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Making Moral Education Work: Tradition and Innovation in the Asia-Pacific

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SCHEDULE OF PARALLEL SESSIONS

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Saturday 25/10 08.30-10.00 Parallel 1 [90 minutes]	Room 5 <u>PENG Wei-Feng and</u> <u>CHEN Yen-Hsin</u> A Comparative Study of Moral Teaching in Elementary Schools in Japan and Taiwan <u>Hecher CHEN Haiqing</u> The “Cultivation” of Virtue and Character Education <u>Darmiyati ZUCHDI and</u> <u>Anik GHUFRON</u> The Implementation of Character Education in Yogyakarta, Indonesia <i>Chair: Mayumi NISHINO</i>	Room 6 <u>SONG Qiang</u> The Evolution of the Ideology of World Citizenship Education <u>YANG Shaogang</u> Does Democracy in the Family and School Promote Adolescents’ Psychological Well- being?: Findings from Urban and Rural China <u>CHIA Hwee Chin and</u> <u>Norly ABDULLAH</u> Educators and Families as Partners in Character and Citizenship Education (CCE) in the 21st Century <i>Chair: Derek PATTON</i>	Room 7 <u>Dorrie HANCOCK</u> An Articulation of Mongol Nomadic Conceptions of Morality [45 minutes] <u>Derek SANKEY</u> Why Should Human Brains Care for Others? [45 minutes] <i>Chair: Minkang KIM</i>
Saturday 25/10 10.30-12.00 Parallel 2 [90 minutes]	Room 5 <u>Xiao-lei WANG.</u> <u>Minkang KIM and others</u> People without Borders: Becoming Members of Global Communities [Symposium – 90 minutes]	Room 6 <u>Dwi HASTUTI and</u> <u>Sarwititi</u> <u>SARWOPRASODJO</u> The Influence of Permissive Parenting and the School Environment on Character Strengths of Adolescents in Selected Vocational Schools in Bogor, Indonesia <u>PANG Yonghong</u> On University Students’ Consumption Ethics Education in Contemporary China	Room 7 <u>Kashfi BUTT</u> Impact of Gullen Movement on Pakistani Students’ Behaviour: a Case Study on Changing Values in Pakistani- Turkish Schools <u>FU Wei-Hsin</u> Moral Education via Viewing Hayao Miyazaki’s Animations: A Semiotic Approach <u>Siti Irene Astuti</u> <u>DWININGRUM</u>

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~~His~~/her topic of the presentation is Dehumanisation in Education: The Challenges for Professional Teachers
Wishing to Provide Humanistic Education in School

Christopher Drake

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**DEHUMANIZATION IN EDUCATION:
The Challenges for Professional Teacher with Character for Creating Humanistic
Learning in Schools**

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Abstract

Dehumanization in education is an example of social phenomenon existing in the process of character education in schools. Violation done by the teacher to the students, sexual abuse, bullying among students, students' riot, social media misuse, abortion cases, are examples of worrying phenomena related to dehumanization in education. The educational system tends to force the students to maximize the cognitive potentials by neglecting the importance of moral and character education of the students. The system are not, merely, helping the students to optimize their potentials which may be described as whole-person learning, having the sense of belonging. This profound research aims at giving solutions dealing with two main issues:

This research takes place in three Junior High Schools in the Regency of Sleman, namely 5 State Junior High School Pakem (SMP N 5 Kotagede, Yogyakarta, DIY Indonesia). The study applies qualitative approach which employs descriptive qualitative analysis. The data are obtained through in-depth interview, active participation, documentation, and FGD. The data are analyzed descriptively-qualitatively in narrative form. They are processed through reduction and classification to build theoretical abstraction.

The result of research showed that the schools should have been built by considering the values of humanity. Humanistic learning can be realized by the teachers having credentials to apply the values of humanity in the classroom. The professional accountability is also required to create teacher who is capable to show their professional competence and integrity. A school, in fact, should be managed based humanistic education along with humanistic educational principles. A humanistic learning process will result to creating students who are internalized by three essential values in the learning process: power to, power with, and power within. The three strengths are the first, individuals who need to develop the power to the creative force that makes a person able and willing to do something. Second, power with, build solidarity on the basis of commitment to the same goal to solve the problems faced and create prosperity together. Third, Power with-in the spiritual force that exists in students in order to make people become more humanistic. Successfulness in humanistic education is, in fact, determined by the ability of the humanistic schools eachers to maintain and sustain a humanistic learning process to develop a community with high moral standard. .

