

The Importance Of Humanism Education For Primary School Children In The 21st Century Globalization Era

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Abstract: This article discusses the importance of humanism education for primary school children in the 21st century era of globalization. In the context of globalization, children face complex challenges that require adaptive social, emotional and cultural skills. Humanism education offers an approach that can build character, empathy and tolerance, and increase multicultural awareness. The purpose of this study was to explore the implementation strategies, challenges, and solutions in implementing humanism education in elementary schools. The research method used was a qualitative approach with a case study in an elementary school that implemented a humanism approach. Data were obtained through participatory observation, in-depth interviews with teachers and students, and analysis of curriculum and education policy documents. The sample selection was purposive, focusing on schools with good humanism practices. The results showed that the integration of humanism values in the curriculum, teacher training, and community support were key to successful implementation. The main challenges included a curriculum focused on standardized tests, limited resources and resistance from various parties. However, support from the government, ongoing teacher training and community involvement can overcome these barriers. In conclusion, humanism education is important to prepare children for the dynamics of globalization, build strong character, and create an inclusive and supportive learning environment.

Keywords: 21st Century, Globalization, Humanization, Primary School.

INTRODUCTION

The 21st century globalization era has brought significant changes in various aspects of human life, including in the field of education (Faiz, 2021; Charismana, Firmansyah, Arsyani, Fatimah & Yudha, 2023). Rapid transformations in technology, communication and the

economy have fundamentally altered the educational landscape (Rajagukguk, 2023). Amidst these dynamics, primary school children are one of the groups most affected by these changes. Not only are they faced with increasingly higher academic demands, but they also have to deal with an

unprecedented complexity of social, cultural and moral challenges.

In the midst of globalization and digitalization, young people are exposed to a vast amount of information and diverse influences that can blur or lower their moral standards (Dower & Langdale, 2022). This phenomenon stems from their unprecedented access to global content, which, while enriching, also presents risks such as moral relativism. The conflicting messages surrounding values and behaviors create confusion, making it difficult for youths to discern what is ethically acceptable. This challenge is further amplified by social media platforms that prioritize superficial values over deeper ethical considerations, leading young individuals to engage in behaviors that may not align with their true beliefs.

Moreover, the prevalence of misinformation and disinformation complicates the moral landscape for young people. Many lack the critical thinking skills necessary to evaluate the credibility of online information, which can result in the acceptance of harmful ideologies as normative. Dower & Langdale (2022) highlights the importance of teaching youths to critically engage with content, as passive consumption of information can erode their moral judgment and decision-making abilities. Overall, globalization and digitalization create an environment where young individuals must navigate complex

influences that significantly impact their moral development.

These changes bring new challenges to the education system, especially in preparing children to deal with global complexities and dynamics. In the midst of rapid technological development, there are concerns that humanism aspects of education, such as empathy, tolerance, and respect for humanity or human rights, are being neglected.

A child's empathetic attitude means that the child can understand and feel what others feel. It involves the ability to recognize and appreciate the feelings, thoughts, and perspectives of others (Cahyani, 2019). An empathetic attitude allows one to put oneself in another's shoes and feel what they are experiencing, both in pleasant and challenging situations. In a social context, empathy is the basis of healthy and harmonious relationships because it helps reduce conflict and increase cooperation (Komaruddin, Zulham, Utama & Fadilah, 2023).

According to Aeni (2022) argues that, parents and teachers must recognize the signs of children who should be aware if the child has unempathetic behavior as follows, namely, the first child does not have a sense of caring for others. Second, children do not listen when others speak. Third, children cannot show a sympathetic response to family, other people or the surrounding environment. Fourth, children cannot show

sensitivity to the needs of others. Fifth, children appear negative characters and even tend towards cruel behavior.

The attitude of tolerance that children have means that children can respect and accept differences, be it differences in opinion, culture, religion, or lifestyle (Tabi'in, 2020). Tolerance involves recognizing that everyone has the right to hold different views and beliefs, and respecting those rights. In a pluralistic society, tolerance is essential for creating an inclusive and harmonious environment, where everyone feels accepted and valued. Tolerance does not mean agreeing with all views, but respecting the right of others to hold them.

