

The implementation of humanistic education in paragraph writing class at English education study program Universitas Ahmad Dahlan

Riviyanti ^{a,1*}, Soviyah ^{b,2}

^{a, b} Universitas Ahmad Dahlan, Yogyakarta, Indonesia

¹ riviyanti2000004019@webmail.uad.ac.id*; ² soviyah@pbi.uad.ac.id

*corresponding author

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ABSTRACT

This research aims to find out whether there is a humanistic approach and to measure the extent to which a humanistic approach has been applied in paragraph writing classes at the Ahmad Dahlan University English Education Study Program. This research method is a mixed-method, the participants in this research are paragraph writing class students consisting of 46 students, 32 female students, and 14 male students. The sampling carried out in the research was total sampling. Questionnaires and interviews were used to collect data which was then analyzed using quantitative and qualitative methods. The results of the research show that humanistic applications have been carried out in paragraph classes. In detail, of the 46 students in the Paragraph Writing class, 16 students (34.78%) answered that the class was very humanistic, and twenty-two students (47.82%) said it was a humanistic class. Eight students (17.39) answered neutral. This humanistic approach has been implemented quite far based on social interaction and humanistic criteria. Meanwhile, in the results of the interview, the students mentioned humanistic criteria in which students felt that the class atmosphere created was very pleasant, always provided good motivation so that students had a strong enthusiasm and the lecturer always provided understanding to students who did not understand the subject matter.

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1. Introduction

English has a very important role in today's world because it serves as a "communication bridge" that allows people from all over the world to connect. English is also used in almost every aspect of human life, including education. English is also taught in Indonesia at almost all levels of education, from kindergarten to tertiary institutions. In order for students to communicate well in English, they must master four skills, one of which is writing. Mastering writing skills is important because writing is a way of expressing ideas in writing. Writing is an important language skill because it means learning, discovering, developing, and improving language skills (Ariyanti, 2016). Writing skills are very important in all subjects and at all levels of education including higher education. Furthermore, good writing skills are very important for college students. This is because many lecture materials require writing skills such as writing articles, research papers, research reports, and other types of academic writing. Writing is a process that involves the brain's thinking, namely the thinking process (Selvaraj & Aziz, 2019).

Furthermore, based on the observations, there were several difficulties found in writing classes, especially Paragraph Writing Classes. Education teaching and learning activities in Paragraph Writing classes have so far been considered not to free students to be democratic. Starting from the lack of creative minds students to imagine, work to show their presence from their point of view, and the lack of attention to approaches to reality experienced by students, as well as the lack of mutual understanding between lecturers and students, the ability to think critically and creativity are skills that become students' capital to be able to face challenges and be able to compete with existing advances in knowledge in the field of writing (Khotimah & Suryandari, 2021). The difficulty lies more in how to produce good writing. This is due to a lack of knowledge in the writing process, such as selecting to correct vocabulary, appropriate conjunctions, connecting sentences, arranging paragraphs into one unit, producing appropriate topics or ideas, and a lack of response from lectures which can be used as a trigger to improve student motivation in the field of writing. Students may lose motivation because they do not feel personally involved in the learning process. They may see writing as a routine task that has no significant value in their daily lives. Another problem in paragraph writing classes is the lack of an approach called humanistic. What makes classes less humanistic is that the lack of focus on self-exploration and deep understanding can result in a lack of development of critical and analytical thinking skills. Students should not be asked to question or understand the material they write. Students may feel bored or uninterested in paragraph writing classes that focus heavily on technical aspects. This can reduce the quality of their learning experience (Khotimah & Suryandari, 2021).

Without a humanistic approach, teaching paragraph writing may focus more on technical aspects, such as structure and grammar. Students may only be taught the rules of writing, and aspects of creativity, self-expression, and a more detailed understanding of the material may be overlooked. A lack of emotional connection, such as the empathy and appreciation typically emphasized in humanistic approaches, may not be realized in writing classes that do not employ such approaches. Students may feel underappreciated personally. The humanistic approach to education has important value and provides various benefits for students. While not all educational approaches need to be completely humanistic, humanistic elements can be a valuable addition to the classroom. The humanistic approach helps students in their personal development. This includes self-understanding, development of empathy, increased creativity, and increased sense of self-worth. This can help students become more empowered individuals and aware of themselves. Such as involving students in critical thinking, actively asking questions in class, effective communication, and having motivation to learn in class (Khotimah & Suryandari, 2021).