Keywords : dehumanization, humanistic, learning

I. INTRODUCTION

Educational dehumanization phenomena are widely happening in Indonesia. The national educational system is considered not able to provide students with optimum time to show the students' potentials. Violation, abortion, pornography, riots, ethic and norms breaking happening among the students show that educational dehumanization has already affected all educational levels. Those social phenomena, further, show that there is an alteration in the orientation of education which tends to commodity power and interest of the capitalist education stakeholders.

Dehumanization is a fundamental problem in our national education system. Within this context, education does not respect human dignity and rights. The education process tends to not able to blow the humanity values of the students up, since the process has been affected by the system that is by focusing only on cognitive development rather than students' developmental stages, such as affection. Moreover, the lack of internalizing humanity values is also another reason of the dehumanization. For instance, to prepare for the national examination, the students need to keep practicing doing test items in order to get the required standards. This, unfortunately, makes the students deny other subjects. Consequently, there is a burden in students', teachers and parents' minds due to the target. On the other hand, the educational system tends to marginalize learners whose capabilities are lower than other students' academic ability. The polemic in the management of national examination needs to be solved wisely in order to maintain the quality of education as the basis of national education development without sacrificing the opportunities of the learners to show their potentials up. Therefore, students will grow up as independent persons to minimize the anarchy actions among them.

Violation in education especially at schools tend to increase day by day. The increasing of violation among students is triggered by the development of information and communication technology that show numerous destructive programs. The destructive role of mass media in students' habits also becomes stronger. On the other hand, mass media have, in any form, become the source of information and problems as well. TV programs are mostly far from being educative. They, even, trigger the changes of culture and other humanity values, such as

“replacing” parents’ roles as the “friends” whose affection is undeniable. As the result, the children will build resistance by being ignorant toward their parents’ advice. The intimate relationship that is supposed to be the most essential part in a family seems to be trivial due to pragmatic reasons. Finally, emotional ties among parents and their children weakens.

Those educational dehumanization indicators must be, in fact, be solved comprehensively. In an attempt to develop humanist education, there needs to be real action leading to the development of education as the scaffolding of the educational progress in Indonesia. In this case, schools are the educational stakeholders whose responsibility is essential in establishing humanist education in Indonesia. This is never an easy thing to manage, as well as to create teachers that is capable of creating humanist society at schools.

Problem Formulation

1. How is the implementation of principles in humanistic education in classroom teaching.
2. How is the role of teacher to create of humanistic learning in schools?

Objectives of the Research

1. Describing the implementation of principles in humanistic education in classroom teaching.
2. Describing the role of teacher to create of humanistic learning in schools

Significances of the Research

- a. Practicality. It can be utilized by the society to strengthen the existence of the role of teacher to create of humanistic learning in schools in the process of character education
- b. Theoretic. The reference in the study of education of humanistic schools

II. LITERATURE REVIEW

Dehumanization in Education and National Character Crisis

Dehumanization in education as the result of national character crisis has been affected education. Consequently, there is a tendency that education is now encountering challenges in internalizing character values within the students. Meanwhile, for the educators, the national

character crisis is a problem to encounter to create a learning process which is leading to honesty, since the fact shows that learning the values and morality is limited to text and books. There is no real action to train students to be able to overcome social problems they may encounter when they become members of society. Education has been focusing on developing cognitive aspect too much, without any consideration toward soft skills aspects as the main factors taking place in the learning process. It is shown by the National Examination which forces the schools to develop students' cognitive ability as well as possible. This, therefore, may make them ignore the value of character education (Raka, 2006:2-3).

Dehumanization in education is being worse by the tendency of government organization which is affected by materialism. On the other hand, governmental culture is, indeed, considered as spiritualistic qualitative. Governmental culture is expected to help creating the culture of honesty, confidence, consideration, determination, moderate, affection, obedient, fairness, peace and trustworthiness (Darmiyati, 2010: 35). The role of schools has been sided due to private importance,

Dehumanization in education becomes more complicated since the phenomena in society shows numerous acts that, unfortunately, lead to the act of self-destruction. While government of other countries are working hard to maximize the potentials of their society, Indonesian society, ironically, use the energy to destruct themselves by doing bad things that may be harmful. For instance, riots may come among society members due to defending their arguments. Some sensitive yet non-arguable issues, such as race and religion often triggers social chaos once they are argued. It happened because the disappearing of humanity values, such as determination and voluntary to live and grow together in peaceful ways without seeing diversity issues as problems (Raka, 2007:2). Finally, it is much more difficult to create a nation's power from high-quality education and humanist society.