According to Harruma, (2022) suggests that, there are signs if children have an attitude of not respecting and intolerance, namely, one does not appreciate and respect the rights of others. Second, children discriminate or discriminate against others based on ethnicity, religion, race, gender, skin color, language, and others. Third, children interfere with the freedom of others, such as interfering with others in practicing worship, and other activities. Fourth, children impose their will on others. Fifth, children appear unwilling to associate or make friends with people of different beliefs. Sixth, children appear to hate and hurt the feelings of people with different

religions, opinions or views. Seventh, children seem to prioritize their group or children consider it a better group than others.

While respecting human rights, children respect the human rights of others. Human rights are basic rights that every individual has inherently because they are human beings (Putri, Amanda, Yanti, Amin & Batubara, 2023). These rights are universal, inalienable, and inherent in all people regardless of race, gender, nationality, ethnicity, language, religion, or other status. Human rights cover various aspects of life, including the right to life, liberty, security, freedom of opinion, freedom of religion, the right to work, the right to education, and the right not to be tortured or treated inhumanely.

Empathy, tolerance and human rights are interrelated and mutually supportive in creating a just and humane society. Empathy encourages one to understand and appreciate the feelings and perspectives of others, which is the first step towards tolerance. By developing an attitude of tolerance, individuals and communities are better able to accept differences and work together in diversity. Meanwhile, respect for human rights ensures that everyone is treated with respect and dignity, without discrimination. Together, these three concepts form the basis of a peaceful, just and civilized social life.

In facing the challenges of children who lack empathy, tolerance and respect for human rights, the role of education for primary school children must be more than just transferring academic knowledge (Salat & Amarullah 2023; Muslich, 2022). They need to be equipped with skills and values that enable them to become resilient and skillful individuals in facing the realities of a rapidly changing world. This is where the importance of humanism education emerges as a solid foundation.

Humanism education at the primary school level becomes very important in this context. Humanism education emphasizes the development of human values, such as respect for human rights, concern for others, and the ability to think critically and reflectively (Astawa, 2015). These values are essential in shaping the character of children who are not only intellectually intelligent, but also have strong morality and ethics.

At the elementary school level, children are in a critical stage of development, where values and basic principles of life begin to form. Therefore, integrating humanism education in the elementary school curriculum is a strategic step to build a generation that is able to face global challenges in a humanism and ethical way. Humanism education also helps children understand and appreciate cultural diversity, improve their social skills, and

build a strong foundation to become responsible global citizens.

Despite the acknowledged importance of humanistic education, there remains a lack of comprehensive studies specifically addressing its implementation and impact on character development among elementary school children in the context of 21st-century globalization. Most existing research tends to focus on academic achievement or cognitive skills, often neglecting the moral and ethical dimensions of education that are essential for holistic child development. Furthermore, while there are studies that explore empathy, tolerance, and human rights separately, limited research exists that examines their interconnections within the framework of humanistic education. This study aims to fill these gaps by providing a nuanced understanding of how humanistic education can be effectively integrated into elementary curricula to foster empathy, tolerance, and respect for human rights, thereby preparing children for the complexities of modern society.

Based on the current issues, this study aims to address several key questions related to humanism education for elementary school children in the 21st-century globalization era. First, it seeks to explore the importance of humanism education in helping children navigate the complexities of today's world. Second, the study will examine how the application of

humanism education can positively influence the development of children's character. Lastly, it will identify the challenges and opportunities associated with implementing humanism education in elementary schools.

The objectives of this research are threefold. First, it aims to elucidate the significance of humanism education for elementary school children in a globalized context. Second, it intends to analyze the impact of such education on shaping children's character development. Finally, it will assess the challenges and opportunities present in the implementation of humanism education within elementary schools, providing a comprehensive understanding of its potential role in fostering well-rounded, compassionate individuals.

METHOD

This research uses a qualitative approach with a case study approach. This approach was chosen to gain an in-depth understanding of the importance of humanism education for elementary school children in the 21st century globalization era, as well as to identify implementation strategies, challenges, and efforts to resolve them. The subjects of this study were students of Olifant School International Elementary School. The sample was selected by purposive sampling by choosing elementary schools that are considered to

have implemented a good humanism approach in the learning process.

