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## **A Holistic Approach in The Perspective of Independent Learning**

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### **Abstract**

Education is something that absolutely exists, in order to improve the quality of people's lives. Education should be based on empowering all components of society through their participation in realizing the educational goals which are clearly formulated in Law no. 20 of 2003. The survival of a nation characterized by a balanced development; the education sector should be in line with all other sectors. Freedom to learn is one of the efforts to form human resources that are ready to use in the future with various skills they have, and a holistic approach is an approach that sees education from the social, environmental and religious dimensions as an effort to improve the quality of education in the perspective of independent learning. This means that the quality of education will make a very large contribution to a nation. Therefore, education gets serious attention, handling and priority by the government through the independent learning program.

### **Introduction**

#### **A. Education Management In Indonesia**

Based on an analysis of the performance of education managers in Indonesia, Sulhiah (2006) reports that there are some fundamental weaknesses in the implementation of education in the country. These weaknesses include the dimensions of the process, and the substance. At the process level, such as planning for implementation and evaluation, it has not been carried out with strict work procedures, while at the substantive level such as personnel, facilities and infrastructure, learning instruments, assistance services and so on, the criteria for success have not been met.

Based on government regulation (PP) number 32 of 2013 article 19, in carrying out professional duties, teachers are obliged to: plan the learning process, implement the learning process, evaluate learning outcomes, and supervise the learning process for the implementation of an effective and efficient learning process. It was further explained that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

Due to the development of learning implementation plans and the implementation of a good learning process, it is expected to improve the quality of education. Because the low quality of education can be caused by the low quality of the learning process. According to Blazely (Darwis, 2008), learning in Indonesia tends to be theoretical and not related to the environment in which students are located, as a result students are unable to apply what they learn at school, in order to solve the problems they face in everyday life. Education has distanced students from their environment so that they become strangers in their own society.

On the other hand, Hasia (2021), explains that in accordance with the principle of education for all, that educational services must be able to reach all levels of society, this means that future education students will no longer be strangers in the community, to create superior human resources in the future. In line with the concept of Merdeka Learning, it is a breakthrough by the Ministry of Education and Culture and Research and Technology to create superior human resources (HR) through policies that strengthen the role of all education personnel. Freedom to learn means that the educational unit, namely the school, its teachers and students, has freedom. Freedom to innovate, freedom to learn independently and creatively.

The 2013 curriculum in practice in the classroom involves a lot of activity and creativity both students and teachers in the learning process, but in fact it has not been implemented as expected. Therefore, it is time for students to be given the widest opportunity to develop themselves in these learning activities. The learning process is basically the teacher trying to make students learn to achieve the learning goals that have been set, but the changes towards achieving the goals have not been maximized. Changes towards the achievement of learning objectives will appear in changes in student behavior as a result of learning.

Agung (2008), stated that the school environment has a very important role in shaping behavior other than parents. School is a social environment that has a very important influence in the

formation of student behavior, because it is in the form of humans who are directly known or faced by students, teachers function as educators and also coaches. The clearer the attitude and nature of the environment towards students, the stronger the influence to shape behavior.

According to Lie (2004), the old paradigm where teachers provide knowledge to passive students can no longer be maintained. For this reason, teachers need to develop and carry out learning activities based on several points of thought, namely: 1) knowledge is found, formed, and developed by students, 2) students actively build knowledge, 3) teachers need to try to develop student competencies and abilities, 4) education are personal interactions between students and interactions between teachers and students. This opinion is in line with the concept of independence launched by the government in an effort to improve the quality of education in Indonesia.

Efforts to improve the quality of education can not be separated from the efforts of teachers in implementing various learning models that are considered appropriate to the characteristics of students, among others through the application of interactive learning models with cooperative settings (PISK model), non-examples examples model, numbered heads together model, cooperative script, and so on. However, the model mentioned above is not holistic because it does not pay attention to the needs and potentials of students, so that students do not have the freedom to explore their potential. To overcome the problems mentioned above, a learning model is needed to deliver students to achieve quality learning, to support the independent learning program, as mandated by the Indonesian minister of education. In addition, teachers are expected to be creative in making good learning models by using models, approaches, methods and strategies according to the material being taught. In this regard, the holistic approach model can be used as an alternative in learning.

## **B. Holistic Approach**

The holistic approach began to emerge in the 1960s, as part of the humanistic movement. This movement was against the flow of industrialization that swept the world of education at that time, which saw humans as part of the industrial machine, including students. Humanists see students as targets of students who must be developed intellectually, feelings, moral values, and students' personal goals in a balanced way (Miller, 2001).