Unfairness in the process of education is a "symptom" of structural dehumanization of education. The existing gap of quality and opportunities for the society to grasp education in the same way remains a problem in Indonesia. The policies carried out to eradicate unfairness in the process of educational development are still complicated. Opportunities to select the most appropriate learning process are carried out through on-line system, such as students' intake

program, which is seen as a humanistic process. On-line system may provide the same opportunities for all children / learners to compete one another as well as to be independent in choosing the most appropriate schools for them. Therefore, the students need to be aware by reconsidering issues that may arise when they choose schools. Without awareness such educational system will be a process of marginalization that is carried out by stakeholders whose power is dominating.

Dehumanization in education becomes stronger and stronger due to arrogance among education stakeholders. Such a behavior may prevent the development of students' creativity and freedom to express their feelings and ideas. On the other hand, since politics are engaged in the education it has sided the real social function of education to be politically functioned as well as pragmatically. Consequently, schools are now facing political matters which affect the management of the schools, such as policies in education are created after considering political advantages of some stakeholders. In another example, there are numerous private educational service center whose main goal is gaining profit rather than social and culture. This phenomena finally leads to educational discrimination.

Dehumanization in education as the result of national character crisis should be overcome structurally by the government. The process of character education should be carried out by following holistic and contextual approaches in order to establish thought which is dialogic-critic in developing people with character in any social elements, such as family, school environment and the society itself (Dwiningrum, 2012). Education that can help developing self-perspective through individual's character are implemented through the following values (Widoyoko, 2009:1-2, in Dwiningrum 2010): a) Trusting self-competence/ability, without hope of being complemented, admitted and honoured by others; b) Being not determined to show conformist attitude in order to be accepted in a certain social group; c) Courage to accept others' denials, simply, being who we are; d) Possesing profound self-control; e) Possessing internal locus of control (ways to accept success as well as failure, being courage to face reality, and preventing ourselves from being reliant to others' help; f) Seeing ourselves positively, others and the surrounding situation; g) Having realistic hopes which come from the deepest consideration in order that if the hopes are not reached, we can see it as a positive thing.

Humanistic Education as the Basis of Character Education

There have been several experts who discussed and formulated the concept of education. There are a broad view of the definition regarding what and how education must be carried out to establish high-quality education in Indonesia. There is a strong tendency that education cannot be seen partially, yet it should be seen comprehensively. As stated by John Dewey that education is a process of reconstructing and reorganizing experiences to grow and find the way to get another experience. By learning from experiences, someone will learn values as well as experience new thing. John Dewey, further underlines that experience is the basic concept of education. Therefore, the key to understand who we are and our surrounding is becoming our own experience. In this context, life experience becomes the most important aspect that is carried out by educational service centers (1963). Dewey's thought becomes the underlying concept of educational service centers that can optimally develop any subject / knowledge so that the learners will learn much as they are studying there.

The concept of humanistic education have been positively responded by educators, since it may return the real social functions of education itself who has been instrumentally reduced. Humanistic education is education that humanizes human. In this perspective, the roles of education are to admit as well as to place or to treat learners as learning subjects. The form of admitting is implemented thorough learning process that provide sufficient opportunities to the students to develop their best potentials. The learners needs to be treated as learning subjects, meaning that, they should be independent who is able to manage what they want to do. They are not seen as an object, whose activities are highly controlled by the adults/educators (Shodiq A. Kuntoro, 2008:6). Others say that humanistic is seen as perfection of someone's habit to create a culture. There are two phases of human self-development. The first phase is hominization, a process of growing physically and mentally. The second phase is humanization. In this phase, education is seen as determining activities whose process is fundamental. Humanization means developing to be better, higher than minimum levels. What is meant by minimum levels is the hominization, while the higher level is defined as humanization (Driyarkara in Hibana, 2013).

The goals of humanist education is to develop three powers of an individual; First, the power to be creative which encourages someone to do something positively. The second power

is *power with*, a power that is aimed at building solidarity based on commitment to solve the same problems as well as to develop wealthy among others. The last power is defined as *Power within*, in which spiritual power of the learners is the most essential aspect to be humanist (Sastrapratejo in Hibana, 2013).