Elementary schools that successfully implement a good humanism approach should integrate human values and character education into their curriculum, employ interactive and student-centered teaching methods, and foster an inclusive environment that celebrates diversity while addressing bullying. They must engage with parents and the community, provide professional development for teachers on humanism principles, and support students' emotional and social well-being through counseling and conflict resolution programs. Schools should assess character development alongside academic performance, offer extracurricular activities that promote teamwork and social responsibility, demonstrate strong leadership commitment to humanistic values, and regularly solicit feedback from students to enhance their educational practices.

Data sources were obtained through participatory observation, interviews with teachers and students, and document analysis such as school curriculum and educational policies. Qualitative data obtained from observations, interviews, and document analysis will be analyzed using a thematic analysis approach. The data will be organized, coded and grouped based on certain themes that emerge, such as

implementation strategies, challenges and efforts to resolve them. The findings will be presented in a narrative that comprehensively describes the research results.

RESULT AND DISCUSSION

The Concept of Humanism Education

The globalization of the 21st century is creating a social, economic, and cultural landscape that is very different from the past (Natarajan, Newsham, Rigg & Suhardiman, 2022). Advances in information and communication technologies have connected the world more closely, economically, politically, and socially. Some key characteristics of 21st-century globalization include:

First, extensive interconnection. Globalization has turned the world into a more globally integrated network. Information, goods, and capital move quickly and freely across national boundaries (Hamonangan, 2020). Second, the technological revolution. The development of digital technology and the internet has facilitated instant global communication and interaction between individuals around the world. This has changed the way people work, communicate and learn (Wulandari, Caesariano, Murtiadi & Bastian, 2021).

Third, increased mobility. Human mobility is increasing, whether in terms of international migration, business travel, or

tourism. This creates a more diverse and multicultural society (Nasri & Tabibuddin, 2023). Fourth, global economic growth. Globalization has opened up global markets for companies and producers, enabling rapid economic growth in some countries and regions (Ngatikoh & Faqih, 2020).

Introducing the concept of humanism in the context of elementary school education is relevant given the new demands arising from globalization. Humanism emphasizes human values, personal development, and social awareness, which are very important in shaping resilient and skilled individuals in this era of globalization (Dwiyani, 2023). Through a humanistic approach, education can focus on developing social skills, empathy, and multicultural understanding—essential competencies for navigating the complexities of a globally connected world.

While globalization offers many opportunities, children also face several challenges, including identity complexity. Children experience pressure to navigate their identities in an increasingly connected global context (Leuwol, Jamin & Ayu, 2023). They must address questions of cultural, racial and religious identity in an increasingly multicultural environment.

Second, academic pressures. Global competition in education and careers increases the pressure on children to excel academically (Aprile, Ellem & Lole, 2021).

This can lead to stress and anxiety among primary school children. Third, exposure to technology. While globalization has brought tremendous technological advances, it has also introduced new challenges related to overuse of technology, such as social media addiction and impaired concentration (Izza, 2023; Mariantika & Suardika, 2021).

Fourth, economic uncertainty. Global economic changes can create uncertainty for families, which in turn can affect children's stability and well-being (Andari, Wiguna, Puspawati, 2023). In the face of these challenges, humanism education can be a strong foundation to help primary school children develop the skills, values and resilience needed to face the 21st century era of globalization.

Humanism in education is an approach that emphasizes the integral development of the individual, focusing on human, moral and intellectual aspects (Nahdiyah, 2023). Humanism is a philosophical view that places humans at the center of attention, viewing human values, freedom, and potential as the most important things in life (Odari, 2020; Davidson, 2023). The main aspects of humanism in education include, first, the achievement of personal potential. Humanism emphasizes holistic personal development, including the intellectual,

emotional, and social aspects of individuals (Pare & Sihotang, 2023).

Second, human dignity. Humanism views every individual as having intrinsic value and equal rights to be respected and treated fairly (Ranawat & Tripathi, 2024). Third, moral and ethical development. Humanism encourages the formation of strong moral values, such as empathy, tolerance, honesty, and justice (Dewi, Ramadhan, Fadhil, Fadhil, Idris, Hidayat & Yusrin, 2023). Fourth, creativity and innovation. Humanism values and encourages the expression of individual creativity and innovative thinking in learning (Koodho & Pamungkas, 2023).

