

Analysis of Needs Against the Development of a Humanistic Teaching-Based Competency Model among Middle School Teachers

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Abstract

This needs analysis study was conducted to assess the extent of secondary school teachers' understanding of humanistic teaching elements and whether they apply these elements during teaching and learning activities. The humanistic teaching approach is crucial and should be embraced by every teacher to cultivate individuals with high human values. The development of a Humanistic Teaching-Based Competency Model is significant as it will serve as a guide for teachers during teaching and learning sessions. The purpose of this study is to identify the necessity for developing a Humanistic Competency Model specifically for teachers in secondary schools. This study employs a qualitative methodology. The study involves interviews with seven teachers selected through purposive sampling from a heterogeneous group classified by gender, job position, and teaching experience. Data analysis was performed through the transcription of audio recordings. The analysis revealed a strong interpretation of the need for developing the Humanistic Competency Model in secondary schools to assist teachers in utilizing this model as a guide in their daily teaching and learning activities.

Keywords: Humanistic Model, Competency, Qualitative, Needs Analysis, Middle School Teachers.

Introduction

The needs analysis phase is crucial as it enables researchers to gain a detailed understanding of the issue under study and ensures that user needs are met (Mohd Ridhuan & Nurulrabihah, 2020). Additionally, the needs analysis helps researchers determine how extensively secondary school teachers instill humanistic values in their students. A thorough and effective needs analysis ensures that the Humanistic Teaching-Based Competency Model among secondary school teachers can be developed perfectly and comprehensively.

This educational concept aims to enhance the competency capabilities of the younger generation to face globalization and build a more sustainable future world. The impact of the Industrial Revolution 4.0 on educational transformation emphasizes 21st-century

competencies such as critical thinking, problem-solving skills, communication, collaboration, creativity, innovation, and the incorporation of moral values in life.

In response, the Malaysian government is committed to achieving the mission of ensuring that education in Malaysia remains sustainable by 2030 (KPM, 2013; Malik, 2021; Md. Zain & Aiyub, 2021). One of the aspects emphasized by the Ministry of Education Malaysia (MOE) is the quality of teaching and learning in classrooms, with the goal of producing quality human capital (MOE, 2013).

In light of this, active steps must be taken by MOE, particularly in developing students and teachers who possess high and noble humanistic values, aligning with the mission and vision of Malaysia's development. It is hoped that the existence of the Humanistic Teaching-Based Competency Model will act as a catalyst for building a superior nation.

Problem Statement

Balanced education will create a balanced society. To meet the current and future labor market, it is essential to produce a professional workforce based on the 2030 Vision for a Developed Malaysia. Emotional aspects are emphasized in the National Education Philosophy (FPK) to achieve well-being and prevent societal issues such as depression caused by emotional instability (Mohamad Zin et al., 2022).

Saleh's (2020), represents a research about social problems in society stem from emotional turmoil, leading to extreme stress, self-harm tendencies, and even suicidal tendencies among individuals and their families. The present society often neglects humanistic aspects, prioritizing materialism and intellectual prowess as benchmarks of success and life status (Marzuki et al., 2021).

This may be due to a lack of motivation and student engagement in classroom activities, as teachers tend to employ teacher-centered strategies like lectures and drills, with minimal student-centered activities such as discussions and collaborations. This is evidenced by Wan Ismail's (2022) study, which found that moral decay among Malaysian youth results from low education quality and insufficient emphasis on students' socio-emotional aspects.

Generally, teaching and learning session is entrusted to teachers. According to Yusof (2014), teachers are not only curriculum implementers and agents of change but also catalysts for societal and national well-being through their optimal and integrated career responsibilities, adding value to achieving student success. To realize this goal, teachers must employ appropriate teaching strategies aligned with students' cognitive-socio-emotional intelligence, contributing to effective teaching and learning (Zainuddin & Saad, 2022). However, the failure to instill humanistic values in students is attributed to an imbalanced curriculum content focusing on intellectual, skill, experience, and physical aspects (Zakaria & Daud, 2020).

Therefore, teachers must first understand and grasp humanistic education elements (Jaes et al., 2020). What is humanistic teaching? Humanistic teaching is an approach that emphasizes the importance of individual students' needs, interests, and unique abilities. It is based on the belief that all students have the potential to learn and grow, and teachers should

create a positive learning environment (Syifaa, 2008; Ekawati & Yarni, 2019; Abang Tar & Mahmud, 2021).

