Role of the Principal to Manage school Activities and Learning Environment, in Relation to Humanistic And Nonhumanistic Infrastructure

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Abstract -   Education's purpose is to provide an environment conducive to learning, with predictable results. The main aim of the study is Role of principal to manage school activities and learning environment, in relation to humanistic and non-humanistic infrastructure. The analytic descriptive technique was used to conduct this study's investigation. Through this method, a concrete image of the principal's motivations for and implementation of the humanistic approach may be viewed and assessed. Finding an acceptable approach model, such as the humanistic approach, is vital for principals in order to overcome the inadequacies of their leadership position in the execution of character education building programs.

Keywords - Education, Learning, Humanistic, Motivation, Leadership

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INTRODUCTION

Education's purpose is to provide an environment conducive to learning, with predictable results. Therefore, it is reasonable to anticipate that the student will be able to accomplish the degree of kecapakanya appropriate to his or her maturation and development. The globalization of education is having an effect, or at least a considerable influence on education in Indonesia, which is undergoing a shift as the times change. One of the actual effects is a change in people's character ideals and ethics, as seen by the decline in empathetic behaviour and social graces. Because of the important role that schools play in Indonesian society, a new and genuine breakthrough is needed in primary school education if the country is to produce a generation with the same high levels of intelligence and moral virtue that have historically defined previous generations. An effective school principal understands the importance of his or her role in ensuring that the educational unit under his or her leadership provides students with a high-quality education and works hard to improve the teaching staff's subject-matter expertise. Educators and instructors who modelled admirable character and humane behaviour, so serving as role models for their pupils, should be considered especially valuable.

Humanistic Approaches in Learning Processes

The introduction of equality education package Cat Setia Mandiri PKBM institutions is expected to result in a positive shift since it takes a humanistic approach to learning about equality and strives to humanize people. Both academic and non-academic outcomes from the learning that has taken place fall short of expectations. Evidence from the classroom suggests that the tutor's role is confined to information transmission rather than true education, which in turn leads to lower-quality, character-free outcomes from the equity education system. When inhabitants are instructed to study, are inspired, and visited at their houses, the vast majority of them will learn to study and attend school. They believe that they can meet their financial and other basic demands without attending school. Therefore, deviating from one of these lines of thinking, it is important to strike a balance between the PKBM institution's many educated people and their pursuit of educational excellence and individual fulfilment. So that it may in time generate citizens who are well-educated, empathetic, morally upright, well-mannered, spiritual, technologically savvy, and otherwise equipped to serve God, country, and community. In light of these justifications, it is believed necessary to recruit citizens to learn and that a humanistic learning approach is more appropriate to use during the activities of the learning process. This will allow citizens who are enjoying their learning at the institution to learn freely under the guidance and direction of the tutors, without the pressure, and coercion, and will allow them to better understand themselves and their full potential. To better satisfy his requirements, the educator acts not as a dictatorial instructor but as a facilitator and discussion partner in the classroom. Learning communities may use this to generate interest in taking private classes, so fostering independent study that is yet seen as a daily need. Therefore, it is our responsibility as educational observers to

determine what kind of instruction should be provided. In order to accomplish humanistic learning, the current curriculum must be modified to the circumstances of the world in which we live, and it is essential to constantly manage, monitor, and even know the personality, character, attributes, and attitudes of each citizen learner.

LITERATURE REVIEW

Mu'is, Abdul & Baharun, Hasan & Suwandi, Suwandi (2022) The purpose of this research is to examine the humanistic approach to teaching and administration at Madrasah Ibtidaiyah Nurus Salam. The methodology of this study is qualitative. The researchers observed classes, conducted interviews, and collected documents to compile a comprehensive picture of the inclusive education policy's humanistic foundation. The data analysis process is carried out in a continuous cycle, beginning with data collection and ending with the presentation of findings. The findings demonstrated first that in Madrasah Ibtidaiyah Nurus Salam, children with special needs are provided for via the implementation of inclusive education policies through the application of humanistic-based teaching strategies. Analysis of learning, inclusive curriculum development, administration, and assessment of outcomes were all used in the two talks. This research highlights the need for humanistic-based inclusive education to ensure that children with special needs have a safe space to learn and grow within the context of current school regulations.