The concept of humanism is particularly relevant in the education of primary school children because at this stage, children are developing the core foundations of their personality. Humanism assists them in this process by instilling positive values, helping them understand differences, strengthening empathy, and stimulating critical and creative thinking (Purwatiningsih, 2023). Humanism education can create an inclusive environment where every child feels valued and supported in their personal development.

In applying the principles of humanism in education, the role of teachers and educational institutions is very important. Teachers play a central role in

creating a learning environment that supports the development of students' humanity (Judrah, Arjum, Haeruddin & Mustabsyirah, 2024). Here are some aspects of the teacher's role in applying the principles of humanism, namely, first, learning facilitator. Teachers act as facilitators in the teaching and learning process, supporting students to understand the subject matter and encouraging them to ask questions, think critically, and express creatively (Fahrudin, Ansari & Ichsan, 2021).

Second, the behavior model. Teachers become examples for students in demonstrating human values such as empathy, tolerance, justice, and cooperation (Sholeh, 2023). They practice equality and respect for diversity in the classroom. Third, personal support. Teachers pay attention to students' individual needs and provide the necessary support and guidance to overcome challenges and reach their full potential (Sultani, Alfitri & Noorhaidi, 2023). Fourth, student character development, Teachers assist students in character building by providing instruction on moral values, ethics, and social responsibility (Rozak, 2023).

Educational institutions, such as schools, have several major obligations in creating an environment that supports the development of students' humanity, namely, first, designing the curriculum. Educational institutions design a

curriculum that includes learning humanism values, such as learning about tolerance, cultural diversity, and human rights (Saihu & Aziz, 2020). Second, integrating humanism values. Humanism values are integrated into extracurricular activities, character development programs, and school policies to create an environment that supports humanism learning (Rizal & Burhan, 2024).

Third, encouraging student participation. Educational institutions encourage students' active participation in school activities, decision-making, and social projects that support humanism values (Ferreira, Martinsone & Talić, 2020). Fourth, providing training. Educational institutions provide training to teachers and staff to understand and apply the principles of humanism in their educational practices (Chasanah & Ningsih, 2023).

Humanism education plays a crucial role in shaping the character and expanding social understanding among primary school children. The focus on developing empathy and social skills is an important cornerstone of humanism education.

The Importance of Humanism Education

Humanism education helps primary school children to develop empathy, the ability to understand and feel the feelings and experiences of others (Sastradiharja, Sarnoto & Nurikasari, 2023). This is

important because empathy helps children to build healthy relationships, strengthen interpersonal connections and respond sensitively to the needs and feelings of others.

Humanism also emphasizes the development of social skills, such as the ability to communicate well, cooperate in groups, resolve conflicts peacefully, and build harmonious relationships (Rasyid, Raffli, Aditya, Rahmadani, Hania & Qiran, 2024). These social skills help children to become more skilled individuals in interacting with others, both in the school environment and in society at large.

Through humanism education, primary school children are taught to appreciate the perspectives of others, respond with empathy to their needs, and work together in creating an inclusive and supportive environment (Nasution, Fitrah, Alfina & Hajmi, 2023). This not only helps them in their daily lives, but also forms an important foundation for their future social and emotional development.

Humanism education significantly shaping multicultural awareness and increasing tolerance among elementary school children (Sakti, Adha & Siswanto, 2023). There are several urgencies in increasing multicultural awareness and tolerance through humanism education, namely, first, an understanding of cultural diversity. Humanism education helps

elementary school children to understand and appreciate the cultural diversity around them (Santoso & Dauwi, 2023). They are taught to respect intercultural differences, such as differences in language, customs, religion, and traditions, and understand that every culture is different.

Second, overcoming stereotypes and prejudices. With an emphasis on the principles of humanism, children are taught to overcome stereotypes and prejudices they may have against others of different cultures or backgrounds (Arfan, 2022). They learn to see each individual as unique and culturally diverse. Third, the promotion of equality and justice. Humanism education encourages children to fight for equality and justice for all people, regardless of race, religion, gender or cultural background (Shih, 2020). They are taught to respect the human rights of every individual and participate in building an inclusive and just society.

Fourth, intercultural skills development. Humanism education helps children to develop intercultural skills needed in interacting with people from different cultures (Hariyadi & Imronuddin, 2021). They learn to communicate effectively, collaborate and adapt in cross-cultural situations, which are invaluable skills in an increasingly connected global society.