The main competencies in humanistic teaching include the ability to create a positive learning environment, foster student autonomy, and guide students in using student-centered teaching strategies in teaching and learning (Mustafa Kamal et al., 2022; Tjalla et al., 2022; Khair & Atnawi, 2022). In other words, the core competency needed to implement the humanistic approach in teaching is the ability to build a supportive and nurturing relationship between students and teachers. This involves creating a safe and supportive learning environment.

However, humanistic teaching, which centers on student-centered strategies, often poses challenges for teachers (Mohd Rusdin & Ali, 2019; Talib et al., 2019). According to Mohd Rusdin and Ali (2019), teachers struggle to plan student-centered teaching activities within the allotted time for a subject. Furthermore, teaching is often disrupted by school activities during teaching hours, with teachers rushing to complete the syllabus. Additionally, teachers are less adept at incorporating learning materials wisely as tools for exploring humanistic values.

Even though the Malaysian Education Blueprint (2013-2035) recognizes the country's significant educational achievements and the government's strong commitment, the rapidly changing and increasingly competitive global landscape demands a reassessment of Malaysia's current education system and future direction. Moreover, indicators suggest that the education system must become more competitive in today's ever-changing world. In the blueprint, the government acknowledges the need for the Malaysian education system to continue evolving to meet the nation's growing aspirations and to compete with other comparable countries.

Thus, in alignment with the Malaysian Education Blueprint, developing a Humanistic Teaching-Based Competency Model among school teachers is necessary to achieve one of the objectives of the blueprint for 2013-2025. One of the three objectives is understanding the current performance and challenges of the Malaysian education system, including fostering unity among students, which is a humanistic element that teachers must instill to ensure the blueprint's success.

Research Objectives

The objective of this research is to identify the need for developing a Humanistic Teaching-Based Competency Model among secondary school teachers.

Research Questions

This study seeks to answer the following questions:

- i) What is the perceived need for a humanistic teaching approach based on the views of experts, namely school teachers?
- ii) Is there a need to develop a Humanistic Teaching-Based Competency Model among secondary school teachers?

Literature Review

Today's learning requires the integration of humanistic values into students. The concept of a humanistic approach in education, based on values such as compassion, joy, and mutual respect, has been foundational to the Ministry of Education's administration and the construction of a teaching and learning culture in classrooms (Malik, 2021).

The humanistic teaching approach emphasizes holistic learning, encompassing cognitive, affective, individual needs, interests, motivation, choice, and control over the materials learned (Yanasari, 2016; Suprihatin, 2017; Akmal et al., 2018). Therefore, value-based education, social learning, and emotional learning should be considered foundational in Malaysia's education system.

If we look at the study conducted by Tohol Simamora, Edi Harapan, & Nila Kesumawati (2020), titled "Dominant Factors Affecting Student Learning Performance," the study aimed to examine the impact of learning motivation on academic achievement. The findings indicate that the application of humanistic elements such as learning interest, parental education level, and learning motivation positively affects learning achievement.

Lastri, Sri Kartikowati, and Sumarno (2020), conducted a study on the factors influencing student achievement using a survey design with a questionnaire instrument. The findings show that humanistic elements such as learning interest, family environment, and learning motivation significantly positively impact academic achievement. Thus, teachers must emphasize humanistic elements like learning motivation, learning interest, family environment, and appropriate learning model selection to help improve student achievement in the classroom.

The study titled "Humanistic Approach Among Teachers to Increase the Participation of Indigenous Students" by Rafsanjani et al (2022), used a qualitative approach with the Nominal Group Technique (NGT), applying purposive sampling among nine school students. The study found that humanistic characteristics needed include teacher appearance, kindness, friendliness, care, assertiveness, humor, responsibility, and diligence.

Humanistic values among educators and students are crucial for ensuring the success of teaching. The study by Muhamad Shafiq and Noraini (2018), using a quantitative survey design titled "Identifying Factors Influencing Academic Achievement of Undergraduate Psychology Students at Islamic University College of Melaka (KUIM)," found a significant relationship between humanistic elements such as attitude, interest, and learning methods with students' academic achievement.