The holistic approach in learning aims to build all dimensions of students, namely social, emotional, motor, academic, spiritual, and cognitive dimensions so that they will form human beings (Hasia, 2016). The purpose of this holistic approach learning is in line with the national education goals of the Republic of Indonesia (UU Sisdiknas no. 20 of 2003 article 3), which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. To realize the national education goals, it is necessary to have a qualification profile of graduates' abilities as outlined in graduate competency standards. And in line with the independent learning program in accordance with the circular letter of the Ministry of Education and Culture number 1 of 2020 regarding the policy of freedom of learning.

The holistic approach in question is one way for teachers to convey their teaching materials through contextual principles that are able to attract students' interest and increase learning motivation. The process of implementing learning is able to see students as a whole. In this approach, each student is not only prepared to become workers in the future, the intelligence and abilities of students are more developed than just pursuing the target values and standardized tests. The holistic approach is packaged not in a rigid form but through a direct relationship between students and their environment.

Holistic approach does not see students from separate activities in certain parts, but as whole beings and their behavior cannot be explained based on the activities of the parts. Not only through their intellectual potential, but also from their spiritual and emotional potential, thereby helping students to obtain information, ideas, skills, values, ways of thinking, means to express themselves, and ways to learn.

Referring to some literature related to a holistic approach (Eugene Sadler-Smith, 1996) that in general this approach emphasizes the goal of forming students' character that is in line with applicable moral and ethical values. Where in the learning process is a personal responsibility as well as a collective responsibility. Therefore, learning strategies are more directed at how to teach and how people learn. Learning activities in their activities refer to the five Unesco-plus learning joints.

The four learning joints proposed by Unesco (Prayitno, 2011) are, learning to know (learning to know), learning to do (learning to do), learning to live together (learning to live together), learning to be yourself (learning to be yourself). to be). The fifth learning joint is added, namely learning to have faith and fear of God Almighty (learning to believe in God), this is important because the previous four joints do not automatically establish spiritual conditions. Giri (2007) asserts, in fact every human being is equipped with a unique composition of intelligence. By developing the unique potential of each individual for the development of human values, respecting students as individuals, learning through

experience. teachers as educators, advisors, friends and facilitators, develop democracy, are participatory, develop a culture of diversity in a global society, and develop spirituality. Giri (2007), further explained that in the learning process teachers should apply the 8K principles, namely, compassion; concern; patience; creativity; modesty; wisdom; commitment; and honesty. With these principles in learning, teachers can make themselves as legendary teachers. In addition to applying these principles, in the learning process, of course, teachers model learning to make it more meaningful.

Forbes (1996) likens the teacher's role to that of a friend on an experienced and enjoyable journey. Forbes further explained that schools should be places where students and teachers work to achieve mutually beneficial goals. Open and honest communication is essential, individual differences are valued and cooperation takes precedence over competition. With a holistic approach, students can develop physical, emotional, social, creative, spiritual and intellectual aspects optimally. In addition to forming humans who are life long learners (true learners).

Learning with a holistic approach is designed to start from learning in an authentic context that is around students and based on the knowledge that students already have, so that it is expected to increase students' understanding. Therefore, in learning with a holistic approach, learning can be viewed as an individual activity as well as a social activity, by exploring talents, interests, and competencies to the optimal extent of each student. So that each student will have a strong personality building that will be accounted for before God in the future. This solid building is the goal of the whole learning process with a holistic approach.

According to Jaana (2009), learning with a holistic approach can encourage children to reflect, discuss rather than passively remember facts. This is much more useful than abstract problem solving skills.

The implication in teaching with a holistic approach is that learning will be meaningful if the input (subject matter) is in accordance with the interests and talents of students. Teaching is successful if the teacher is able to adjust the level of difficulty and variety of inputs by paying attention to the characteristics of students so that their learning motivation is at the maximum level. And so that teachers can help students' intelligence, Anita Wolfolk (2010), recommends helping students at the formal operational stage such as, using formal operational teaching strategies and materials, giving students the opportunity to explore many questions, giving students the opportunity to solve problems and reasoning. scientifically, teaching using materials and ideas that are relevant to students' lives. One's cognitive activities do not have to use real objects. This stage is the last stage in cognitive development. In other words, they are able to do abstraction, in the sense of being able to determine the nature or special attributes of something without using real objects. At the beginning of this stage, the ability to reason abstractly begins to increase, so that a person begins to be able to think deductively.