Based on the researcher's experience, it can be concluded that to achieve a humanistic education, learning patterns that have positive values should be applied in the English language education study program, namely the paragraph writing class, because humanistic application is very important in a class. However, in English language education there has been no research discussing this matter. Therefore, this research needs to be carried out to find out whether or not there is a humanistic application in the paragraph writing course at the English language education study program at Ahmad Dahlan University. The researchers hope to find out this information regarding the application of a humanistic approach, so that the English language education study program at Ahmad Dahlan University can take steps forward.

1.1. Literature Review

A paragraph is a group of sentences that develops one idea or topic. Paragraphs are often used to provide written information and help readers follow the author's train of thought. Paragraph writing is the presentation of ideas in a unit of text known as a paragraph. the process of composing and writing structured and coherent paragraphs in a text. It involves using logically related sentences to develop one particular idea or topic (Aradea & Harapan, 2019). Say the importance of the idea in a paragraph, state that a paragraph is a series of interrelated sentences related to creating an idea.

In writing, paragraphs start with about five beats space or start from the left without a five-beat break, but with more space between paragraphs. Unlimited paragraph length Method development and completeness of the description relating to the main idea. Paragraphs that are too short (eg 2-3 sentences) are usually less developed otherwise too long can be drab. Writing paragraphs is the most difficult academic activity. This requires more than any other activity in language writing skills.

Knowing and composing a paragraph coherently means that you know and master the basics of any paragraph writing pyramid. Writing a simple letter, academic essay, thesis or dissertation is not possible if you as a writer do not have good and practical knowledge of paragraph writing. The paragraph length depends on the author. These range from one sentence to a full page. It's not enough to start with a few simple sentences on paper. Instead, you need to make sure that your paragraphs are based on good coherence, coherence, and consistency (Aradea & Harapan, 2019).

Humanistic is an approach that respects human uniqueness and potential. This approach assumes that each individual has an innate desire to develop and achieve their best potential and that an environment that supports and facilitates this need is the key to optimal personal development (Aradea & Harapan, 2019). Humanistic theory is that the learning process must begin and be aimed at humanizing humans, namely achieving self-actualization, self-understanding, and self-realization of students who learn optimally. Humanistic Education is an approach to education that is not only about transferring knowledge, but also about helping students develop their potential to the fullest, both academically and personally. This approach recognizes the importance of the relationship between teacher and student, as well as the importance of creating a learning environment that is supportive, open, and facilitates personal growth.

The application of humanistic learning theory is a learning process to humanize humans, in the learning process, it is considered successful if the student understands the environment and himself. Applying this humanistic learning theory, everyone is given the freedom to determine their behavior. According to humanistic learning theory, the learning process must begin and be aimed at humanizing humans themselves. Humanistic theory places great importance on the content studied rather than the learning process itself. This learning theory talks more about educational concepts to shape human beings aspire to, as well as about the learning process in its most ideal form (Aradea & Harapan, 2019).

1.2. Review of Related Studies

Previous research related to the Humanistic Approach in Teaching Foreign Language (from the Teacher's Perspective) a study by (Arifi, 2017) aims to discuss foreign language teaching and argues that a humanistic approach to teaching provides better results. The results of a participatory qualitative study of teacher attitudes are presented to determine the level of teacher awareness of the importance of implementing a humanistic approach and the influence of teacher work motivation on the quality of interaction. students and students. The research results show that the use of humanistic teaching methods helps develop positive emotional attitudes in students, creates good relationships in groups, and encourages students to develop language skills.

This participatory qualitative survey was carried out from March 2016 to December 2016. As part of the research, teachers were consulted to determine the extent of a humanistic approach and stimulating interaction in their foreign language teaching experience. To find out teachers' views on how the humanistic approach and the quality of interactions influence the quality of foreign language teaching and to what extent it produces better results, teachers want to know the following:

1. The extent to which teachers are aware of the importance of implementing a humanitarian approach.
2. What influence does the teacher's approach have on the quality of teacher-student and student-student interactions?

In this study, an intensive qualitative intervention was used. A total of six in-depth interviews with teachers were conducted. All teachers teach middle school-age students. Three teachers come from private schools, two teach at foreign language private schools, and one teacher teaches at a state school. They were selected from private and public schools in Prishtina, Kosovo. All teachers are guaranteed the confidentiality of their information.

1.3. Research Question

Based on the presentation of the problems of learning English has been mentioned in problem identification and based on focus research, this problem is formulated as follows:

1. Have the paragraph writing classes in the English education program at UAD implemented a humanistic approach?
2. To what extent has the humanistic approach been applied in paragraph writing classes at UAD English Education Study Program?

