



A STUDY ON THE EXISTENTIALISM AND ITS RELEVANCE TO THE READING LEARNING FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

This article discusses the description of a study on existentialism in which its relevance to the reading learning is seen based on the teaching and learning procedures applied by the teacher in order to make a more qualified teaching and learning process for students who have rights and obligations. The research method used is a qualitative approach with descriptive method that focused on a philosophical study (Rahman, 2020) with a library research method or literature review by analyzing one book entitled 'Model-Model Pembelajaran Bahasa Indonesia di SD/MI' written by Siti Anisatun Nafi'ah (2018) and published by Ar-Ruzz Media in Yogyakarta. Humans did not only live throughout their lives in themselves, and they were in the human realm, but they also went out of themselves to pursue a transcendent goal so that humans could make up their existence for themselves. In this relation, every learning subject in elementary school should prioritize the essence for students as God's Creature who have different abilities in the reading learning. Existentialism view on the reading learning that imparted a number of opinions emphasized that it was no need the more freedom rules in the reading learning. On this occasion, the students and the teachers are the subjects who recognized the time. Past, future and present times are similar for them. Students as individuals have chosen their lives based on their volition. It means that students can find out the real meaning of life if they can relate to their selves to do unlimited actions and be ready to contemplate a life even though they realized they have limited to do it.

Keywords: existentialism study, relevance, the reading learning.

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INTRODUCTION

Existence means presence, but in existentialist philosophy, the term 'existence' has its own meaning (Anwar, 2021). Apparently, in existentialist philosophy, the term 'existence' has a meaning that how humans could exist in the world. On this occasion, humans are tangible like how things are tangible because things are not aware of their existence and have relationships with other objects (Inglis, 2022). Completely, existence has a meaning of having relationships with other objects and being next to others. In addition, the existence of humans means how humans are in themselves and went out of themselves (Mahfutri). It means that humans realized their existence. According to Heidegger in Sudarsono (1993), the case of this 'existence' can only be answered through ontology, which is related to the human and should find out the meaning regarding it. To make it successful, it needs the use of the phenomenology method (Bozzaro, 2020). The essential thing is to find out the meaning of the 'existence'. To define the meaning of existence, humans should study in case of the unusual embodiment (Miller, 2022).

Meanwhile, existentialist figure, Jean-Paul Sarte (1905-1980), stated that humans are the centre of transcendence. It is because humans are continually in the projection, can overcome themselves to exist, and assume there is only human nature in the universe (Suwanda, 2016). Transcendence here does not mean God as transcendence, but it belongs to the humans' ways to overcome themselves. Humans did not only live throughout their lives in themselves, and they were in the human realm, but they also went out of themselves to pursue a transcendent goal so that humans could make up their existence for themselves. In addition, the transcendent relationship becomes the humans' authority, and the subjectivity of Sartre is existential-humanistic (Wibowo, 2011).

Heidegger intended to identify the human condition before it was scientifically thought out, which is in the uninterpreted embodiment. His findings showed on the humans in the universe. Humans are in the universe to give a space for the things around them, humans can see and meet the objects and other humans, and humans also can communicate and interact with all of those. J.P Sartre stated that humans' existence precedes their existence. This point of view is very odd because something must have its essence before its existence. According to existentialism, human existences precede the essence. In different lines with the plants, animals, and rocks, their essences precede their existence if they have the existence. In the philosophy of idealism, existence followed the essence. Accordingly, the essence of humans has a certain characteristic, which makes humans different from other human beings. Hence, the existence of humans precedes humans' essence. This theory is the foremost and main principle in existentialist philosophy (Sousa, 2020). Thus, essence should be considered in every learning at elementary school for students as God's Creature who have different skills in reading learning.