By raising multicultural awareness and tolerance through humanism education, elementary school children are better prepared to live in a diverse society, and are better able to form respectful relationships and build peace amidst differences.

Humanism education plays a very important role in forming a strong foundation of moral and ethical values in elementary school children (Susanti, 2024). There are several urgencies in the formation of moral and ethical values through humanism education, namely, first, the introduction of universal values. Through humanism education, primary school children are introduced to basic universal values, such as honesty, integrity, justice, and respect for others (Raharjo, Jayadiputra, Husnita, Rukmana, Wahyuni, Nurbayani, Salamah, Sarbaitinil, Nazmi, Djakariah & Mahdi, 2023). They understand that these values are universal and apply to all individuals, no matter their cultural or religious background.

Second, the development of moral awareness. Humanism helps in the development of children's moral awareness, which enables them to understand the difference between right and wrong, and make the right decisions based on their moral values (Zuchdi, 2023). They learn to take responsibility for their actions and consider the moral consequences of each action. Third, it encourages ethical behavior. Humanism education encourages

children to practice ethical behavior in daily life (Rusdiani, Setyowati, Agustina, Nurlela & Mahardani, 2023). They are taught to value human rights, respect the dignity of every individual, and behave with empathy and tolerance towards others.

Fourth, it forms a strong character. With an emphasis on moral and ethical values, humanism education helps in the formation of strong character in elementary school children (Sultani, Alfitri, & Noorhaidi, 2023). They become individuals with integrity, honesty and commitment to good moral principles. Through the formation of strong moral and ethical values, humanism education provides a solid foundation for the personal and social development of primary school children. They become individuals who are more aware of their responsibilities as members of society and are better prepared to face the moral challenges of their future lives.

Humanism education plays an important role in stimulating creativity and innovation in primary school children's learning (Triaswari, Sutrisno, Adiyaksa & Rustiya, 2023). There are several urgencies in stimulating creativity and innovation through humanism education, namely, first, encouraging students' self-expression. Through humanism education, primary school children are encouraged to express themselves in unique and creative ways (Arzfi & Jamna, 2024). They are taught to

value their own uniqueness and trust their ability to contribute to the learning process.

Second, it motivates students' critical thinking. Humanism encourages children to develop critical thinking skills, which is the ability to ask questions, consider various points of view, and seek innovative solutions (Saksono, Khoiri, Surani, Rando, Setiawati, Umalihatayati, Ali, Adipradipta, Ali & Aryuni, 2024). This enables them to become active learners and engage in the teaching-learning process.

Third, project-based learning. In humanism education, project-based learning is often used as a method to stimulate creativity and innovation (Widyalistyorini, Istiq'faroh & Hendratno, 2023). Children are given the opportunity to work collaboratively on challenging and meaningful projects, which allows them to express their ideas creatively.

Fourth, it develops students' creative thinking skills. Humanism education helps children to develop creative thinking skills, which is the ability to think of new and unconventional solutions to complex problems (Huda, Reffiane & Saputra, 2024). They are taught to think outside the box and take risks in experimenting with new ideas.

Implementation of Humanism Education Strategy

Humanism education plays a vital role in stimulating creativity and innovation in learning, equipping primary school children with critical, collaborative, and creative thinking skills essential for facing future challenges. This approach fosters independent, innovative learners who are prepared to contribute to a dynamic society. The implementation of humanism education has several strategies, one of which requires a student-centered learning approach, where children are actively involved in their learning process (Handiyani & Muhtar, 2022). There are several steps in the implementation strategy of humanism education with a student-centered learning approach, namely, first, recognition of individual uniqueness. The student-centered learning approach recognizes that each child is unique and has different learning needs (Fitriyah & Bisri, 2023). Teachers understand that there is no one-size-fits-all approach, and they endeavor to tailor learning to each student's needs, interests and learning style.

Second, it encourages active engagement. In this approach, children are invited to be active learners, not just passive recipients of information (Hanaris, 2023). They are encouraged to ask questions, think critically, collaborate with peers, and explore concepts in creative ways. This

allows them to take an active role in their own learning.

Third, problem-based learning. Student-centered learning strategies often involve problem-based approaches, where children are given challenges to solve real problems or situations that require critical thinking and innovative solutions (Nur & Nugraha, 2023). This helps them to relate learning to real-world contexts and develop useful problem-solving skills.