Therefore, to develop inner powers of individuals there should be humanist educators as well. In this context, education is seen as a social process which is meaningful and honorable. Failure in the process of educating learners may weaken and destruct the power and potentials possessed by individuals as well as courage to learn. To solve that, the process of learning should be seen as a way to develop essential powers in order to survive and maintain self-development as an individual who is free to express his feelings and ideas, to maintain his existence among others and to adapt himself in a certain situation.

The process of learning needs powers to carry out. It will not be easily managed if there is no sufficient power coming out from the individuals/learners. Moreover, education is also seen as the most basic needs of everyone that is carried out endlessly. Therefore, the concept of humanistic education has arisen the awareness that learners are the subject of learning whose existence must be optimized. Learning to be passionate individuals who are eager to learn everything is the main objective of humanist education.

Obstacles in the learning process may be the result of the weakening power of the learners. In this case, the teachers have the most essential roles to redevelop students' motivation and determination. There are several ways that can be implemented by teachers to develop students' motivation and determination. Those are; a) rising the awareness of the students that individuals have their own thinking ability to be creative and imaginative in order to become productive individuals; b) equipping the students to be individuals who can work together in a team as well as to be responsible with their duties as the result of being committed one another; c) preparing learners to be spiritually humanist. Therefore, learning obstacle can be well-managed by professional teachers in order to encourage the learners to be humanist. As the result, teachers will find it optimal to develop the basis of humanistic education, if the schools implement the essential principles to establish humanist education process.

III. RESEARCH METHODS

The research is carried out in one State Junior High Schools in the regency of DIY Indonesia, namely SMP N 5 Kotragede Yogyakarta, DIY Indonesia. The choice is based on the uniqueness and the specifications owned as School of Model. The approach used in this study is qualitative research combined with grounded research using case study on those three schools. The methodology of this research varies from in-depth interview, observation, FDG, participation, questionnaire, and documentation. The key people involved are teachers, headmasters, students, parents, and school committee. The analysis is carried out using some activities such as data reduction, data display, and conclusion/verification.

IV. RESULT AND DISCUSSION

The implementation of principles in humanistic education in classroom teaching.

Schools have an important and strategic role in the learning process. Because schools have various social functions intended to help individuals to develop their potential to the optimum itself. Success in maintaining a humanist education is determined by applying the principles of humanist education in maintaining their education. Humanist education would be difficult to be implemented, if the school cannot afford to set the school culture that supports the principles of humanist education. Therefore, it can be applied optimally.

Humanist learning is determined by the ability of teachers to implement principles in humanistic education in classroom teaching. As for some of the basic principles of humane education, among others: a) The principle of learner-centered education. Teachers are not authoritarian, yet pay attention to the involvement and activities of students. Education should be carried out in a cooperative and democratic way; b) The student is an active man, not passive. Students will learn to be active when understanding their needs, and according to their talents, interests and abilities; c) The role of the teacher as mentor, motivator, advisor, not the ruler. The task of the teacher helps the students to learn as well as to have independence in learning; d) where the school is a miniature of life in the community. Because education would be meaningful when it proves useful in people's lives; e) Learning activities focus on solving problems, not just memorize and master the subject matter; f) Climate learn to be democratic

and cooperative, as each individual will definitely live with one another, then everyone should be able to work together with others (Shodiq A Kuntoro, 2008:6-7). The principle of humanist education will work effectively if teachers as educators already reflect humanist behavior since the behavior of the humanist educators formed by the humanist school culture. SMAN 5 Kotagede Yogyakarta, DIY Indonesia has been developing special programs which applying humanism education, such as:

Aspect	School program description
The principle of learner-centered education.	The school's learning process is applying democracy value at class in which giving chances to student to develop self potential optimally from various extracurricular programme. For example: the programme would be developed from discussion result of school-teacher-student
The student is an active man, not passive.	The school will build greeting culture that starts from entering the school and during learning process in class. For example: culture of critical communicative dialogue in class
The role of the teacher as mentor, motivator, advisor, not the ruler.	The school will motivate all teacher to have multi roles, not only teaching in class but also being the student best friend. For example: teacher-student visit, best friend care programme
The school is a miniature of life in the community	The school builds enjoyable learning environment for student, so that the student would be glad and comfortable being in school. For example: cultural art programme
Learning activities focus on solving problems,	School made special programs that giving chances to the student to cope with life problems. For example: social care, 'kota geser'
Climate learn to be democratic and cooperative,	School have special programme to build the student democratic self. For example: greeting culture, doing religious activity together for all religion