Peaget's theory of cognitive development (Resnick, L.B. and Ford, W.W. 1984) of developmental stages is used as a reference in holistic approach learning and E.L. Thorndike (Resnick and Ford, 1984), views learning as the result of establishing a relationship between external stimuli (stimulus) and response responses. While Ausubel stated the following as quoted by Bell (1978) regarding rote learning (rote-learning): "... , if the learner's intention is to memorise it verbatim, i.e., as a series of arbitrarily related word, both the learning process and the learning outcome must necessarily be rote and meaningless". If a student wishes to remember something without relating it to other things, both the process and the learning outcomes can be expressed as rote and will not be meaningful (meaningless) at all for him.

Based on the learning theory proposed by behavioral psychology adherents, in several ways it can be used to develop student abilities related to the achievement of learning outcomes (knowledge) such as facts, concepts, principles, and skills or skills that have been initiated by Robert M. Gagne as objects. live.

### **C. Holistic Approach Learning**

The learning approach can be interpreted as our starting point or point of view on the learning process, which refers to the view of the occurrence of a process that is still very general in nature, in which it accommodates, inspires, strengthens, and impairs learning methods with a certain theoretical scope. Judging from the approach, there are two types of learning approaches, namely: (1) a student-oriented or student-centered learning approach (student centered approach) and (2) a teacher-centered or teacher-centered learning approach (Sudrajat, 2008) . Approach in learning Soedjadi (2000) distinguishes two approaches, namely; (1) the material approach, namely the process of explaining certain topics using other materials, for example explaining the concept of fractions can be done through understanding fractions as part of an area and the parts are congruent, etc., (2) learning approach ( Teaching approach) is the process of delivering or presenting certain topics to make it easier for students to understand them, for example learning approaches with problem solving, realistic approaches, and others.

Suherman et al (2003), concluded that the approach (Approach) to learning is a method taken by teachers in implementing learning so that the concepts presented can be adapted by students. It was further explained that there are two types of approaches in learning, namely the methodological approach and the material approach. The methodological approach is concerned with the way students adapt the concepts presented into their cognitive structures that are in line with the way the teacher presents the material. Methodological approaches include intuitive, analytic, synthetic, inductive, deductive, thematic, and realistic. While the material approach is a learning approach through other concepts that have been previously owned by students, for example, to present the addition of numbers using a number line or set approach, for the addition of the concept of fractional numbers, images or models are used.

Treffer (1991) formulated two types of horizontal and vertical means. Horizontal meaning relates to the knowledge previously possessed by students as their intuition as a tool to solve problems from the real world. While the vertical meaning is related to the process of reorganizing the knowledge that has been obtained in a more abstract symbol. Furthermore, Treffer (1991) suggests that horizontal meanings are related to changes in the real world into internal symbols, while vertical meanings are changes from symbols to other symbols (moving within the world of symbols), Freudenthal emphasized that the two types are equally equal value.

The problem that often arises today is the existence of unrest in the community which states that the learning process in schools still uses a conventional or mechanistic approach, namely a teacher actively teaches, then provides examples and exercises; on the other hand students function like machines, they listen, take notes, and do the exercises given by the teacher. The teacher pays less attention to all activities carried out by students during the learning process in the classroom, so that all individual activities and social activities do not get attention. One solution to overcome this problem is to apply conceptual understanding to students by connecting the concept to as many authentic problems as possible related to the material. Learning will be more meaningful and interesting for students if the teacher presents as much authentic as possible according to the material, namely problems that are already known, close to the students' real life. Authentic problems can be used as a starting point for learning in helping students develop an understanding of the concepts being studied and can also be used as a source of application. In addition, interaction with their friends in class allows students to gain more knowledge and the existing problems they can discuss so that they get the right solution.

The learning approach used in this research is a holistic approach. A holistic approach that emerged as part of the humanistic movement. This movement was against the flow of industrialization that swept the world of education at that time, which saw humans as part of the industrial machine, including students. Humanists see students as targets of students who must be developed intellectually, feelings, moral values, and students' personality in a balanced way (Miller, 2001).