2. Method

This research has two approaches, namely qualitative and quantitative, Mixed method or combined research method. According to (Onainor, 2019), there are 2 types of data, namely qualitative data and quantitative. Qualitative data is data in the form of words, sentences, or pictures. Meanwhile, quantitative data is data that is in the form of numbers or qualitative data that is calculated or scored. In this research, researchers used qualitative data in the form of information such as a company overview and other information used to discuss the problem formulation. Using a combination of methods can minimize the weaknesses of the two methods. Quantitative data can be used to measure humanistic in a paragraph writing class. While qualitative data is used to explain more about applying the humanistic in paragraph writing class.

2.1. Research Setting

This research was conducted on semester 1 students of classes A to D in the paragraph writing class, Department of English Education, Ahmad Dahlan University, Jl. South Ring Road, Tamanan, Bantul, Yogyakarta.

2.2. Research Population and Sample

a. Population

According to (Hasnunidah, 2017) A large group of individuals who have similar characteristics is called a population. Population can be a group of elements or cases, either individuals, objects, or events related to specific criteria. Another definition states population as the entire research object consisting of humans, objects, animals, plants, test scores, or events as data sources that have certain characteristics in a study (Sugiyono, 2007). If a study uses many research subjects, then the collection of many subjects is called a population (Sugiyono, 2007). The population used in this research were 1st-semester students of English Education Department of Universitas Ahmad Dahlan academic year 2023/2024 at Paragraph Writing subject, totaling 46 students.

b. Sample

As cited by (Hasnunidah, 2017) A narrow group of individuals who are directly involved in the research is called a sample or it can be interpreted as part of the population taken by using certain methods. Then, sampling is a method that is taken by taking a sample that is truly in keeping with the overall research subject (Rohmatin & Wulan, 2019). The concept of a sample in research is a small part of the population members taken according to certain procedures so that it can represent the population representative.

However, since the population is not large, then this research used a total sampling technique. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling is because the population is less than 100, the entire population is used as a research sample (Rohmatin & Wulan, 2019). Meanwhile, for sampling during the interview section, the researcher was selected respondents randomly. Interviews were conducted face to face and direct question and answer between the researcher and the respondent.

2.3. Data Collecting Technique

a. Questionnaire

The researcher collected this data by distributing a written list of questions (questionnaire) to first-semester English language education students at Universitas Ahmad Dahlan, Yogyakarta. Each student was given an offline form. This questionnaire contains the same statements, into two perspectives, namely statements about the current perceiving quality and statements about the expected quality.

Students were required to tick (✓) the answer they think is most appropriate and please fill in the answer that requires a written answer. The questionnaire used in this research is in the form of a scale consisting of five alternative answers, namely strongly agree, agree, Neutral, disagree, and strongly disagree. form to get more detailed information about the humanistic level in paragraph writing classes.

b. Interview

From what we know, according to (Rodríguez, 2023) interviews are a data collection technique that involves verbal questions to respondents, both individually and in groups. Answers to questions in interviews can be recorded with or without being written down, either during the interview or immediately after the interview by noting the responses, or by a combination of both. In this study, the interview aims to obtain detailed information from participants. The interview includes the planning number of questions, but the interviewer has more freedom to change the wording and order of questions (Abawi, 2017).

The interviews that were used in this research were Open-ended. Interviews function to obtain in-depth information from participants. The interview was conducted in several stages. First, researchers made some questions for interviews related to the research objective. Second, questions were consulted and validated by the supervisor. Third, researchers contacted students in the community Paragraph writing class who were willing to be interviewed. Fourth, the researchers introduced themselves and asked permission from the sources to conduct research using interviews.

After obtaining permission, researchers and resource persons determined the time and place of conducting interviews. After determining the right time and place, the researchers conducted interviews with the sources by asking several questions that were approved and valid by the supervisor. The researchers ask students certain questions in order to obtain descriptive qualitative data.

The researcher conducted a structured interview and created interview questions in the form of papers. The paper was given to student respondents who took part in this research by the researcher. Interview questions consist of several questions that would answer the respondents. The questions relate to the Implementation of Humanistic Education in Paragraph Writing Class at The English Education Study Program Universitas Ahmad Dahlan.