As educators, humanistic values must be consistently applied during teaching and learning activities. A survey study using a questionnaire instrument titled *Factors that Influence Student Learning: An Observation on Vocational College*, conducted by Mohd Erfy Ismail et al. (2019), found a significant relationship between student achievement and humanistic elements, including student interest, parental involvement, and teacher instruction.

Research Methodology

Research Design

In this needs analysis phase, the researcher employed qualitative research. The researcher selected seven teachers from diverse backgrounds with over 10 years of teaching experience. Before distributing the questionnaires, face and content validity were assessed with the help of experts in the field of psychology. After modifying the questionnaire items to meet the study's needs, a pilot study was conducted.

Study Respondents

The respondents involved in this study consisted of seven teachers from diverse backgrounds with over 10 years of service. The interview instrument was adapted from Sukor Bin Beram's thesis (pp. 223-232). Before conducting the interviews, face and content validity were carried out with the assistance of psychology experts. After adjusting the interview items according to the study's needs, the interview sessions were conducted.

Data Analysis

The data obtained from the interviews were collected and analyzed using thematic analysis. Thematic analysis is a qualitative analytical approach often used in research. It involves reading through a set of data and identifying patterns of meaning to uncover themes. Through this analysis, qualitative data can be examined in a particular way.

Research Findings

Respondent Demographics

Table 1

presents the analyzed data regarding gender, position, and teaching experience.

Research Participant	Gender	Position	Teaching Experience
R1	Female	Principal	24 Years
R2	Male	Senior Assistant Teacher	17 Years
R3	Female	Guidance and Counseling Teacher	15 Years
R4	Female	Regular Academic Teacher	11 Years
R5	Male	Regular Academic Teacher	20 Years
R6	Female	Regular Academic Teacher	10 Years
R7	Male	Regular Academic Teacher	14 Years

Participants' Views on Understanding Teacher Competency

Participants R1, R2, R3, R4, R5, R6, and R7 clearly understand the concept of Teacher Competency. This is evidenced by their statements in Table 4.2.

Table 4.2

Interview Findings on Understanding Teacher Competency

Research Participant	Interview Findings
R1	"Yes, I understand what teacher competency is. In my view, teacher competency helps teachers teach more effectively."
R2	"Yes... in my opinion, teacher competency serves as a guide for teachers to teach."
R3	"Yes... I understand... for me, teacher competency helps teachers teach perfectly."
R4	"I understand... competency is a guide for teachers in teaching."
R5	"I understand. In my opinion, competency is a reference for teachers to teach."
R6	"I understand what teacher competency is. In my view, without competency, a teacher cannot teach effectively."
R7	"Yes, I understand... competency is important for teachers to adapt teaching activities to students' environments."

Based on Table 4.2, participant R1 stated that they understand what teacher competency is, and in their view, it helps teachers teach more effectively. Participants R2 and R4 believe that teacher competency serves as a guide for teachers. Participant R3 views teacher competency as essential for perfect teaching. Meanwhile, participant R5 sees competency as a reference for teaching. Participant R6 believes that without competency, a teacher cannot teach effectively. These findings clearly show that the teachers have a strong understanding of what Teacher Competency entails.

Participants' Views on Understanding the Humanistic Teaching Approach during Teaching and Learning in Secondary Schools

Participants R1, R2, R3, and R5 stated that they do not fully understand the humanistic teaching approach during teaching time. This is evidenced by the statements of the seven participants, as shown in Table 4.3 in the next page.

Table 4.3

Interview Findings on Understanding the Humanistic Teaching Approach During Secondary School Lesson

Research Participant	Interview Findings
R1	"Yes, I somewhat understand the humanistic teaching approach, but I am unclear about its implementation."
R2	"No, I am not very clear about the humanistic teaching approach."
R3	"No, because this is the first time I have heard of the humanistic approach in teaching."
R4	"Yes, I understand it. I also incorporate humanistic elements into my daily teaching activities."
R5	"Not very clear about the humanistic approach in teaching. I may have used it or maybe not."
R6	"I have heard of the humanistic teaching approach, but I only use it according to the suitability of the topic I am teaching."
R7	"I am familiar with the humanistic teaching approach and always use it in my teaching."