#### **D. A Holistic Approach in The Perspective of Independent Learning**

The holistic approach was born and introduced by Carl Jung, 1960 (William F O'neil, 2002), as a reaction to the behavioristic inequality which focuses too much on the assessment of human behavior (visible/sensory), in practice it is less able to assess humans objectively and fall into subjectivity. In education, it cannot be separated from the concept that humans are born with three main aspects, namely cognitive, affective and psychomotor.

Historically, the holistic approach is actually nothing new. a holistic approach can help develop individual potential in a more fun and exciting learning atmosphere, democratic and humanist through experience in interacting with their environment. Through a holistic approach, students are expected to be themselves (learning to be). In the sense of being able to gain psychological freedom, make good decisions, learn in a way that suits them, acquire social skills, and can develop their character and emotions. In the concept of independent learning, it gives freedom to innovate by adapting to where learning activities are carried out, both in terms of culture, local wisdom, socio-economic and infrastructure.

Natali (Rubiyanto, 2010) defines a holistic approach as comprehensive learning, which includes all aspects of spiritual, moral, mental and intellectual learning. If referring to the thoughts of Abraham Maslow in Wolfok (2010), education must be able to lead students to obtain self-actualization which is characterized by: (1) awareness; (2) honesty; (3) freedom or independence; and (4) trust.

Furthermore, Rubiyanto (2010) states that, to assist educators in implementing KTSP, it can be done through the application of a Holistic approach in learning in schools. Basically an individual can find identity, meaning, and purpose in life through his relationship with society, the natural environment, and spiritual values. is to help develop individual potential in a learning atmosphere that is more fun and exciting, democratic and humanistic through experience in interacting with the environment. This is evident in the independent learning program launched by the current government,

where students are free to choose and determine their learning style to find their identity and according to their potential.

According to Hasia (2016), the holistic approach is one of the new strategies in learning as a response to social needs. Thus, a holistic approach strategy can be used in learning, where in the learning process all activities carried out by students need attention from the teacher.

Referring to some literature related to a holistic approach (Hemzell, Thomas, 2006; Miller, 2001; Miller, 1999; Bawazir, 2007), in general, a holistic approach emphasizes goals; optimize creativity (individual activities), cooperate (increase social activities), instill moral values, and introduce real environmental conditions, both social and physical environments.

The holistic approach to learning theory shows that learning is not only an individual activity but also a social activity. Where an individual student must interact with social or with various social organizations that have a number of social and cultural contexts. Furthermore, the holistic approach theory states that to function a social or organization there must be three sides of critical knowledge, technical knowledge and practical knowledge. A holistic approach in the perspective of independent learning as a response to change and a solution to the needs of the learning community. Broadly speaking, the interaction of a holistic approach to the concept of independent learning can be described as follows:

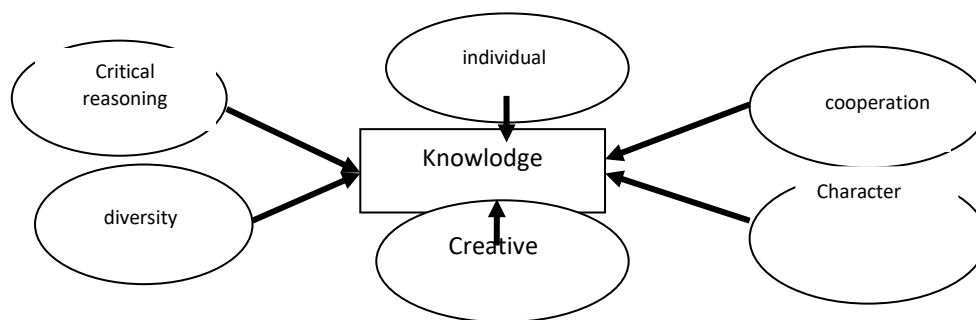


Figure 1. The interaction of the holistic approach to the concept of independent learning

The figure above depicts the dynamic interaction between the six facets of knowledge on an individual or organizational scale. This view of knowledge describes the six driving forces that motivate the individual's learning process. At the level of independent learning, learning involves changes in cognition, moral behavior and student behavior as a result of maintaining a balance that controls the knowledge sides of rationality, reality and freedom.

At the cooperative level, learning includes changes in technical, practical and critical knowledge shared by members of a social or social organization which is the result of maintaining a balance between aspects of efficiency, effectiveness and social justice. At the character level, knowledge can be obtained with an attitude of honesty, noble character, good ethics and morals, the Creative level of learning directs students to seek knowledge by creating new things independently with their own style. At the level of diversity, learning directs students to always love the diversity of cultures, religions, and races that exist in Indonesia, and at the level of critical reasoning, students are expected to be able to solve problems in polite and ethical ways. Broadly speaking, learning interactions can be divided into three activities, namely individual activities, social activities and a combination of individual and social activities.