2.4. Research Instrument

The research instruments used in this research are:

a. Questionnaire

According to (Taherdoost, 2016) Questionnaires are one of the most widely used tools for collecting data, especially in social science research. The questionnaire that is used in this research is a closed-ended questionnaire. It means that the questionnaire will provide answers, so participants just have to choose the answers correctly. The questionnaire used in this study was in the form of a scale, which consists of five alternative answers, namely strongly agree, agree, Neutral, disagree, and strongly disagree. Researchers adapted the questionnaire from (Qurrotin et al., 2021).

Because of the questions given in the questionnaire part of it is about the psychological condition that has been summarized into several questions of various kinds source. The conditions here are supported by humanistic theory, namely success or assessment. The indicator of this learning theory is students' feelings enjoy learning and changes in behavior occur and his way of thinking is not due to coercion or his own want. The advantage of this instrument is that it uses a Likert Questionnaire and the researcher gives the largest points 1 to 5 from strongly agree to strongly disagree. to find out further opinions and know the aspects that might influence the student learning process. From data collection through questionnaires, researchers found student responses to the teaching and learning process. The following displays humanistic characteristics and the items for each part:

Table 1. BluePrint of Instruments

No	Characteristic Humanistic	Items	Statements
1.	Formulate learning objectives clearly	Objectives	The lecturer provides learning objectives for Paragraph Writing
2.	Striving for active participation of students in learning.	Participation	Students actively participate in Paragraph Writing Class
3.	Encourage students to	Motivation	Lecturers provide motivational

develop students' ability to learn on their own initiative	Initiative	encouragement to develop students' abilities Students make a summary or mind map of the material being taught so that it is easy for me to understand
	Critical thinking	Lecturer encourages students to think critically
4. Encourage students to be sensitive to critical thinking, interpret processes, independent learning	Process	Students reflect on what they have learned, relate new material to previous knowledge, and construct a more comprehensive understanding
	Independence	Students have the will to learn independently
5. Students are encouraged to freely express opinions and choose his own choice, do what you want and bear the risks demonstrated behavior	Freedom to express opinions	Lectures encourage students to speak and express their own views
	Freedom to choose	Lecturers give students choices about the topic or approach they want to complete a particular assignment or project
6. Teachers accept students as they are, trying to understand the way students think, does not assess normatively but encourages students to be responsible for all risks of actions or learning processes	Appreciate	Lecturers create an inclusive classroom environment, where every student feels welcome and supported
	Understanding	In class, lecturers use open questions that stimulate critical thinking and encourage students to share their opinions, ideas or solutions
	Justice	The lecturers give the fair treatment to all students regardless of their status. Teachers treat all students with respect and value their opinions and ideas in class without belittling or ignoring them.
7. Provide opportunities for students to progress at their own pace	Opportunities	Lecturers provide students with a choice of assignments, including challenging and more complex assignments for those who wish to progress at a faster pace.
8. Evaluation is given individually based on the participant's achievements educate	Evaluation	Lecturers hold individual meetings with students to discuss their progress, learning needs, or problems they may be facing.

b. Interview Guideline

Planning interviews should include an interview guide (interview guide) in the form of a list of already prepared questions. The interviews that are used in this research are open-ended. Interview rules can considerably help interviewers keep the interview on track (particularly in interviews with structured questions). Furthermore, interview guidelines that have been created in advance assure the accuracy of the material. Conversely, interviews done without the use of an interview guide can cause the interview to become disorganized and even veer from the intended theme. As consequence, the essence of the offered information becomes less evident, and more unrelated information is presented (Pujaastawa, 2016).

2.5. Data Analysis Technique

a. Questionnaire

The first stage in this research is data collection. This can be done through a survey of respondents who are then checked carefully. After the data is collected, the next step is data pre-processing. With the help of the Statistical Package for Social Science (SPSS) and Microsoft Excel, researchers analyzed the data. Descriptive analysis is an important first step in quantitative analysis. It includes summary statistics such as mean, median, mode, and standard deviation for relevant variables. In the final step, the researcher concluded the data findings after obtaining the average data. The Likert scale was used in this research questionnaire.

