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Affective-Humanistic Approach in Online Learning Practices

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Abstract

Some students often face difficulties in comprehending the learning materials. The problems is not merely because of the level of the cognitive competence. Frequently, being comfortable in the classroom or freedom from the rear or anxiety becomes the case. The emotional condition as well as the communication among students and between students and the lecturer are the key points in building the conducive atmosphere for supporting the successful teaching and learning process. The present study attempts to describe the students' responses on their online learning experience in which the affective-humanistic approach was introduced naturally in the classroom. The main data of the study were from the online interactions of students and lecturer via WhatsApp group and Portal Academic UST. The study employed the nine survey items with four Likert scales ranging *strongly disagree* to *strongly agree*. The data shows that most respondents were in range of *agree* and *strongly agree* for responding items depicted to the affective humanistic practices. The results were analyzed with the respect of taxonomy of affective domain and the principles of effective humanistic approach.

Keywords: affective, humanistic, online learning

Introduction

An affective-humanistic approach in teaching English is focused on more close relationship between the teacher and the students in the scope of teaching and learning process. The success of the learning achievement is often determined by the harmony environment created among students and teacher (Kryszewska, 2015; Prabhavathy & Mahalakshmi, 2016; Stevick, 1984). The domain of affective deals with feelings, values, attitudes, enthusiasm, motivations, appreciation which are mostly belonged to emotion (Krathwohl, Bloom, & Masia, 1973). The affective domain is categorized into five namely receiving phenomena, responding to phenomena, valuing, organization, and internalizing values (Krathwohl et al., 1973).

The receiving phenomena is signed by the learners' awareness through listening or reading as their passive mode, for example, the learners start to listen to others with respect. The second category, responding the phenomena, is recognized by the learners' responses as their active mode to specific phenomena they face. For example, the learners are motivated to participate actively in the class discussion. The third type is related to the sense of valuing specific phenomenon, behavior or object. The ways the learners solve the problems they face are the determination of this third type. The fourth category is organization in which the learners gain their capabilities in managing values into primary issue of their concern. The last is internalizing values or characterization in which the learners enable to demonstrate their professionalism in doing both independent and team works.

Principally, the affective-humanistic approach covers some points as Celce-Murcia (2001) listed as follows. The first is respecting each other between the teacher and students. This means that both do not only respect their positions as teacher and students, but also their feelings. The second, communication between the teacher and the students becomes the most prominent one. The communication either in the classroom or outside the classroom takes the significant point in bonding between the teacher and the students. The third is about creating conducive atmosphere in the classroom which is viewed as more important than the learning material and the teaching method. When both teacher and students are comfortable in communication and have close connection, the students will be easier in absorbing the learning materials given. The fourth is about peer supporting which determines the success of the learning and teaching process. This infers that in comprehending the learning

materials, the role of classmates are essential in supporting the materials mastery process through discussion, reminding, and giving feedbacks. The last is on the role of the teacher as the facilitator. In this case, the teacher should know the students' characters as well as the learning materials so that the teacher is capable to adjust the materials to the students' situations and in vice versa. Thus, it can be said that the affective-humanistic approach places the close relationship between the teacher and the students in terms of emotion and communication as the significant requirement in applying the affective-humanistic approach in the classroom.

Unfortunately, building a such classroom atmosphere by adapting the affective-humanistic approach is not easy. In Indonesia, culturally, students are being sued to respect the teacher physically and psychologically. When meeting with the teacher, for example, students are expected to keep silent, to bow, to greet, and to agree most of what the teacher says. The students frequently have to accept what the teacher says with very limited discussions or debating.

Method

The current case study invited 136 students of English Education Department, Universitas Sarjanawiyata Tamansiswa who enrolled in three different classes, namely *Introduction to English for Children*, *Language Teaching Methodology* and *Teaching Methodology in English for Children*. For gaining the data, the researcher observed the online learning and teaching process and the communication between the lecturer and the students virtually via WhatsApp and Portal Akademik UST. Besides, the survey with four Likert scale of *strongly disagree*, *disagree*, *agree*, and *strongly disagree* was entailed for gaining the insight information on the interactions between the both students and lecturer. The survey items were validated using the SPSS 24 and tested into three different groups of respondents.

Results and Discussion

Results

The current study is a part of a collaborative research done by lecturers and students of bachelor degree at Universitas Sarjanawiyata Tamansiswa. The following survey data were taken from the same main survey data of the collaborative research. The different is only the analysis point of view. The survey has 9 statements which require the respondents responses on four Likert scale of *strongly disagree*, *disagree*, *agree*, and *strongly disagree*. Here is the result.