## Discussion

### a. Individual activities in a holistic approach

Regarding individual learning activities, Johnson & Johnson (1994) found that in individual activities the learning situation is as follows; (1) a person recognizes that they have a personal destiny, (2) a person strives for personal gain, (3) a person has a view of time, (4) a person recognizes that their identity depends on how they compare to a criterion, and (5) one recognizes that their performance effort is a personal case. The essential elements of individual learning situations are: (1) appropriate tasks, (2) the importance of goals, (3) teacher-student interactions, (4) student-material interactions, (5) the role of student expectations, and (6) evaluation system.

Kemp, Morrison & Ross (2007) stated that learning with individual activities has important characteristics for students, namely: (1) there is personal responsibility, (2) there is a distinctive way of successful learning that leads to the achievement of goals, (3) completeness each step at each stage is checked before they move on to the next stage, (4) there is a variety of activities with supporting sources, and (5) if students have difficulty understanding the material or fail to achieve goals for a particular

topic unit, students need to learn more. active again, or students may ask the teacher to explain face-to-face one-on-one.

Seeing the important characteristics above, then in individual learning, students are continuously active in learning activities and immediately receive feedback. Joyce and Weil (2011) suggest one social model of teaching, namely the personal social model. In this social model, it is realized that human life ultimately lies in individual consciousness. Humans develop unique personalities, and see the world from a unique perspective that is the result of their experiences and positions. A general understanding is the result of an agreement between individuals who have to live, work, and form a family together. The holistic approach in seeing students personally departs from the selfhood view of the individual. The educational process is deliberately attempted so that it allows humans to understand themselves well, assume moral responsibility for education, and be more creative to achieve a better quality of life. The social personal model focuses the attention and views of the individual and seeks to promote productive independence, so that humans become more self-aware and responsible for their duties.

Kemp, Morrison, and Ross (2007) suggest some of the strengths and limitations of independent (individual) learning as follows. Evidence shows that in many individual learning program situations, student participation appears to work harder, learn more, and retain more of what is learned than students in conventional classrooms.

Furthermore, Joyce et al (2011) explains that individual learning can provide a number of advantages and disadvantages. The advantages include the following:

- 1) Both weak and capable students can complete teaching according to their own abilities and under appropriate learning conditions.
- 2) There is self-confidence and personal responsibility from students in individual learning programs, traits such as habits in other educational activities, job responsibilities, personal attitudes and behavior can affect their learning.
- 3) Increased attention from the teacher can be given to individual students.
- 4) The activities and responsibilities of teachers in an individual learning program change as less time is spent giving presentations and more time is devoted to students in social sessions, individual consultation and environmental management.
- 5) The information presented for each student remains consistent (that is, each student receives the same basic idea).

However, there are some limitations to individual learning activities in some learning environment situations, including the following:

- 1) There is almost no (less happening) teacher-student interaction, and no student-student interaction, if the individual learning program is the only teaching method in teaching and learning activities. So in important learning activities planned for individual activities.
- 2) If the student lacks self-discipline and is combined with suspension/procrastination of work, the completion of mandatory assignments can be delayed. Many students must develop new habits and behavior patterns before they can succeed in individual learning. Setting deadlines (weekly, monthly) with students, students set their own way of learning.
- 3) Individual learning often requires careful and detailed planning including the ability to manage learning. Adequate supporting components are also needed such as facilities, media, as well as classroom facilities and infrastructure.
- 4) Many prerequisites and sacrifices (cost, effort, time) are included specifically in the development of individual work units.

The concept of independent learning of individual learning gives direction, that learning is carried out independently and independently motivated to improve its abilities, therefore teachers have an important role to be able to explore the knowledge that each student has.

#### **b. Social activities in a holistic approach**

We study, work, worship, play and so on are included in social activities. As humans, we have an inherent social nature, and our lives always interact socially from the moment we are born until the moment we die.

Educators try/work hard to understand better how the class functions as a subsocial of the large (social) family of the school. Through this subsocial class, teachers (educators) try to educate in ways that can bring children (students) to become adults both spiritually and physically. This education (teaching) effort is entirely carried out with effective social procedures.