Reading learning is one of the studies in existentialism to analyze some methods in reading learning as the philosophical thought so that humans can be themselves and get their individuality (HP. Ananda & Sismawijaya, 2020). Existence means that humans can be independent as individuals in learning activities and understand themselves (Purwosaputro & Sutono, 2021). A lot of things depend on the concept of human identity. For humans, individuals will give meaning direction and life purpose, what should be carried out and worked. For the people, individuals can answer about the vision of a community that should be achieved together and what kind of social change should be applied through education. Related to this case, it is also necessary to find out the anthropological foundation that underlies the process of education to achieve the vision of humanity that is aspired to (Saragih et al., 2021). Existentialism view on the reading learning that is imparted a number of opinions emphasized that it was no need the more freedom rules in the reading learning (Saidah, 2020). Thus, it needs an analysis explained in this article regarding how the reading learning method can be seen based on the learning procedure in accordance with the philosophy of existentialism? Hence, it can be the objective of this article to impart the description of the existentialism view in the reading learning.

METHODS

The study in this article is a qualitative approach with descriptive method that focused on a philosophical study (Rahman, 2020) with a library research method or literature review by analyzing one book entitled 'Model-Model Pembelajaran Bahasa Indonesia di SD/MI' written by Siti Anisatun Nafi'ah (2018) and published by Ar-Ruzz Media in Yogyakarta. The techniques of data collection used are to apply the method of the reading learning and classify and explain the learning procedures that were studied based on the theory of existentialist philosophy.

The reason for analyzing the book is because, the book is always used as a reference in learning to read, and is used by elementary school teacher education students as a reference in writing a thesis. so it is necessary to analyze the content of the book and the suitability of learning steps in accordance with the science of philosophy.

RESULTS AND DISCUSSION

The Existentialist Philosophy in the Reading Learning

Education is a process of learning to develop students' abilities and skills by directing and constructing the students' mindset, which is contained in the brilliant ideas of each individual. Education can be imparted to children from an early age based on their characteristics as an insight considered a concern that focuses on humans and all of the

problems. Therefore, education for children at an early age is considerably needed to determine their future as a medium to build, emerge, and develop the potencies the children have optimally (Kristiawan, 2017). Existentialists required that education frequently involves students in determining their preferences (Muttajin, 2016) to fulfil students' needs and find out their identities. In reading learning, students are required to be responsible and independent in order to adapt themselves to the teaching and learning activities. This reading learning is necessary to be practised after the students can understand the letters and be adept in their sentence comprehension. Inhibiting factors in reading learning come from the students' low reading interests, which are influenced by the students themselves and the process of learning (Pahrurrazi et al., 2018) as individuals who can determine their destiny. One of the successful learnings at school is seen from their reading comprehension so the foremost concern for the teachers in teaching and learning activities in elementary school is to teach reading (Kurniaman & Sismulyasih, 2019) because the successful teaching is seen from the students' improvement on reading that can give positive impact for education. Nevertheless, according to the existentialist view on education proposed by Van Cleve Morris, the existentialist did not require any education rule. Therefore, the existentialist refused any education system until now. Yet, how about the concept of existentialism education proposed by Morris as 'existentialism's concept of freedom in education'.

The relationship between philosophy and theory of education can be described in which firstly, the philosophy that contained the analysis meaning is one method used by the experts of education to solve the problem in education and arrange the concepts or theories of education. Subsequently, philosophy works as a direction to make the theory of education to be developed and in line with the view and certain theories of philosophy that has relevance to real life. In addition, the philosophy of education works to provide the guidance and direction of developmental theories or concepts of education to be the science or pedagogy of education (Rohmah, 2019). The relationship between education and philosophy of education can be more essential because the philosophy of education becomes the fundamental foundation of an educational system. Philosophy of education becomes a guideline for an improvement, development, and sturdy fundamental for the foundation of the educational system (Abidin, 2013).