Fourth, the facilitation of collaborative learning. Teachers act as facilitators and guides in learning, not just as a source of knowledge (Mustofa & Muazin, 2021). They create a collaborative learning environment, where children work together in groups to explore concepts, share ideas and learn from each other. This collaboration encourages the development of social skills, empathy and communication.

By implementing student-centered learning strategies, humanism education can become more effective in shaping positive character, skills and attitudes in primary school children. This helps them to become independent, creative and open-minded learners who are ready to face the complexities of a rapidly changing world.

The second strategy to implement humanism education is through the integration of humanism values in the primary school curriculum. This strategy has several steps, namely, first,

identification of relevant values. The first step in integrating humanism values in the curriculum is to identify the most relevant and significant values to include. These may include values such as empathy, tolerance, justice, social responsibility, and respect for diversity (Sholeh, 2023).

Second, changes to the existing curriculum. The existing primary school curriculum is explored to determine where and how humanism values can best be integrated (Nanda & Maulina, 2021). This could involve reviewing the syllabus, learning materials, and extracurricular activities to ensure that humanism values are reflected in all students' learning experiences.

Developing appropriate learning materials is another crucial step, as teachers and curriculum developers work collaboratively to create resources that align with established humanism values. This may include designing lesson plans, organizing classroom activities, and utilizing materials that illustrate and promote these values. Fourth, application in real context. The integration of humanism values in the curriculum focuses not only on theory, but also on the application of these values in the real context of students' lives (Shofiyah, Komarudin & Ulum, 2023). Teachers encourage reflection and discussion on how humanism values can be applied in daily life, both at school and outside school.

Fifth, evaluation and adjustment. During and after implementation, continuous evaluation is conducted to evaluate the effectiveness of strategies for integrating humanism values in the curriculum (Wijaya, S., Saputra & Lestari, 2023). If needed, adjustments are made to ensure that humanism values continue to be promoted and reinforced in students' learning experiences.

By integrating humanism values in the primary school curriculum, education becomes more than just a transfer of knowledge, but also about character building, attitude development and instilling strong moral values in future generations. This creates a learning environment that promotes empathy, tolerance and diversity, which are important for children's personal and social development.

The last strategy to implement humanism education in the 21st century globalization era is by training teachers to practice the humanism approach in the classroom. There are several steps in this strategy, namely, first, understanding the concept of humanism. The training begins by introducing the concept of humanism to the teachers (Imron, 2023). They learn about the principles of humanism, its underlying values and how it can be integrated into their teaching practices.

Second, the introduction of humanism approaches to learning. Teachers are introduced to the humanism approach to learning, which places students as active subjects in the learning process (Dinata, 2020). They understand the importance of listening, understanding and responding to students' individual needs.

Third, student engagement practices. Teachers are trained to create learning environments that promote student engagement (Nahdiyah, 2023). They learn techniques to stimulate discussion, collaborate with students, and provide space for self-expression and exploration of ideas.

Fourth, facilitation of collaborative learning. Teachers are trained to be facilitators in collaborative learning, where students work together in groups to complete tasks and projects (Khasanah, 2024). They learn to provide support, give feedback, and facilitate dialog that promotes deep understanding.

Fifth, the development of emotional and social skills. In addition to academic aspects, the training also includes developing emotional and social skills in teachers (Burhamzah, Novia, Fatimah & Alam, 2023). They are trained to build positive relationships with students, pay attention to their emotional needs, and facilitate the development of social skills and conflict resolution.

Sixth, evaluation and feedback. After the training, evaluations are continuously conducted to see teachers' progress in implementing the humanism approach in the classroom (Puspitaningrum & Indrawati, 2023). Feedback is given regularly to help them continue to improve their skills and practices.

Through training teachers to practice humanism approaches in the classroom, humanism education can be effectively implemented in students' learning experiences. This creates a supportive, inclusive and inspiring environment, where every student is valued as a unique individual and has unlimited potential to learn and grow.

A Case Study of Humanist Education

A concrete case study of a school that has successfully implemented humanism education in the 21st century globalization era is Olifant School International Elementary School. This school has successfully integrated humanism values into all aspects of their learning. They emphasize student-centered learning, respecting individual uniqueness, and developing students' social and emotional skills.

Figure 1. Olifant School International students discussing group work.