Johnson and Johnson (Joyce & Weil, 2011)), if social effectiveness works, then our quality of life goes. If our family life is more effective, social career and education in our life will also be of higher quality. Our social effectiveness depends on our knowledge of social activities and on our ability to behave effectively socially.

Social activity can be defined as two or more individuals who: (a) interact with each other, (b) depend on each other, (c) limit themselves or are limited by others as members of (enter into) social

life, (d) ) share norms regarding conditions that attract mutual attention and participation in a system towards shared goals that are interrelated, (e) influence each other, (f) seek social rewards, and (g) pursue common goals.

Joyce & Weil, (2011) stated that a joint effort (social activity) can basically improve the quality of life, bring happiness, and prevent deconstructive social conflict. In addition, learning that is carried out together not only encourages the improvement of the social aspect, but also encourages the intellectual aspect. Therefore, some academic tasks that are done by relying on social interaction can be handled in such a way as to improve learning outcomes. So that the development of productive social, moral and spiritual behavior, academic skills, and knowledge can be achieved together. Gagne', Robert (1977) both statements about social activities in learning activities are paired with various variations according to needs.

Based on this fact, the holistic approach of social activity in the perspective of independent learning is defined as the activities of four individuals in face-to-face interactions, working together, discussing, and sharing knowledge. In this case the social environment functions as an educator and coach. The clearer the attitude and nature of the environment towards certain life values and morals, the stronger its influence is to form or negate appropriate behavior.

The theory of a holistic approach in the perspective of independent learning views social activities or social/organizational learning as a process of change in the dimensions of collective beliefs, social norms and shared values among social members. So to function social groups in learning must have shared knowledge. Like individual knowledge, social knowledge can be seen as a social building that has explicit, implicit and emancipatory knowledge sides. Each side of knowledge has layers, namely, foundation, manifestation, and orientation. Social activities in learning are carried out as follows. At the first meeting, the teacher in addition to preparing (motivating) students, conveying goals, the teacher informs learning with a holistic approach, explaining that learning does not only develop an analytical way of thinking but also intuitively. Make students aware of their relationship with their community so that students should not ignore cultural traditions, learn together humanely so that they can share their ideas of knowledge with their less fortunate friends, and those who are less able can ask/ask for help from their friends and try to understand it. In social activities, learning activities are carried out with teacher guidance.

Holistic approach learning, to be able to shape the character of students must interact with the social where the student is located or with various organizations or social that have a social and cultural context. Holistic theory states that for the functioning of a social activity there must be critical, practical, and technical knowledge. These three sides of knowledge are at the organizational or social level. (Rubiyanto, 2010). In learning through a holistic approach, activities occur individually and socially, as a process of change in the dimensions of collective beliefs, social norms, and shared values. At the individual level, learning involves changes in one's cognition, behavior and attitudes as a result of maintaining a balance between the forces that control rationality, reality and freedom.

Based on this fact, a holistic approach in the perspective of independent learning, social activities are defined as follows: group activities consisting of four individuals in face-to-face interactions, working together, discussing, sharing knowledge. In groups there may be competition between group members, there may be collaborative cooperation between group members to get the results of group work that can be understood by each group member. group members actively in discussions, share ideas and solve problems together. However, there are limitations in generating a synthesis of material content, if students as members are not ready to participate in submitting ideas, defending ideas, or not ready to ask questions to other members.

### **c. Relationship between Individual Activities and Social Activities**

Nandish V Patel (2003), with the results of his research suggests that, with holistic learning, it brings the view of students as individuals who want to develop themselves as themselves through individual and social activities. In individual activities, students believe in their abilities, and in social activities, students can work well with other friends.

The thought underlying this holistic approach is the concept of a learning community which is the most important factor in the social dimension of classroom life. Arends (Joyce, 2011) suggests that the learning community leads to learning objectives consisting of academic learning outcomes and social learning outcomes (see Figure 4). A learning community, as opposed to a collection of individuals, is a setting of individuals who are in a community who have a common goal, have a common relationship, and exhibit positive interdependence with concern for one another.