In order to develop absolute reading comprehension skills, learning on reading at elementary school must be owned by every citizen to develop themselves sustainably through learning in elementary school (Komeno, 2015). The students are required to obtain fundamental reading skills to be able to develop themselves, reveal their identity, and become whole human beings (Keuning, 2007). In addition, a teacher must make the students as whole human beings who have the existence that precedes its essence because the human existence will not disappear, but it is always otherwise. Students and the teacher must realize their

limitations and temporality (Naeghel, 2016). Above all, students can expose their possibilities while showing themselves in front of the class, because they are temporal human beings (Dixon, 2021). In the existentialism view, students and the teacher are human beings who realized the time appropriately. Past, future, and present times are similar for them. In fact, the typical thinking way of humans is to consider the present with its various types constructed to have potentially anxiety and worry for the future (Adawiah, 2015). Teaching reading conducted by the teacher must be placed for students to develop them by learning the letter, words, and sentences naturally and intentionally (Duffy-Hester, 1999) so that the students do not feel a heavy burden in the learning process. Thus, the existentialism study is relevant.

Referring to the students' efforts in reading, students must get out of themselves in their play zone to the play style they acquired in kindergarten because the knowledge level of elementary school has begun to introduce themselves as humans who need learning and education through reading skills to be able to compete, and their self-awareness needs it all as life needs (Damaianti, V. S., Abidin, Y., & Rahma, 2020). Learning on reading develops students by providing the discourses on the problems of information understanding to answer the question that appeared to them, which focuses on or tries to develop the students' interest in reading so that they can provide answers based on the students' concrete experiences (Maudita & Rahman, 2020) in learning on reading the students are asked to find out the problem answers they have by recognizing themselves so that students know how to learn on reading (Suryandari, 2020). Every object around students is related to themselves such as my table, my chair, my friend, and so on. In the world, humans determine their condition by their deeds. Humans assume themselves as individuals. Humans can find out their personalities by as if going out of themselves and busying themselves to do something go out of themselves. Humans use the objects around them. With their busyness, humans could find out for themselves. Humans stand as themselves to go out from themselves and are busy with the outside world. That is how humans to be existence. Meanwhile, the philosophy of existentialism is a theory of philosophy, that stated that the way of humans and other things exists is not similar to each other. Humans feel they are in the world, which means they realize they exist in the world. Humans deal with the world, which means they understand what they are dealing with. Humans understand the use of trees, and rocks, which means that life has meaning. And it also means that humans are the subject.

The Relevance of the Reading Learning Models on Existentialism Study

Reading skills play an important role in written communication activities (Chang, 2014) so reading activity becomes one of our daily life needs. Reading activities are carried out for various purposes, starting from just the need for fulfilment to achieve general information, the need for entertainment, and the need for achieving specific information (Lucio, 2015).

Therefore, the method for reading learning must provide a role for students in developing their interests and themselves so that they know the benefits of reading in life. Analytically, the learning procedures on 'Metode Membaca Indah' with learning instruction conducted by the teacher can be explained in the following quotation below.

The teaching method of 'Membaca Indah' is essentially similar to the reading technique, but reading material based on the students' needs and interests are poetry or fictional story or children's literature. This activity is appreciative so that it can involve emotion and need appreciation and animism. (p. 49)

In existentialism analysis on this 'Metode Membaca Indah', the students are given freedom based on their interests and love of reading text. The view of existentialist philosophy in the quotation on page 49 assumed that students have their own lives as individuals who chose the way of life thinking based on their volition. According to the existentialism concept, humans were the creatures who 'went out' or could not be separated from other non-human creatures if it was seen from their existence. Human existences are humans' typical existence (Sazza, 2014).

Principally, the re-discovery of 'self' refers to God as the Source of Handle Subject (Zaprul Khan, 2018). It was called an existential dialectic, which was adopted from Hegel's absolute soul of dialectic (Hardiman, 2004). The anxiety occurred between the aesthetical and ethical stages, then humans could understand and focus on the anxiety in the religious stages and realize that God could reinforce the existence. In this world, humans only have existence, but other human beings did not have it (Baene, 2008). It could be said that humans as individuals in their special existence were the existence. Nevertheless, although humans were the only visible human being in this world, humans were not only dealing with their existence way. But they also realized other non-existence human beings. Why so? Because humans are not only living alone in this world. Humans exist with their environment in this world. Other humans existed in this world (Tambunan, 2016). It can be seen in the further data based on the learning procedures of the Synthetic Analytical Structure (SAS) method by following the quotation described below.