Based on Table 4.3, participant R1 stated that they somewhat understand the humanistic teaching approach during teaching session but are unclear about its implementation. Meanwhile, participants R2, R3, and R5 stated that they do not understand the humanistic teaching approach during learning time. Participants R4, R6, and R7, however, understand the humanistic teaching approach during teaching session and consistently use it in their teaching activities. These findings clearly indicate that 4 out of the 7 interviewed teachers still do not fully understand the humanistic teaching approach during lesson time.

Participants' Views on the Need for a Humanistic Teaching-Based Teacher Competency Model for Secondary School Teachers

Participants R1, R2, R3, R4, and R7 agree and believe that there is a need to develop a humanistic teaching-based competency model. This is evidenced by the statements of the seven participants, as shown in Table 4.4.

Table 4.4

Interview Findings on the Need for a Humanistic Teaching-Based Teacher Competency Model for Secondary School Teachers

Research Participant	Interview Findings
R1	"Yes, this competency model is necessary so that teachers can guide students to excel."
R2	"Yes, this teaching model is necessary to guide teachers in teaching effectively."
R3	"Yes, it is necessary because this model is crucial in shaping students' personalities."
R4	"Yes, it is necessary because this model will make teachers more responsible and attentive to students."
R5	"Not necessary because every teacher already has their own humanistic values."
R6	"Not necessary because every teacher has already been equipped with education knowledge before they start teaching."
R7	"Yes, it is necessary because this competency model can serve as a guide for teachers to teach more effectively, meeting the needs in terms of spiritual, emotional, rational, and intellectual aspects (JERI)."

Based on Table 4.4, participants R1 and R2 agreed and believed that a humanistic teaching-based teacher competency model for secondary school teachers needs to be developed. This is because, through this model, teachers can guide students to excel, and it can also indirectly help teachers effectively incorporate humanistic elements into lesson time. Participant R3 also felt that the development of this model is necessary to shape teachers' personalities, enabling them to fulfill their responsibilities in guiding students to become well-rounded individuals. Similarly, participants R4 and R7 stated that the humanistic teaching-based competency model is necessary because it can make teachers more responsible and provide a guide for teaching effectively. However, participants R5 and R6 felt that the development of a humanistic teaching model is unnecessary since teachers should already possess humanistic values, which have been instilled since their basic teacher training before they began teaching in schools. In conclusion, these findings indicate that there is a significant need to develop a humanistic teaching model to help teachers teach effectively.

Discussion

The findings from the needs analysis interviews conducted with seven respondents from a heterogeneous group based on differences in gender, position, and teaching experience from secondary schools in Penang indicate a strong agreement on the need to develop a humanistic

teaching competency model. This finding is supported by Jaes et al., who emphasize the importance for teachers to delve into humanistic elements. Furthermore, this finding measures the extent to which a humanistic teaching competency model is needed by school teachers.

Additionally, the interview findings also suggest that teachers require this model as a guide for using it, which aligns with Zakaria & Daud (2020), who pointed out that the failure to instill humanistic values in students is due to an imbalanced curriculum. Therefore, the development of this competency model will assist teachers in addressing these deficiencies, enabling them to effectively impart humanistic elements to students. Moreover, the interview findings also indicate that teachers still lack understanding of how to incorporate humanistic values into teaching and learning activities. This finding is supported by Mohd Rusdin & Ali (2019), who found that teachers are not skilled in planning student-centered teaching activities.

Conclusion

Overall, it can be concluded that the findings of this needs analysis study answer the research questions as stated. The development of a Competency Model based on this Humanistic Teaching Approach is very important and must be present in every educator in order to produce people with high human values. Therefore, through this analysis, it has been shown that teachers really need this teaching model as a guide for them to use when teaching in the classroom.

Not only that, in line with the National Education Aspiration where education must be towards producing perfect human beings in terms of physical, emotional, spiritual and intellectual (JERI). Therefore, this Humanistic Teaching Competency Model is compatible with the wishes and desires of the National Education Aspiration because the elements contained in this model include the aspects as recorded in it.

Positive implications are expected from this study. The challenging world of education and the emergence of various advances in science and technology become a big challenge in the world of education. Humanistic values need to be applied deeply so that future generations are filled with high Humanistic values in order to survive in a challenging world. The next phase can be continued to realize Humanistic values among school teachers can be applied in line with the current of change in the world of education today.

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