Arends (1998) explains education by developing a two-dimensional model to remember the relationship between students' personal needs and living conditions in the classroom. The first dimension describes the individuals in the class with certain motives and needs. This perspective is characterized as an individual dimension of classroom life. From this perspective, classroom behavior, in particular, results from the personalities and attitudes of students and their actions to satisfy individual motives and needs. The second dimension describes the class atmosphere in a social context

setting. In this setting there is a certain role and development experience to achieve the goals of the system. This perspective is characterized as the social dimension of class life. Class behavior is determined by the share of school and class expectations and norms. Thus classroom life, as a result of motivating individual students and teachers to respond to one another in social settings. Described as follows:

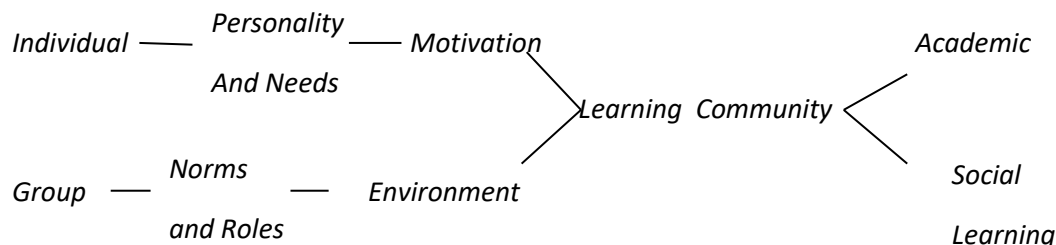


Figure 2. the relationship between individual activities and social activities

Source: Arends. 1998. Learning to Teach

Figure 2. The relationship between individual dimensions and social dimensions and with the motivation from within the individual coupled with a supportive classroom environment, a learning community is created. Rubiyanto (2010), explained that in learning a holistic approach at the individual level learning involves changes in one's cognition, behavior and attitudes as a result of learning, this is related to the moral formation of students. And at the social level, learning includes changes in technical, practical and critical knowledge shared by members of a social or social organization which is the result of a balance that is interconnected with one another, namely efficiency, effectiveness and social justice.

The results of learning in this community are in the form of academic learning outcomes, namely the results of academic achievements owned individually, and social learning outcomes, namely in the form of individual accountability in society, interdependence, mutual cooperation that leads to democratic attitudes. , and the existence of competitive capabilities.

School is a community of students and teachers in the world of education. In these communities, teachers and students together explore the world of education (teaching and learning) and learn how to control productively. In this case, small social and class as a community within a wider class or school community.

By paying attention to the learning community on social, moral and spiritual activities in the classroom, in designing a holistic approach, students in the class are divided into social groups where each social group consists of 4 students, so that the atmosphere of the learning community in social activities is more intimate and the interaction between social members during learning activities can run well.

The first position, leads to academic learning outcomes, namely the results of individual academic achievements, in the form of achieving basic declarative knowledge, namely mastery and understanding of concepts, and procedural knowledge, namely mastery of skills, as well as complex conditional knowledge in the form of problem-solving abilities. Declarative knowledge is knowledge about something expressed in words, procedural knowledge is knowledge about how to do something, while conditional knowledge is knowledge about when and why to use certain declarative knowledge or procedural knowledge. (Akker, 2001)

The second position, leads to social learning outcomes, namely in the form of accountability, acceptance of diversity, interdependence, and development of social skills that lead to democratic attitudes. In addition, there is a competitive ability because of its academic achievements, the importance of social and individual aspects in learning, namely the social aspect as a mediation of individual learning. In learning, the social aspect as a mediation of individual learning requires two pillars of interaction, namely the students themselves (individuals) and others (teachers and other students in social interaction). Students personally (individually) need attention and personal responsibility as motivation and generate interest to take active action (learning). Teachers and other students in the community as facilitators whose function is to produce several actions as information that can be internalized in students individually (individually) or constructed together as a result of joint work.

The education system developed by Ki Hajar Dewantoro is based on five main principles called Pancadarma Taman Siswa, which include: 1) the principle of independence, 2) the principle of nature, 3) the principle of culture, 4) the principle of nationality, and 5) the principle of humanity. The basic



concept of Ki Hajar Dewantara's education which is also accepted as the principle of leadership for the Indonesian nation is: "ing ngarsa sung tulada" means that the teacher as a leader (educator) stands at the front and must be able to set an example for his students; "ing madya mangun karsa" which means that a leader (educator) is in the middle and must be able to arouse enthusiasm, be self-sufficient and be creative in students; "tut wuri handayani" which means that a leader (educator) is behind, following and directing students to dare to walk in front and be able to take responsibility. trying to compete, competing to show his best ability.