... will be better if the structure of the sentences provided as a learning material for MMP with this method is the structure of the sentences searched based on the language experience of the learner him/herself. (p. 65)

There is a sentence ...searched based on the language experience of the learner him/herself on page number 65. This sentence interests to be analyzed by using existentialism philosophy that focuses on the human essence and reality related to the students' life (Tafsir, 2008). Obviously, the students can find out the real-life meaning if they can relate themselves to unlimited things and muse their lives to do it, even though their selves cannot do it

(Sya'bani, 2017). Good learning on reading can make students understand life meaningfully. Only with an understanding of the good meaning of life, people will be good humans, not only for her/himself but also for others (Rahmasari, 2021). Based on the SAS learning objective, SAS learning emphasizes students be able to recognize their skills based on the principle of the SAS method, which was arranged based on the psychological, pedagogical, and linguistical basics (Hare, 1982). Of these basics, the SAS method steps are begun with the presentation of one whole or structure, analyzing the parts, and synthesizing those parts into a whole part (Kurniaman & Noviana, 2016).

The learning implementation by applying the method of Synthetic Analytical Structure (SAS) began with the teaching of early reading where the teacher told or asked and answered the related question to students by enclosing the picture shown on the whiteboard to direct students to get the concrete learning (Jacobson, 1992). Students read some sentences and the available picture shown on the whiteboard to develop the sentences based on the pictures. After the students understood one sentence, the teacher asked students to analyze the sentences into the syllables, re-synthesize the syllables into the sentence, and change the sentence into words (Farida, 2005). It guided humans as concrete objects and provided the meaning and interest to a reading text based on humans' interests and experiences that appeared. The analysis of learning procedures applied by using the SQ3R (Survey, Question, Read, Recite, Review) learning method can be seen in the following data below.

SQ3R method is applied to the study needs or reading study. Study on reading is not frequently based on the needs and interests. Occasionally, the readers do their reading activities encouraged more by a must like the needs of the final test or final examination. (p. 67)

SQ3R method provided the freedom for students on any reading text material, either interested or not, liked or not, needed or not, it should be read, understood, and comprehended by the students (Syafitri, 2018). The embraced human essence provided the meaning that the students must use their freedom and they need guidelines from the adults to help themselves before they can manage themselves (Arifin, 2005). Students were allowed to select one reading material as a must to increase their potential selves in the reading learning so that it was not out of the theory of existentialism philosophy. Exist meant to act, become, and plan something. Every human became more or less of a previous condition (Purmasari, 2017). Based on the objective of the SQ3R learning method, students were required to make planning in order to achieve the goal. Our relationship to select one reading material was produced by our own body (our feeling and emotion) and size perception or the acceptance of our own body on the awareness in reading (Refnadi, 2020).

Self-awareness of humans refers to the capability to realize him/herself. The real and characterized capabilities are possible for humans to think and decide. The strongest the self-

awareness will be the greater the freedom of the people. The capability to select and decide is an essential aspect for humans. The existentialists emphasized that humans are responsible for their existence and destiny. The humans' values of attitude, interest, system and appreciation of the cognitive phenomena are considerably influenced by the process of deciding to do something or not. A good or bad attitude is based on the life norms and values that are generally to describe intact personalities, including discipline, responsible, work ethic, trust, keeping the promises, wisdom, and independence (Mahmudah, 2009). The human needs can be seen in the following selection of reading material for the SQ4R research method below.

... this stage the researcher begins to research, review, and find out the title, sub-chapters, and the picture description to make the reader recognize and be familiar with the reading materials that are going to be read in detail based on the needs. (p. 71)

The students' needs are similar to the students who need something for themselves by having different characteristics to every student's interest (Surya & Sudikan, 2012). It was based on the existentialism view that viewed humans completely with different behaviours from another object, and so were other people (Tjahyadi, 2016) so the need in determining reading material would be different. Hence, the existentialism philosophy is a philosophy which explained in particular existentialism and human experience and how they exist and adapt. Existentialism is a perception of materialism and idealism. Materialist perception viewed humans are the valuable object that existed in this world. Humans are the existing material without being the subject firstly. Idealists viewed humans are only considered as the subject which means a mere awareness. Existentialists are convinced that the human condition and situation are always being the existence finally (Smedberg, 2020).