Sumber: data primer, 2014

The role of teacher to create of humanistic learning in schools

Humanist learning will form the characteristic behavior in the classroom. Characteristic behavior is determined by the ability of the teacher in creating a moral community in the classroom. Teachers have an important role to develop classroom environment that values students' existence. A moral community which is reflected by the students get to know each other; students respect each other, strengthen, and care of each other; students feel a part of and be responsible for their group (Thomas Lickona, 2012:139). The result of research showed that the schools should have been built by considering the values of humanity, more specifically, how to create an ethical community in the classroom by doing various activities as follows:

Objectives	Activities
Helping students to be helpful to others;	Students work in pairs; Classroom direction, Treasure bag, pen friends among students, seating selection, good-bad feeling, hand cover.
Ask the students to respect, strengthen and care one another	Build empathy students by providing information about other friends; Stop the delinquency of a child and another child on the 'different'; Provide activities such as "time award", "kindness make a tree". "The power of positive words" and "cuddle for health".
Help students develop a sense of belonging to the group responsible.	Developing unity and identity through traditions and symbols; help each student develop his feelings in order to become a member of the class community which is unique and valuable; help learners who are shunned by his friends to be accepted by them; creating accountability for regulatory groups and developing an ethic of interdependence among members of the class community.

Building communities that are ethical in class is not easy, because many aspects there are several aspects that must be prepared by the teacher. In addition, teachers must have high creativity to be able to choose and practice some of the activities in the classroom with flexible time management. Teachers are not difficult to form a community of professional ethics in the

classroom. Teachers are not proactive will quickly give up in the face of a variety of problems in school.

A variety of students' activities in a class will help to build a humanistic environment at school. Students tend to be more active and valued presence in the classroom. In addition, students will experience personal dynamics, because the activities designed by the teacher gives his experience. Students will feel the dynamics in developing the moral dimension of knowing, moral feeling and moral action. This is in accordance with the opinion of Carl Rogers who describes the management of humanistic education that one can learn substantially if what is learned impact on self-development. Thus, knowledge has to be in accordance with the interests and needs of the students. Similarly, the learning process should be able to eliminate situations that contain coercion and pressure, and establish two-way communication, so that the individual can make an open structure, and can receive information more optimally. Therefore, humanistic education will be able to give birth to the empowerment of learners so that they can explore the potential and talent and being independent without being guided by educators too much

By having the power of the three educational goals can be achieved with optimal humanist. The goal is to build a three humanist education within the individual strengths synergistically to create a humanist school. The three strengths are the first, individuals who need to develop the power to the creative force that makes a person able and willing to do something. Second, power with, build solidarity on the basis of commitment to the same goal to solve the problems faced and create prosperity together. Third, Power with-in the spiritual force that exists in students in order to make people become more humanistic.

The result of research showed that the schools should have been built by considering the values of humanity, more specifically, the role of teachers to implement principles in humanistic education in classroom teaching in SMAN 5 Kotagede Yogyakarta such as:

Aspek of strenght	Description	The role of teacher at School
Power to	Individuals who need to develop the power to the creative force that makes a person	The teacher motivate the student to choose extracurricullar activities

	able and willing to do something.	that suit their potential
Power with	To build solidarity on the basis of commitment to the same goal to solve the problems faced and create prosperity together	The teacher motivate the student to have commitment self that could cope with various problem and care with environment with 'kotak geser' activity twice a week
Power with-in	Power with-in the spiritual force that exists in students in order to make people become more humanistic	Teacher socialize spiritual and humanism value to all student with religious activity every morning.

V. CONCLUSION

Dehumanization of education is a fundamental problem in the development of national education. National education system is not providing the opportunity for learners to develop their own potentials optimally; less cultivate human values; and the weakening of ethical and aesthetic values planting learners. Moreover, destructive behavior by learners in all levels of education is also increasing. Symptoms of dehumanization of education must be solved comprehensively by building a humanist education as the foundation of education in Indonesia.

Schools must be built in accordance with the humanist educational foundation principles of humanistic education. Lessons will be able to set up humanist learners who have three synergistic strength required in learning; the power to, power with and power with-in. Humanist educational success is determined by the ability of teachers to implement humane learning to build a moral community in the classroom.

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