miles *et al.*, (2014), is a process of testing data using a variety of different sizes, which allows for repeated tests. This technique is useful for clarifying the meaning of a particular phenomenon, with a variety of different points of a view (Manen, 2007). To carry out the triangulation procedure, this study was carried out by: (1) comparing the results of interviews with direct observation of management activities; (2) comparing the results of interviews with direct observation of innovative activities; (3) comparing the result of interviews with headmaster and teacher related with implementation of management activities based on "*Kesangtimuran*" principle; and (3) comparing the result of interviews with document of management and innovative activities that related with "*Kesangtimuran*" one of them is curriculum document.

Result

CES Based On *Kesangtimuran* Principle

CES based on Sangtimuran is character education based on the noble principles or values taught by Blessed Clara Fey, the founder of the Congregation "*Kesangtimuran*". There are principles that apply to all school institutions, namely: brotherhood, simplicity and joy. There are also principles that specifically apply to teachers.

The first three main principles, which apply to all school institutions, underlie and guide all activities related to CES. Implemented not only for students, but also applies to all components of the school. So that in every document on the implementation of the CES, these three principles becomes the main basis. Then for students, the character is internalized, through habituation in the school culture.

The next principle that applies specifically to teachers is the principle of "Make the interests of students as self-interest". This principle is also taken from the life of the Blessed Clara Fey, who devoted herself to the education of poor children who were later called the children of Jesus. The meaning is that every teacher must put the interests of his students first, not put his own interests first. Therefore, students become the focus on the teaching and learning process at school. Teachers are always striving to realize the importance of putting the interests of students first.

These two principles become the main basis in the implementation of CES based on the "*Kesangtimuran*" principle. It is the main principle in every document preparation regarding CES, and the preparation of every policy, including the management of CES.

CES Management In Catholic Elementary School Sang Timur

CES management at SDK Sang Timur begins with determining the values of the main characters, which are taken from the *Kesangtimuran* principles, namely: brotherhood, simplicity and joy. Then there is the principle that must be held by

the teacher, namely "Make the interests of children become self-interest". With these principles, the implementation environment is: class, school culture and society. In each of these environments, management activities are carried out consisting of planning, implementation and control. The description for each CES management is as follows.

First is the basis of the curriculum or class, which of course management is carried out in the classroom or teaching and learning process. Planning is done by integrating curriculum, preparing curriculum documents to lesson plans, and socializing. Implementation is carried out through activities: intracurricular, cocurricular, and extracurricular. Control is carried out by: providing values (attitudes, knowledge, and skills), books, making works and direct reports to parents.

Second is the basis of school culture, which means that management is carried out in a wider environment, namely the school. Planning consists of three steps, namely: determining the main value of CES, preparing a daily/weekly schedule with full day school for all classes, and designing the KTSP (*Kurikulum Tingkat Satuan Pendidikan*/ education unit level curriculum). The implementation consists of the following activities: 5S (*Senyum, Salam, Sapa, Sopan, Semangat*/Smile, Greet, Greeting, Courtesy, and Spirit), Morning Prayer Before Study, Morning Ceremony, Morning Exercise, Ant Operation/ Clean Friday, Line Before come to the class, Prayer short time (when they want to take a break, after a break, they want to go home to their respective classes), the prayer of the angel of God, led by the school radio every 12.00 (noon), Children commemorate the big day/anniversary day and put it on paper then posted on the Mading (Wall Magazine), *Kesangtimuran*, Celebrations of religious holidays (Christmas, Easter, School Anniversary), and Literacy. Control is by books and institutional assessment.

Third is community-based, meaning that management is carried out in a scope that involves the community. Planning consists of steps: determining the main value of CES, making agreement documents, and socializing with parents at the beginning of the school year. The implementation consists of collaboration with parents/families and the community. Control is carried out by connecting books and direct parental reports.