Purnomo, Halim & Chaer, Moh & Mansir, Firman (2021) The purpose of this article is to describe how public service organizations manage public services with a humanistic perspective in order to achieve good governance. The Gamping Yogyakarta District Government is the subject of this research. In this research, a humanistic approach to public service delivery is defined as one that places a premium on humanist and humanitarian principles. Through in-depth interviews, written records, and participant observation, this research employs a qualitative methodology to collect comprehensive data on public services provided by public service actors in Gamping District, Yogyakarta. Using a descriptive approach, this literature review discusses several research and public service initiatives. The findings highlight the importance of public service process service users receiving character education and the application of humanistic ideals from service providers (government/political elites, bureaucratic apparatus).

Ya, Min & Aung, Ya Min (2020) Theorists in the field of education assume that all of it makes sense. While most would agree that children's schooling should help them become productive adults, there is room for debate on what exactly that means. It's important to separate a religious reading from a purely secular one.When seen through the lens of humanistic philosophy, education's ultimate goal is to help each individual blossom into their fullest potential. Knowledge of facts, knowledge of how to do things, and information gained via familiarity with works of art and other items all contribute to a man's ability to be considered educated. Knowledge may be used for good or evil, thus some say that teaching children is as much about building character as it is about affecting knowledge. As people go through life, they pick up a wealth of information. Humanism and learning were the subjects of this research.The goals and curriculums of humanist approaches to education are the focus of this study, along with the investigation of personal inheritance, religious education, faith-based schools, and parental rights. This study employs a literature review approach. The study uncovered extensive connections between humanism, history, education, well-being, and many philosophical schools and pedagogies. This means that there are people out there who will benefit from reading the study report.

Kedian, Jeremy & West-Burnham, John (2019) There is a growing tendency, seen in a number of different nations, of schools shifting away from the conventional, factory-style organization of schools and toward what are now called modern or innovative learning environments (MLEs or ILEs). This has been a source of stress for school administrators who have struggled to adapt to the shift. This article discusses the need of acquiring a proper and thorough conceptual knowledge of the ILEs prior to implementing a new learning model and setting. Architectures are used as a metaphor for the "building" of the idea in this approach. They suggest building infrastructures that facilitate learning, social interaction, strategic planning, and visioning for the future. The paper is theoretical, yet it makes sense. It recognizes that the concept of ILEs is novel and will need development and integration into established educational institutions.

Sabharwal, Arjun (2017) The digital humanities and other areas of humanities study have been greatly influenced by new technology. There is a developing ecosystem of tools that facilitate the production and curation of humanities information, and framework technologies have matured to provide a foundation for education in the discipline. Humanities researchers and students may use standalone apps to annotate, encode, analyze, and display data from a variety of sources, while social networks provide as a platform for social curation activities. Integrating new media and digital storytelling strategies into humanities curriculum may have a significant impact on student learning.

METHODOLOGY

The analytic descriptive technique was used to conduct this study's investigation. Through this method, a concrete image of the principal's motivations for and implementation of the humanistic approach may be viewed and assessed. Differentiating features of this study include its reliance on human investigators and the natural world for primary data collection. Recruiting advocates for humanistic teaching practices among

the faculty, administration, student body, school board, parents, and students, the researcher works as a major tool in gathering data. Chimney sampling, a kind of purposive sampling. Initial data collection focuses on the big picture of the principal's humanistic approach, then it's narrowed down to the motivations for using it and the specific actions taken by the principal to optimize character education strengthening programs and the results they've had on student character development.

Data and Sources of the Data

Data was collected in two ways: first, via interviews with important informants (primary data) and second, through documents (secondary data) that supplemented the main data. Multiple methods were employed to pick the informants: first, purposive sampling, which included choosing informants who are experts in the field and hence could be trusted as a credible data source. One principal (2), five teachers (10), three employees (6), six students (6), two sets of parents (4), two sets of alumni (4), two sets of school committee members (4), one set of school supervisors (2), and one set of lecturers as consultants provided information for the study. Second, snowball sampling, which consists of incessantly seeking information from one source to another such that the data collected grows in quantity, completeness, and depth, and ends when the data obtained is deemed saturated. At school, we saw things first hand.

RESULTS

The results of the humanistic approach taken by the principal on the individual growth plan are summarized in table 1 below.