Table 1. Survey Result

Description	1	2	3	4
1. I was challenged in doing the online assignment because of the "no same response" rule.	1 (1%)	9 (8%)	46 (43%)	50 (47%)
2. The online discussion encouraged me to read the module	2 (2%)	14 (13%)	54 (51%)	36 (34%)
3. I read my friends' responses first before I logged my response.	3 (3%)	18 (17%)	41 (39%)	44 (42%)
4. I read my friends's responses to find some ideas.	4 (4%)	13 (12%)	49 (46%)	40 (38%)
5. I browsed the materials on internet before giving my response on Portal	3 (3%)	23 (22%)	55 (52%)	24 (23%)
6. I revised my response on Portal UST when I recognized my friends' comments on WhatsApp related to the posting on Portal UST	8 (8%)	31 (29%)	39 (37%)	28 (26%)
7. I revised my response after reading the lecturer's feedback on WhatsApp group.	0 (0%)	3 (3%)	36 (34%)	67 (63%)
8. I asked my friends when I did not understand the instruction	2 (2%)	13 (12%)	32 (30%)	59 (56%)
9. I asked my lecturer when I did not understand the instruction.	1 (1%)	26 (25%)	62 (58%)	17 (16%)

Notes:

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly disagree

Among the nine statements given on the survey, most participants responded above 50% on both scales of *agree* and *strongly agree*. The table above is the complete data taken from the collaborative research done by two lecturers and five bachelor students of English Education Department, Universitas Sarjanawiyata Tamansiswa. However, the present writing work is only focused on analyzing the affective-humanistic approach. Therefore, the data show that the respondents of the current study provided the positive response on the situation formulated on the statements.

Discussion

In the beginning of the semester, the students were initiated to create a WhatsApp Group in each unit course as a communication medium between the students and the lecturer. The lecturer let the students to discuss anything which frequently did not related to the learning materials of the unit course. Though the discussions were often on the informal language and outside of the learning materials, the students still respected the lecturers and in vice versa. Here is the example of the WhatsApp Group chat.

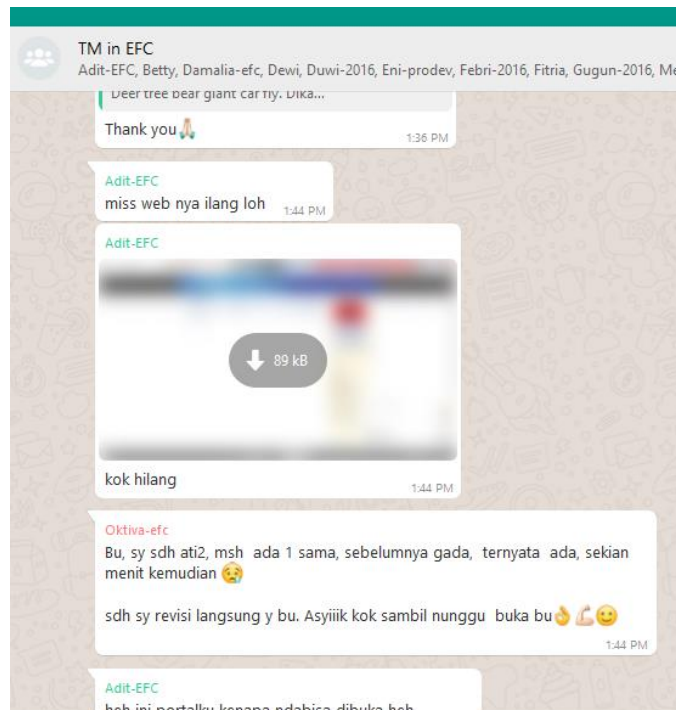


Figure 1. WhatsApp Group Chat among Students

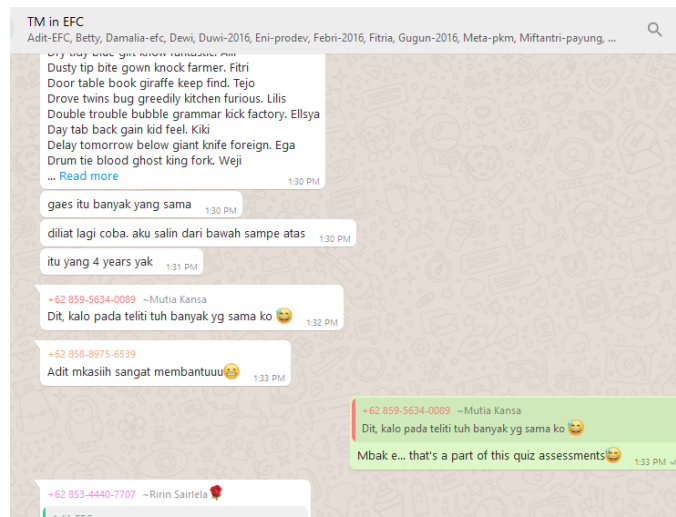


Figure 2. WhatsApp Group Chat between Students and the lecturer

Figure 1 shows that the students complained on the online assignment on Portal Akademik UST which was disappeared due to the deadline restriction. Meanwhile, the Figure 2 shows the lecturer's involvement on the discussion on the Portal Akademik UST assignment feedback. The uses of WhatsApp emoticon and some informal words have proven that the students' communication in the WhatsApp Group was casual. From the snippet of data above, it also can be seen that the student named Adit-EFC actively posted his thoughts, while the rests were still reading the chats' content. This is also an evidence that the affective domain of receiving and responding to phenomena can be fulfilled through observing the clustered data above. Thus, the use of informal language style as well as attaching the WhatsApp emoticons are the ways in building the good relationships among students, and between students and lecturer. Arifi (2017) who conducted a qualitative participatory survey among students and teachers from private and state schools in Prishtina, Kosovo also found that the good relationships between students and teachers influenced the learning success.