Innovation in the Implementation of Humanistic Education Management Approach in Sang Timur Catholic Elementary School

From the education management process carried out for CES that has been delivered, Sang Timur Catholic Elementary School makes innovations in its implementation. This innovation is closely related to the principle of *Kesangtimuran* and the humanistic education management approach. Its application for teachers, students and parents.

Teachers are the key to education at the Sang Timur Catholic Elementary School. The principal of teaching, is on the students. In order to support that, Sang Timur Catholic Elementary School holds a special activity for teachers, in the form of a recollection activity once a year. In these activities, motivation is given which can be delivered, directly or shown a movie. The point is to raise self-awareness as an educator from within the teacher himself (Table 1).

Students are the focus in education. In doing so, one character is determined to be implemented in one period, usually one semester. Then one character is presented at the briefing every morning, before entering class and also delivered in learning. So that students remember and implement it. Furthermore, the teacher provides direct assistance to each student (Table 2).

Parents are the main supporters in education, so their role is very important. In establishing relationships with parents, Sang Timur Catholic Elementary School plays an active role, namely by taking a direct approach. Teachers or school principals are used to directly greeting parents while waiting for their children at school or when they pick up/drop them off to school. Then at the meeting parents and students are invited and sit in the same place. This innovation has increased the attendance rate of parents in meetings.

Table 1: Implementation of the Humane Education Management Approach to Teachers

Innovation	Purpose	Result
Recollection	Generating teacher motivation	Teachers understand the purpose of educating, and are eager to educate again

Table 2: Implementation of the Humane Education Management Approach to Students

Innovation	Purpose	Result
Compaction of one character for one semester	Easy to memorize, understand and implement.	Students understand the character that must be implemented.
Briefing	Raising awareness about the value of the main character of the school	Students remember and carry out the characters that must be implemented.
Accompaniment	Directing and reminding directly per student, about the character that must be implemented.	Students carry out the characters that have been determined. The specified character has increased.

Table 3: Implementation of a Humanistic Education Management Approach to Parents

Innovation	Purpose	Result
Direct approach.	Establish a good relationship directly.	Gained input from the school, and increased parental participation.
Parents and students meeting.	The presence of parents in the meeting.	Increased attendance of parents at meetings.

DISCUSSION

Humanistic Management Education

The application of humanistic management education in Sang Timur Elementary School, is supported by research that conducted by Gary and Peter (2009) with result student-centered learning is part of humanistic education. For implementing it, Sang Timur Catholic Elementary School, first determines the main values that come from *Kesangtimuran*. These values consist of: love, brotherhood, simplicity and joy. The determination of these values, in order to determine the ultimate goal of implementing CES management, namely students who are intelligent in character. The determination of these values, because schools must be based on ethics and have a goal to instill values (Vogel, 2012). With the determination of values, it can be formulated the ethical goals of an education, in accordance with the obligations of education management (Hakan, 2007). It is also in line with humanistic management, which sets human-oriented goals, especially with regard to their motivations and needs (Mele, 2016).

The process of implementing CES management at the Sang Timur Catholic Elementary School is carried out through three stages, namely: planning, implementation and control. The implementation is in accordance with Mulyasa's (2016) explanation, that character education management is carried out in three main activities, namely: planning, implementation and control. Then Panoyo *et al.*, (2019), also explained that management consists of: Planning, Organizing, Implementing, Monitoring, Evaluating. Planning and organizing are included in planning, implementing is implementation, and monitoring and evaluating are controlling. In every step of CES management, there is the involvement of human factors (teachers, students, parents, and the community), this is as explained by Hitt (1979), that in humanistic education management there is full involvement of human factors.

The CES management implementation environment at the Sang Timur Catholic Elementary School consists of: class/curriculum, school culture, and community. The division of the implementation environment is in accordance with the CES implemented in Indonesia, which is based on the curriculum/classes, school culture, and society (Budhiman, 2017). The curriculum or classroom environment, the management carried out is closely related to the teaching and learning process. For the school's cultural environment, it is closely related to habituation. Meanwhile, the community is the CES environment that collaborates with the community (MOEC, 2017).