Table 1: The PHA's Effects on Our Individual Growth Plan

No.	Forms of the Principal's Humanistic Approach	Impact	
		Program for Character Education Strengthening	Student Character
01.	Realizing cooperation in joint decision making to guide and direct student behavior	Performed optimally through cooperation and work based on the results of joint decisions	Order, discipline, and responsible respect others, good manners, love clean environment
02.	Building a commitment not to disappoint self and others	Performed optimally based on a joint commitment	Perform behavior that does not disappoint self and others
03.	Becoming a role model	Performed optimally through self-example	Reflect character obtained from the exemplary model
04.	Providing counseling for students who have problems with affection	Performed optimally through cooperation in mentoring activities	Change of character

According to the data in the table, it's best to focus on personal growth. School principals' cooperation with all parts of the school is a reflection of the program's optimal performance. In this cooperative arrangement, everyone shares responsibility for the outcomes of choices made collectively. In shifts, the principal, a teacher, and any other staff members present were responsible for running the school's daily operations.

These duties included assigning homework, monitoring students' progress, and verifying that everyone present had signed in and out for each class. Furthermore, it is obvious that you are making an effort to set a good example in terms of behavior (i.e., you are punctual, you attend class regularly, you take responsibility for your work, you dress appropriately, and you talk properly). The principal, homeroom teacher, and guidance counselor all had success in helping children with behavioral issues, as seen by an improvement in that area. Rules for entering and leaving school, responsibility for tasks given, classroom discipline, friend respect, polite speech and dress, preference for a clean environment, and a dedication to better behavior are all examples of personal development activities that directly influence the strengthening of student character. The results of the principal's humanistic approach to extracurricular activities are shown in table 2 below.

Table 2: Consequences of the Teacher's Humanistic Approach to the Classroom

No.	Forms of Principal Humanistic Approach	Impact	
		Program for Strengthening Character Education	Strengthening of Student Character
01.	Integrated in learning activities		
a.	Conducting a meeting to prepare character learning tools	Implemented optimally by involving all parties in developing learning tools	-
b.	Entrusting parents, sharing practical knowledge about good moral behavior with students and scheduled school authorities	Implemented optimally by involving parents in guiding the student character	Perform behavior according to the moral life experience input shared by parents
c.	Together with the teacher supervising the pedagogical fraternity and pastoral environment	Performed optimally through cooperation in the presentation of material together	Discipline, responsible, critical, applicable
d.	Supporting joint decisions in giving students a final assessment	Performed optimally based on joint decisions in giving the final grade of students	Balance of academic competence and good character
02.	Class management	Run optimally based on the joint commitment	Perform behavior that does not disappoint self and others
	Making a joint commitment called the "bona fide" that means with good and trustworthy goals, and "utilitatem" (common good).	Performed optimally by building a shared commitment	Have the ability to work in a team, respect others' thoughts, behave in an ethical manner in class, order, learn from one another
03.	Learning Activities		
	Learning together, and giving teachers the freedom to innovate and preparing evaluation time in accordance with joint scheduling, to reflect on all learning actions, and to ask for constructive support from other teachers	Performed optimally by learning together, innovating, evaluating in the form of reflection and constructive input	Open to innovative and creative learning designed by the teacher

The humanistic approach of the principal has had the following effects on the curriculum: Character education materials are available to educators, and parents who have been requested to discuss their own moral lives with their children collaborate with the school according to a predetermined timetable, helping students internalize moral values; "pedagogical fraternity" and "pastoral environment" are well supervised, with positive results; students

appreciate receiving a final grade that takes into account their performance across multiple domains; teachers who exhibit "bona fide" conduct endear themselves to their pupils, as seen by the latter's increased motivation to study and improved conduct in class. Because of the teacher's obvious dedication to the realization of "utilitatem" (the common good), students are comfortable voicing their thoughts, students work well together, and students live in peace with one another; instructors are resourceful and original in their use of learning models. Good moral life; appropriate classroom attendance; thorough assignment completion; critical questioning and discussion; the development of an applicable worldview; the maintenance of a healthy equilibrium between academic competence and good character; conduct that does not disillusion oneself or others; the ability to work collaboratively; the respect for the ideas and opinions of others; and so on are all bolstered by classroom activities. The results of the two administrators' efforts to foster a welcoming environment in the school are shown in Table 3.