According to (Khotimah & Suryandari, 2021), the Likert scale is used to gauge a person's or a group's attitudes, views, and perceptions of social phenomena. The variable to be measured then becomes an indicator variable when using the Likert scale. The instrument components, which may be in the form of statements or questions, are then assembled using the indicators as a point of departure. Very Positive, positive, neutral, negative, and very negative are the levels that are listed after the remarks in the form of columns. The values listed in the following table are associated with each statement that respondents choose to respond to:

Table 2. Likert Scoring

Statement	Score			
	SA	A	D	SD
	4	3	2	1
	1	2	3	4

According to (Sugiyono, 2009) the categorization is based on Mean and Standard Deviation is as follows:

Table 3. Categorization of the ideal mean

No	Interval Formula	Category
1.	$X > (M + 1,5 \text{ SD})$	Very Positive
2.	$(M + 0,5 \text{ SD}) < X < (M + 1,5 \text{ SD})$	Positive
3.	$(M - 0,5 \text{ SD}) < X < (M + 0,5 \text{ SD})$	Neutral
4.	$(M - 1,5 \text{ SD}) < X < (M - 0,5 \text{ SD})$	Negative
5.	$X < (M - 1,5 \text{ SD})$	Very Negative

Description:

X = Score

M = Mean

SD = Ideal Standard Deviation

b. Interview Guideline

The interview process needed to answer the second question, namely knowing humanistic measurements in paragraph writing classes. Interviews used a voice recorder as a medium for recording the interview process. After obtaining and copying recording data, the next process was to analyze it using appropriate theories. This research was conducted to obtain more detailed information from the participants.

3. Findings and Discussion

3.1. Data Presentation of Questionnaire

Based on the explanation in chapter three. Questionnaires were given to 46 students in the English language education writing paragraph class of 2023. To analyze the questionnaire, indicators were displayed, namely the characteristics of humanistic education.

a. Characteristics of Humanistic Education

The following displays the data provided characteristics of humanistic education as in Fig. 1.

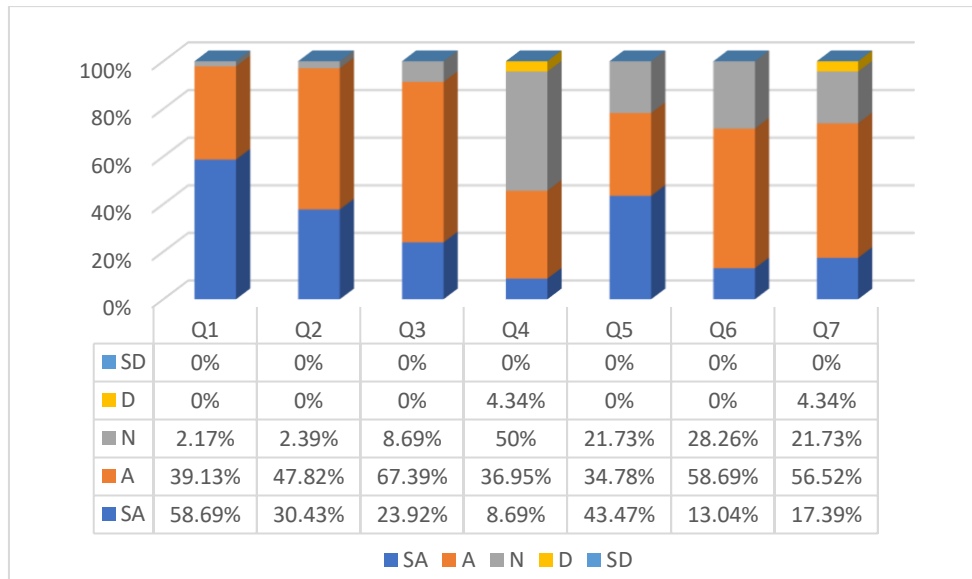


Fig. 1. Results of the questionnaire on the characteristics of humanistic education

From the data above there are seven questions. The first question showed that 27 students (58.69%) "strongly agreed" that they were given learning objectives about paragraph writing. The second statement showed 22 students (47.82%) answered: "agree". This shows that students actively participate in learning paragraph writing. The third statement showed 31 students (67.39%) who answered "agree" that they were given motivation to develop their abilities as students. In the fourth statement, there were 17 students (36.95%) who answered: "agree".

This shows that students took the initiative to make a summary or mind map about the material being taught. In the fifth statement, there were 20 students (43.47%) who answered "strongly agree" that students were encouraged to think critically in the paragraph writing class. The sixth statement, there were 27 students (58.69%) who answered: "agree". This shows that students reflect on what they have learned, relate new material to previous knowledge, and develop a more comprehensive understanding. In the seventh statement, there were 26 students (56.52%) who answered "agree" that students have the will to learn independently. The following displays the data provided as in Figure 7.