The classroom rule

From the survey data, the affective-humanistic characteristics during the teaching and learning process can be also seen clearly in the WhatsApp Group chats. In responding to the rule of "no same response" for doing the online assignment and discussion on Portal Akademik UST, 47% and 43% students strongly agreed and agreed respectively. This shows that most students did not mind in following the rule. The Figure 2 also supports the students' commitment in following the rule by giving peer feedback naturally. One student posted one of responses on online assignment on Portal Akademik UST to WhatsApp Group. The posted topic invited other students to read closely and to take an action in revising their responses on Portal Akademik UST. The above analysis is viewed as a part of valuing, organization as well as internalizing values domain stated on the affective taxonomy. First, the students enabled to demonstrate their sensitivity on individual and cultural differences. The commitment in following the rule manages themselves to remind and inform others what they should do. For reluctant or passive students, checking to the posted responses on Portal Akademik UST discussions was unfamiliar for them. However, for some students who were diligent, checking every assignment in details became a must. Second, giving a peer feedback naturally is the evidence of the natural organization. The students built their own management in making one another aware of the assignment. Third, most the students did their assignments before the due dates. The lecturer posted the assignments on the third week of the semester and the students had a freedom to do the assignments before the week 8. This means that they had to manage their time to post the responses on the online discussions and assignments before the due dates. This also shows that the students enabled to study independently as a part of the student center. The centeredness of the students in the learning process is one of the focus of humanistic approach (Yong, 2015).

The classroom instruction

The survey item on the students' understanding on the given instruction shows that 58% *agree*, 31% *strongly agree*, 10% *disagree*, and 0% *strongly disagree*. This infers that generally the students understand the instructions posted on the online discussion and assignment on Portal Akademik UST. Here is the example.

MODERATOR	ISI PESAN	AKSI
	<p>Dikirim: 29-4-2020 Jam: 7:53:50</p> <p>Please read your modul on Teaching Pronunciation then do the following quiz.</p> <p>Children sometimes face difficulties in uttering some sounds. However, children can be introduced those words based on their ages. Find ONE WORD for each sound and ONE tongue twisters practice example.</p> <p>RULES:</p> <ol style="list-style-type: none"> 1. PROVIDE LINK IF YOU COPY FROM INTERNET. 2. DO NOT POST THE SAME EXAMPLES. So, before posting, check the previous posts. <p>3 years</p> <p>p =</p> <p>n =</p> <p>m =</p> <p>W =</p> <p>h =</p> <p>vowels (pick one) =</p> <p>Tongue twister =</p>	Edit

Figure 3. The example of Online Assignment on Portal Akademik UST and its Instruction

The instruction displayed on Figure 3 shows that the students were encouraged to understand, analyzed and responded the assignments independently. For this purpose, the lecturer let the students to have WhatsApp group discussion in the formal ways. In this case, there is a quest of being autonomous (Frias, 2019).

Learning Material Discussion

The respondents in the present study were mostly ask either peers or lecturer when they faced difficulties in understanding the learning materials shared. The survey statement on asking colleagues shows 56% *strongly agree*, and 30% *agree* while on asking the lecturer indicates 16% *strongly agree* and 58% *agree*. This means that the students did not have any fear in asking when they did not understand. The students were very relaxed in asking or inviting discussions in the WhatsApp group. In the discussion process, the lecturer placed herself as the facilitator by letting the students freely post their questions on WhatsApp and allowing everyone to respond the questions. Thus, in humanistic practice, the teacher plays a role as a facilitator of the learning process (Shirkhani & Ardeshir, 2013). As the teacher only facilitates the learning process, the students should build their own target as well as recognize their identity (Zhang, 2016).

Conclusion

The emotional conditions and the conducive classroom atmosphere are essential in supporting the students' understanding the learning materials. Once the learners feel comfortable and far from fear, the learners enable to communicate as well as pour their ideas smoothly. The participants of the present study responded positively on most of the survey items which were designed for gaining the information on the learners responses to the online teaching and learning process.

Recommendations

The current research is the initial discussion on *Among* of the educational principle proposed by Ki Hadjar Dewantara in his Tamansiswa teaching principle. The further insight discussions on comparing the *Among* system and affective-humanistic approach will be interesting and valuable for exploring and expanding the Ki Hadjar Dewantara' teachings.

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