Table 3: Humanistic Leadership and Its Effects on School Climate

No.	Forms of Principal Humanistic Approach	Impact	
		Program for Character Education Strengthening	Strengthening of Student Character
01.	Performing joint decisions coordinating each activity	Performed optimally based on joint decisions, to organize activities	Cooperation, responsible
02.	Entrusting teamwork	Performed optimally in spirit of mutual trust teamwork	believe in others, responsibility
03.	Cultivating the spirit of cooperation between work teams	In an ongoing process through collaboration between teamwork	Cooperation
04.	Persuasive communication	Performed optimally through persuasive communication	Open in the community
05.	Supporting and being engaged in activities	Performed optimally through support and involvement	Respect togetherness
06.	Cultivating the values of faith	Performed optimally in various spiritual activities	Have faith and piety
07	Performed optimally arousing self-sensitivity solidify with others	Sensitive and solid with others	
08.	Promoting the spirit of democracy	----	
09.	Holding alumni gathering	Performed optimally Fostering togetherness	Adaptation
10.	Cultivating honesty values	Performed optimally through the planting of honesty values	Honesty
11.	Conducting joint evaluation	Performed optimally through evaluation to reflect and internalize the meaning of each activity carried out	Reflective, and understand self-respect

Faith-based ideals unite all participants and permeate all aspects of society. Many aspects of the school environment, such as effective communication between principals, teachers, staff, parents, and community members, and well-organized extracurricular activities, have been shown to have positive effects on the effectiveness of character-building programs; Reflection and internalization of the significance of each activity are proceeding smoothly thanks to the evaluation activities. Character traits such as cooperation, responsibility, belief in oneself and others, openness to others, ease of getting along with others, sensitivity to the feelings of others, faith,

piety, the spirit of democracy, adaptability, honesty, and self-respect are bolstered by the experiences students have in the school setting. In order to maximize community activities, the two principals used a humanistic approach, as shown in table 4 below.

Table 4: Consequences of the Director's Humanistic Approach on Community-Based Initiatives

No.	Forms of Principal Humanistic Approach	Impact	
		Program for Character Education Strengthening	Strengthening of Student Character
01.	Establishing cooperation with student families	Performed optimally through home visits of students' parents	An open individual
02.	Providing scholarship funds	Performed optimally through fundraising from the government, alumni, and school foundations	Sensitive, and have a passion for achievement
02.	Establishing cooperation with the police	Performed optimally through providing materials of the dangers of drugs and orderly traffic by the police	Free from drugs and has an orderly traffic
03.	Establishing cooperation with the medical team	Performed optimally through health inspection activities	Healthy
04.	Maintaining a tolerant atmosphere in scope	Performed optimally through sending greeting cards, and religious celebrations at school	Tolerant
05.	Cultivating the habit of maintaining a clean school environment	Performed optimally through Jumat Bersih activities	Love clean environment
06.	Living and practicing religious values	Performed optimally through the sharing of coaching activities, and religious celebrations	Have faith and be pious
07.	Cultivating the values of faith	Performed optimally in various spiritual activities	Have faith and piety

Cooperation with parents is strong during regularly scheduled home visits, and a sense of community is fostered; No cases of drug use were reported to the school, and neither the public nor the police alerted the school of any traffic offenses. Each semester, the school reveals the names of students who have received scholarships from the government, alumni, and school foundations. Student character was bolstered by involvement in community activities such as those aimed at fostering openness, sensitivity, sobriety, safe driving, a drive for achievement, independence, love of religious tolerance, a preference for a clean environment, and a noble and pious religious character.

CONCLUSION

Finding an acceptable approach model, such as the humanistic approach, is vital for principals in order to overcome the inadequacies of their leadership position in the execution of character education building programs. The principal's humanistic stance is underpinned by a commitment to personal growth and fueled by the example of a spiritually humanistic role model. A leader's self-excellence is shown in his or her willingness to welcome others, to be transparent in the management of education, empathy, respect, to include others in decision-making, and to seek feedback and counsel from

those around them. Inspiring students to display humanistic principles like compassion, wisdom, and peaceful communication while rejecting egocentric, sociocentric, and anthropocentric views is the principal's goal in reviving the humanistic spirituality of inspiring personalities. This study contributes by arguing that the humanistic approach should be used by principals because of the ideals acquired from self-excellence and the humanist spirituality of inspiring personalities. This study suggests the humanistic approach model to all principals in Malang City, East Java, and throughout Indonesia for maximizing the implementation of character education building programs in schools.

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