Olifant School International Primary School offers an inclusive and supportive learning environment for all students. They use a student-centered approach to learning, with a focus on building positive relationships between teachers and students, as well as between fellow students. They also pay special attention to the development of social and emotional skills, such as empathy, cooperation and responsibility.

Figure 2. Students of Olifant School International learning activities outside of school



The success of Olifant School International Primary School in implementing a humanism approach to

education can be seen from several factors. First, increased academic achievement. Although their main focus is on developing social and emotional skills, students at Olifant School International Primary School also achieve good academic results. This shows that the humanism approach not only improves students' overall well-being but also has a positive impact on their academic achievement.

Figure 3. Performing arts, culture, and appreciation activities for outstanding students



Second, the learning environment at Olifant School is exceptionally positive. Students at Olifant School International Primary School feel supported, valued and accepted in their learning environment. Strong relationships between teachers and students, as well as between fellow students, create a positive atmosphere and allow students to develop to their full potential.

Figure 4. Students doing digital literacy activities.



Thirdly, strong social and emotional skills. learning at Olifant School International Primary School is not only about the subject matter, but also about developing important social and emotional skills. Students learn to work together, communicate effectively, and manage their emotions well, which are invaluable skills in their future lives.

Figure 5. Olifant School International student camping activity



The lessons learned from the success of Olifant School International Primary School are the importance of prioritizing student well-being and creating an inclusive and supportive learning environment. The

integration of humanism values in education can help create students who are not only academically intelligent, but also empathetic, tolerant and ready to face the complexities of an increasingly connected world.

In implementing humanism education in elementary schools, there are also barriers or challenges, namely, one, a curriculum focused on standardized tests. Many primary schools are faced with pressure to achieve academic targets set by standardized tests (Muslimin & Fatimah, 2024). This can cause the main focus to be on mastering basic subject matter, while humanistic approaches are sometimes neglected.

Second, resource limitations. Some schools may experience resource constraints, including limited budgets, shortages of trained teaching staff, and lack of access to supporting materials and technology (Ammi, Sabani & Munir, 2023). This can be a barrier to implementing a humanism approach that requires individualized attention and the development of social skills.

Third, resistance from stakeholders. Some parties, including teachers, parents or even school administration, may have different views on the value and benefits of humanism approaches in education (Alfari & Hidayat, 2023). This resistance can hinder efforts to adopt humanism practices in schools.

From these various obstacles, there are solutions to overcome these challenges, namely, first, support from the government. The government can provide support in the form of educational policies that support the integration of humanism values in the primary school curriculum (Maulana & Insaniyah, 2023). They can also provide additional resources and training for teachers.

Second, in-depth teacher training. Training focused on humanism approaches to education can provide teachers with the skills and knowledge needed to implement humanism practices in the classroom (Rizal & Burhan, 2024). This includes learning how to listen, give constructive feedback and facilitate collaborative learning.

Third, support from the community. Involving parents, community members and other stakeholders in the educational process can help create wider support for humanism practices in schools (Arifin & Aqso, 2023). Volunteer programs, parent seminars and other community activities can strengthen the relationship between school and community.

By overcoming these barriers through strategies such as government support, teacher training, and community support, primary schools can successfully implement humanism education effectively. This will create a learning environment that is more inclusive,

competitive, and oriented towards the overall well-being of students.

CONCLUSION

The importance of humanism education for elementary school children in the 21st century globalization era is to instill human values, tolerance, empathy and solidarity early on. In the midst of rapid globalization and rapid technological development, children need to have a strong value foundation in order to face various moral and ethical challenges. The implementation of humanism education can significantly influence children's character development. Through an approach that emphasizes experience, reflection, and social interaction, children learn to develop empathy, social responsibility and critical thinking. Challenges in implementing humanism education in primary schools include the limitations of an overcrowded curriculum with academic material, lack of training and awareness among teachers about the importance of humanism, and resistance from some parents who prioritize academic achievement. However, there are ample opportunities, including the increasing awareness of the importance of character education, support from various parties including the government and non-governmental organizations, as well as the development of innovative learning methods that can integrate humanism

values in daily activities at school. With the right strategy and collaboration between schools, families and communities, humanism education can be implemented effectively and have a positive impact on the development of children in the 21st century globalization era.

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