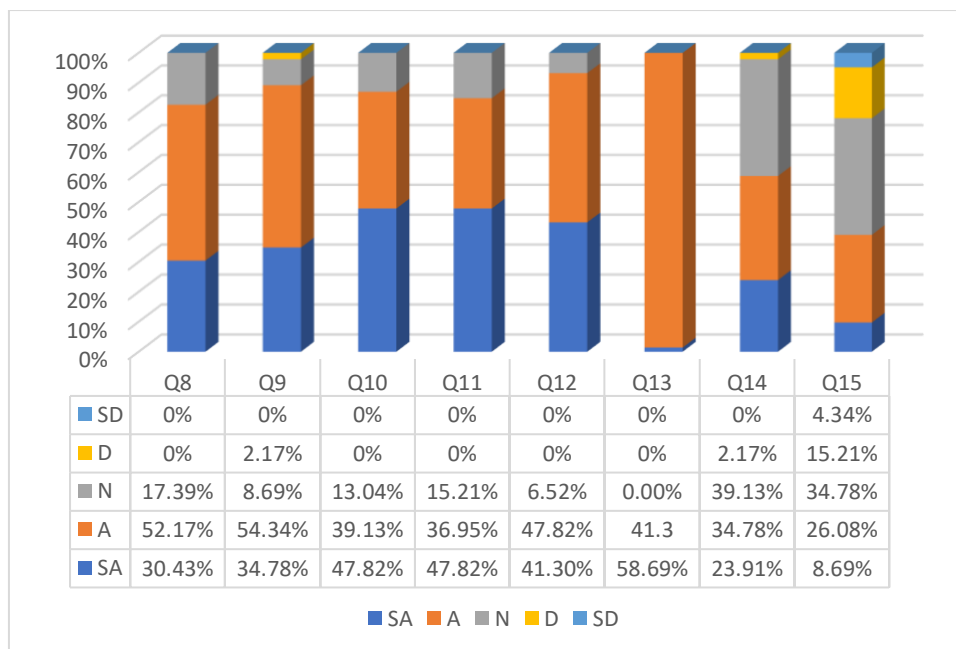


Figure 2. Results of the questionnaire on the characteristics of humanistic education

According to the table data above there are Eight questions. The eighth question shows that 24 students (52.17%) "agree" to be encouraged to speak and express opinions. The ninth statement shows that 25 students (54.34%) answered: "agree". This shows that students are given a choice about the topic or approach they want to take. students want to complete certain assignments or projects.

In the tenth statement, there are 22 students(47.82%) who answered "strongly agree" that lecturers create an inclusive classroom environment so that they feel accepted and supported. In the eleventh statement, there are 22 students (47.82 %) who answered "stronglyagree" in class, lecturers use open-ended questions that stimulate critical thinking and encourage students to share opinions, ideas, or solutions that students have. In the twelfth statement, there were 22 students (47.82%) who answered "agree" that they were treated very fairly regardless of thestatus the students had. Here are the humanistic character indicators:

Table 4. Indicators of Character Humanistic Education

No	Indicators of Character Humanistic Education	Minimum	Maximum	Mean	SD
1.	Objective	3	5	4.565	543,7
2.	Participation	3	5	4.043	697,8
3.	Motivation	3	5	4.152	556,4
4.	Initiative	2	5	3.5	722,6
5.	Critical thinking	3	5	4.217	786,3
6.	Process	3	5	3.847	631,3
7.	Independence	2	5	3.869	748,5
8.	Free to express opinions	3	5	4.130	686,6
9.	Freedom to choose	2	5	4.195	687,0
10.	Appreciate	3	5	4.391	682,4
11.	Understanding	3	5	4.326	731,9
12.	Justice	3	5	439.1	613,8
13.	Justice	4	5	4.586	497,8
14.	Opportunities	2	5	3.804	833,1
15.	Evaluation	1	5	3.043	1.114

In the thirteenth statement, there were 27 students (58.69%) who "strongly agree" that lecturer respect students' opinions and ideas in class without belittling or ignoring them. In the Fourteenth statement, there were 18 students (39.13%) who answered "neutral" those students were not fully given a choice of assignments, including assignments that were challenging and more complex for students. Fifteenth statement, there were 16 students (34.78%) who answered "neutral" This explains that lecturers do not fully hold individual meetings with students to discuss developments, needs, or problems in the learning process students face.

b. The Classification of the character of humanistic education

The following is the table of the character of humanistic education in Paragraph Writing Class.

Table 5. Classification of the character of humanistic education.