The process of learning that was provided to the students based on their needs in the implementation of every learning process and provided more attention for students is to prioritize the process rather than the result (Morrow, 1986). Many learning implementations emphasized and focused on the students' cognitive skills. This problem was frequently found based on the parents' anxiety that required the students to be able to read, write, and count as the reason for the educational problems in Indonesia nowadays. Therefore, the objectives in teaching and learning activities are still oriented to the parents' needs, not to the students' learning development (Julianti, Maemonah, 2022). Existentialists argued that everyone has a responsibility for their interests and freely owned without thinking about the right or wrong of their actions. It does not mean people do not think and find out the right or wrong of something. But existentialism means that people view correctness relatively. Thus, every individual can determine and view the righteousness of something (Wahid, 2022). Humans must be able to connect the concept they have based on the PQ4R (Preview, Question, Read, Reflect, Recite, Review) methods described below.

... while reading, students are not only remembering and memorizing enough, but they also try to understand the information presented in the following methods. Firstly, connect the information to something you have known. Secondly, relate the sub-topics within the texts to the main principle or concept. Thirdly, try to solve the contradiction in the provided information. (p. 76)

Students' reading skills in comprehending the information between one and another student have different comprehension significantly so that the teacher can connect the information by relating the concept they have (Preesley, 2007). Knowledge of autonomous and individual personality is obtained by someone as well as the ability he/she gets to work and solve the problems in dealing with other people and the world (Rendtorff, 2020). Therefore, the learning on reading ought to be conducted the projects to solve the problems applied by the teacher individually, because students are typical humans who are free to think and do something (Sunarso, 2010). The educational psychologists stated that humanistic education is not basically a learning strategy, but it is also a philosophy of learning that considerably concerns the uniqueness of the students have, and every student has their own ways to construct their knowledge in their learning (Rajavee, 2021). Learning with this approach is also concerning other domains in students' self-inside besides the cognitive and psychomotor skills to make their humanity and moral values in teaching and learning processes developed and noticed (Hakim & Saebeni, 2008).

The right method of learning is not only applied through social tradition or customs, but it also comes from a way of life determined by him/herself and not by others. We often answer a quick question that referred to other people's answers. It means that we have no authentication to obtain the information. Because the authentication can be reflected in the reading text or material in the form of information in writing, that is why students should be exposed to themselves. It means that the students realize their existence and act something by themselves. Nevertheless, on the other hand, students should be responsible for what they have chosen or acted (Burge, 2021). The philosophy of existentialism is based on the statement that stated that humans realize their whereabouts, existences, and the meaning of existences (Martin, 2001; Malik & Akhter, 2013; Purnama et al., 2021).

CONCLUSION

A study on the philosophy of existentialism is required to make humans involve in education to find out themselves. It has relevance considerably to the principle of learning on reading where the students basically should be able to develop their reading skills within their selves and responsible to comprehend and choose the appropriate reading text or material based on their experiences. Reading is supported more by someone's interest to consistently read and learn in understanding the information contained in the reading material. Self-

existence is more emphasized in learning so the teacher should facilitate in teaching and learning process by applying the reading learning model that always supported and showed humans properly as responsible human beings and smart creature in determining their fate individually and independently.

After analyzing the book entitled 'Model-Model Pembelajaran Bahasa Indonesia di SD/MI', there were also five methods that could be seen from the learning stages or procedures appropriated with the existentialism study like 'Membaca Indah', Synthetic Analytical Structure (SAS), Survey Question Read Recite Review (SQ3R), Survey Question Read Reflect Recite Review (SQ4R), and Preview Question Read Reflect Recite Review (PQ4R) methods. The result showed that the students were similar in their human needs and have different interests in fulfilling their needs in reading. Thus, the students were provided more the freedom to select one interesting reading material in the reading learning method.

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