Ki Hajar Dewantara also provided the foundation for a holistic approach. In teaching with a holistic approach, the basic concepts of leadership receive important attention, especially for teachers during learning activities. The teacher acts as a leader with positions in front, in the middle, and behind in the sense of starting from setting an example, helping, facilitating students in individual activities and in social activities, finally controlling students to work alone.

### **Philosophical Basis**

Philosophically, the holistic approach is based on the philosophy of humanism and activism (Hasia, 2016) and is based on the philosophy of constructivism and the educational philosophy of Ki Hajar Dewantoro. The philosophy of humanism is based on the recognition of humans as rational individuals as the highest source and the last source of value. The holistic approach was introduced in the 1960s, as part of the humanistic movement against the industrialization current that swept the world of education at that time, namely viewing humans as part of industrial machines, including students. Humanists see students as targets of students who must be developed intellectually, feelings, moral values, and students' personal goals in a balanced way (Miller, 2005).

Constructivism is one of the schools of philosophy which views that an individual's knowledge is the result of the individual's own construction (formation) after going through various conditions and experiences (Tilaar, 2002). Ki Hajar Dewantara's educational philosophy, which defines education as a nation's effort to maintain and develop the nation's offspring. Ki Hajar Dewantara's education system also provides a learning foundation for a holistic approach to teachers in fostering individual and social activities of students in learning activities

### **Psychological Basis**

The psychological foundation that forms the basis of a holistic approach, based on a social constructivism approach (Woolfolk, 2010). Social constructivism emphasizes the social context in learning, assuming that learning is built and constructed together (mutually). Engagement with others provides opportunities for students to evaluate and improve their existing knowledge when meeting the thoughts of others and as they participate in seeking shared understanding. In this way, experience in a social context provides an important mechanism for the development of students' thinking.

The holistic approach in the perspective of independent learning is also based on the developed gestalt psychology (Ernes Ropiequet Hilgard, 1975). Gestalt psychology views the human psyche as tied to observations that are tangible in a comprehensive form, students can be active and can find ways to learn that are suitable for themselves. The teacher functions as a mediator, facilitator and friend who makes the situation conducive for the construction of knowledge from students so as to increase learning motivation. Thus, in the concept of independent learning, students are given the freedom to determine how to learn according to their wishes, and students can adjust where learning is carried out, whether learning directly face to face with teachers or during online learning such as during the covid-19 pandemic, and have a serious impact on learning activities globally, not least in Indonesia.

### **Conclusion**

Learning holistic approach in the perspective of independent learning there are four important elements that need to be considered in learning, namely; attention, retention, production and motivation. A social system characterized by democracy and scientific processes in a learning environment. Freedom to learn also develops cooperative behavior and processes as an inevitable part of human endeavor. This is the basis on which a democratic society is built and maintained. The formation and development of dialectical knowledge between individuals and society in the formation of knowledge pays attention to the consequences of social, language and cultural interactions, which lead to character education.

Efforts to implement a holistic approach in the perspective of independent learning, learning design so that;

- (a) Students can easily express their ideas using their own language
- (b) Students can easily think about their experiences so that they become more creative and imaginative
- (c) Students have the opportunity to try new ideas.
- (d) Students can develop their potential
- (e) Students can bear the responsibilities given

- (f) Students can work together through learning transfer
- (g) Students can apply the principle of independence, which means self-discipline based on high values of life, both living as individuals and as members of society.

Struggle education system. His educational philosophy is against the colonial philosophy, in this case the Dutch philosophy which is rooted in Western culture. Ki Hajar Dewantara's educational philosophy is not merely a struggle education system, but is also a statement of the philosophy and culture of the Indonesian nation itself. Ki Hajar Dewantara developed the Among system as an education system based on the principles of independence and nature. which means that in essence humans as creatures, are one with the nature of nature. Humans cannot be separated from the nature of nature and will be happy if they can unite themselves with the nature of nature that contains progress. Therefore, each individual must develop properly. at the same time the principle of culture, which means that education must bring the national culture towards progress in accordance with the intelligence of the times, the progress of the world and the interests of the inner and outer life of the people in every era and situation. And the principle of nationality, which means that it must not conflict with humanity, instead it must become a real form and form of humanity. Therefore, this principle of nationality does not imply hostility to other nations, but rather contains a sense of oneness with one's own nation, one in joy and sorrow, one feeling in the will to the happiness of life, both physically and mentally, for the whole nation. The principle of humanity, which states that the dharma of every human being is the embodiment of humanity which must be seen in the purity of the mind and the feeling of love for fellow humans and for all of God's creatures.

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