Scale Number	Category Score
$X > 64$	Very Humanistic
$55 > X < 63$	Humanistic
$45 < X < 55$	Neutral
$35 < X <$	Not Humanistic
$X < 35$	Very Not Humanistic

From the classification of humanistic character education above, the researcher concludes that a class can be said to be humanistic if the score obtained by students is more than 55. If students have a score between 45 and 55 it is recommended to have a neutral score. while students who get

a score below 45 can be said to be in a class that is not humanistic. The following is a classification of the characteristics of humanistic education that has been determined:

Table 6. Classification of the character of humanistic education

Scale Number	Category Score	Number of Students
> 64	Very Humanistic	16
55 – 63	Humanistic	22
46 – 55	Neutral	8
36 – 45	Not Humanistic	0
< 35	Very Not Humanistic	0
Total		46

Based on the table above, there were 16 students (34.78%) answered that the class was very humanistic, twenty-two students (47.82%) said the class was humanistic, and eight students (17.39) said it was neutral. Based on the data collected, it can be seen that the ParagraphWriting class is Humanistic, which is shown by a total score of more than 55, as many as twenty-two students stated that the paragraph writing class was in the Humanistic category because the twenty-two students had a total score of obtained from 55. The researcher concluded that the paragraph writing class was stated to be Humanistic. Researchers also invited several students to be interviewed. The researcher took eight students from 4 existing Paragraph writing classes, with categories of students who got the highest and lowest scores, each class took two people with the highest and lowest categories.

3.2. Data Presentation of Interview

After analyzing the quantitative data, it can be concluded that the Paragraph Writing class in the English education study program has been declared Humanistic. Researchers asked students about the reasons for implementing Humanistic in Paragraph Writing classes in detail by conducting interviews. The students interviewed were students who took the paragraph writing class in the first semester. They were interviewed from class A to class D in turn according to the highest score to the lowest score. The following are findings from student interviews.

a. The class atmosphere you feel when taking a paragraph writing class

When students were asked their opinion about the atmosphere in the paragraph writing class, they have several opinions as follows:

Participant 1:

"The class atmosphere in paragraph writing is fun because the lecturer is nice and if we don't understand something, we're told straight away. For the paragraph writing class, sometimes it's boring, sometimes it's fun. Usually, the material given is in PDF form. What makes you lazy is that the material taught doesn't vary. So sometimes we are sleepy, but the lecturers are good and the grades are easy to get. Students are free to express their opinions."

Participant 2:

"In my opinion, the class atmosphere is very enjoyable because the lecturer is very open to the students. Usually, the material is explained after questions and answers, because the lecturer is open and very friendly so students participate actively in class."

b. The lecturer provides a form of motivation to students in the paragraph writing class

When students were asked their opinion about whether the lecturer provided motivation to students in the paragraph writing class some of them have different opinions, as follows:

Participant 2:

"As far as I remember motivation, that's when I remembered it when the lecturer said about study program associations because students are not only important in studying but organizations on campus are also important."

Participant 2 said that the motivation lecturers gave was not only about lessons, but students also needed to be involved in the world of organizations to gain experience and relationships. With students involved in the world of organizations, they can learn new things and this can also increase their self-confidence in public speaking

c. Lecturers Treat Students in the Class Fairly

When students were asked for their opinion regarding whether the lecturer was fair to the students in the class, some of them had the same opinion, as follows:

Participant 6:

"Lecturers act fairly because when we are given an assignment, the lecturer goes around checking each of our assignments, not just one or two people are checked, but everyone is checked and helped to confirm the assignment one by one."

Participant 8:

"Usually, the lecturer gives group assignments and usually each group will take turns to present a presentation. Each group that gives a presentation is always given feedback and solutions so that the other groups understand and can be addressed in the next group."

Based on the opinions from participants 6 and 8 can be concluded that lecturers treat their students as fairly as possible, never looking at students based on their status. This reason makes students calm and appreciative in paragraph writing class.

d. Provide Feedback or Solutions to the Material being Taught if students do not Understand it.

When students are asked for their opinion regarding whether the lecturer provides feedback or solutions to the material taught if the student does not understand, as follows:

Participant 2:

"Usually, if there is an assignment, the assignment that is submitted will be reviewed and other responses will be given."

Participant 5:

"Yes, given"

Participant 7:

"Yes, usually after doing the assignment you are asked to come forward to be corrected by him so he gives a solution and tells you where the mistake is."

Participant 8:

"Yes, usually if students don't understand they will be helped so they understand and better."