The division of the environment for CES is also in accordance with Brofenbenner's ecological theory which divides the individual psychological growth environment into: microsystems, mesosystems, ecosystems, and macrosystems (Brofenbenner, 1979). The microsystem is an environment consisting of family, peers, religion and school. At CES this environment is the curriculum/classes and school culture. Next is the mesosystem, which is the environment between the microsystem and the ecosystem. While the ecosystem is an environment consisting of neighbors, political influence, industry and other things that tend to the community. At the outermost circle of Brofenbenner's ecological theory is the cultural environment consisting of ideologies and attitudes. At CES, the three layers are included in the basis of community roles.

CES management, both based on Ministry of Education and Culture (MOEC) regulations (2017), as well as Brofenbenner's ecological theory, focuses on individual or human aspects. So that it is in line with humanistic education management.

Humanistic Education Management Approach and Its Impact on CES

Humanistic education management, is human-oriented education management. Then set the values first. Sang Timur Catholic Elementary School determines the character values taken from the "*Kesangtimuran*", then for the teacher there is a principle that is "Make the interests of children become self-interest". This principle means that students are the center of education. This is in line with the student centered learning method initiated by John Dewey (Williams, 2017). In the student-centered learning method, the needs of each student are the main concern (Gelisli, 2009; Gary & Peter, 2009; Wright, 2011).

In order to support the realization of these principles, schools innovate in management by carrying out activities for: teachers, students, and parents of students. The innovate activities is in line with research that conduct by Teehankee (2012) about action research that supported humanistic management education, and Suransky (2017) about the summer school activity that followed by various nations in the world. The importance of these three elements, due to the development of moral and character education, can occur due to interactions (Horn *et al.*, 2008). While children, most often interact with teachers, fellow students, and their parents.

For the first innovation activity, it is for the teacher because the teacher is the main role model for students (San-

Martín, 2021) and the need of humanistic teacher in education as explained by Sara *et al*.,(2012). The activity carried out is recollection to increase teaching motivation. This activity is an effort to increase intrinsic motivation for teachers. Tao (2016) mentions that there are two kinds of motivation that encourage a teacher to teach, namely external and internal motivation. External motivation comes from outside the individual teacher, such as the work environment, incentives and the role of the principal. While internal motivation comes from within, such as a passion or understanding that comes from within. For internal motivation, it can be stimulated, as carried out in the recollection activity at the Sang Timur Catholic Elementary School, Batu City. A motivated teacher will have the effect of increasing student motivation (Csizér, 2021). The model of the approach taken by the Sang Timur Catholic Elementary School, is also in accordance with the statement by Adaui and Usaich (2015), that humanistic management is an effort to pressure the community to realize value in individuals.

The second innovation is for students, compacting character values, directing and mentoring. This model by Lickona (1991), is called personal assistance which will have a positive impact on the character. Direct guidance and mentoring carried out by teachers is a very important form of communication in the teaching and learning process. Good communication between students and teachers will increase students' learning motivation, including in terms of character (Croucher *et al*., 2021). It is also an effort to build interpersonal relationships between teachers and students, which is very much needed in influencing the emotional and character development of students (Hagenauer, G. *et al*., 2015). In addition, mentoring that takes place in a democratic atmosphere will also assist with classroom management, realizing classes that are in accordance with the wishes of teachers and students, especially those with character (Watson, 2014).

The third is the innovation of activities for parents, in the form of direct assistance and mandatory attendance at meetings with students. This third innovation was carried out, because parents are the main partners in character education (Lickona, 1991). Just like with students, a personal approach to parents will also facilitate the CES process.

Conclusion

From all the descriptions, management based on *"Kesangtimuran"* is part of humanistic education management. To apply this, the school must be doing the steps of management, from planning, implementation, to control, prioritizing the human element, namely students. To support CES, it's recommended that the school has innovative activities that are part of CES management, which are carried out for teachers, students and parents, all carried out with a humanistic approach. Of these, two approaches, both CES

management and innovation activities, students experienced improvements in character.

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