The opinions from participants 2, 5, 7 and 8 agree with the previous opinions of participants 4 and 6. The conclusion that can be drawn is that the lecturer provides feedback to students in the paragraph writing class.

3.3. Discussion

After collecting data, researchers analyzed qualitative and quantitative data. The researcher will explain all the data based on the first question: Has the class implemented a humanistic approach in the paragraph writing class at the Ahmad Dahlan University English Language Education Study Program. The second is the extent to which the humanistic approach is applied in paragraph writing classes at the English Language Education Study Program at Ahmad Dahlan University.

a. The Implementation of a humanistic approach in paragraph writing classes at the Ahmad Dahlan University English Language Education Study Program.

Based on the questionnaire given by the researcher, it can be concluded that the Paragraph Writing Class for English Education at Ahmad Dahlan University has implemented a humanistic education approach. The results of this research are in line with research (Aritonang, 2021), which aims to determine the humanistic approach and the positive impact of humanism. Humanistic

education is an approach to the learning process that focuses on developing individual potential holistically, including physical, emotional, social, and intellectual aspects. This approach places students' needs, desires, and experiences as the central point of the learning process. In the classroom, a humanistic educational approach attempts to create a learning environment that supports overall student growth and development. This approach seeks to create a classroom environment that is inclusive, responsive, and considers the needs of individual students. Through humanistic education, it is hoped that students can grow into individuals who are independent, empathetic, and have a deeper understanding of themselves and the world around them.

Humanistic education encourages students to take an active role in their learning process. By encouraging independence, students learn how to plan, evaluate, and manage their own time and resources, thereby increasing their ability to learn independently. Through humanistic education that is oriented towards developing students' potential holistically, students can improve their academic abilities and life skills needed for success in everyday life.

Based on the researcher's questionnaire responses, students enjoy taking the paragraph writing class because it applies a humanistic approach to learning this approach places attention on students' needs, allows self-expression, and provides space for personal growth. (Hart, 2022) stated that the respondents agreed that humanistic applications were critical to implement. Through a humanistic approach, students may feel that their writing activities have greater relevance to their daily lives or other subject matter. This can make the learning experience more meaningful for them. Applying a humanistic approach in paragraph writing class activities can create an environment that supports and motivates students to feel a deeper connection with the writing process, they can better understand the ideas, values, and views they may have. This can help them strengthen their identity and understanding of themselves.

- b. To which extent the humanistic approach is applied in paragraph writing classes at the Ahmad Dahlan University English Language Education Study Program.

Based on interviews conducted by researchers, to get a more detailed view of the reasons behind their answers. This can provide a clearer picture of how they interpret the concept of a humanistic approach in the classroom to find out the extent of the application of humanistic education in the English language education Paragraph writing class at Ahmad Dahlan University.

From the results of the interviews, the researcher concluded that the results of the students' answers could be an indication that a large number of them felt that certain humanistic aspects were already present in the paragraph writing class through their learning experiences. Students also described that the class gave them the freedom to express their ideas and feel heard, which could be a sign of adopting a humanistic approach. Students feel that the class atmosphere is very comfortable and not quiet because they are very enthusiastic about listening to the lecturer's explanations and actively participate in asking questions if there is material they don't understand, they don't hesitate to ask questions because the lecturer is very open with students so that students feel welcomed in the class. Students feel motivated and enthusiastic in taking the paragraph writing class by implementing a humanistic approach. As stated by (Aritonang, 2021), with the application of humanistic in the Paragraph Writing class, students have motivation, where motivation is a fundamental component in learning activities. Because someone who lacks the desire to learn and does not want to participate in learning activities may lack motivation.

In general, students as individuals learn to manage their behavior to be encouraged to carry out learning activities to achieve certain goals, and this is known as learning motivation. Motivation for someone to carry out an activity or encouragement to determine actions to achieve a goal can be like a good grade in class paragraph writing.

4. Conclusion

The results of the research show that humanistic applications have been carried out in paragraph classes. In detail, of the 46 students in the Paragraph Writing class, 16 students (34.78%) answered that the class was very humanistic, and twenty-two students (47.82%) said it was a humanistic class. Eight students (17.39) answered neutral. This humanistic approach has been implemented quite far based on social interaction and humanistic criteria. Meanwhile, in the results of the interview, the students mentioned humanistic criteria in which students felt that the class atmosphere created was

very pleasant, always provided good motivation so that students had a strong enthusiasm and the lecturer always provided understanding to students who did not understand the subject matter.

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