

## **HBL: The Approach for Learning To Be A Completed Humanity**

*Assoc.Prof. Thongchai Somboon, Ph.D.*

### ***Abstract***

Education is an activity or a process which transforms the behavior of a formal person for “ instructive behavior” to “ human behavior” . As we known, education in every country needs to create the habitants to be a good citizen within an academic and rational people. Humanity-Based Learning ( HBL) actually comprises with 1) curriculum that will be consisted of the subjects of international education, peace education since those accompanied with “Peace in Mind, Peace in Action and Peace for All”.2) learning processes these must be on the concepts of rational and reasonable thinking for the learners’ fulfillment on their better life.3) Assessment and evaluation has to concern and has to focus on the three aspects namely, knowledge, attributes and performances. If education can be leaded through HBL, the learners will become a completed man totally and the global society will peaceful too.

***Key words :*** 1)Humanity –Based Learning 2) A Completed man

### ***Introduction***

General acceptance, education in very society plays the important roles for the national prosperity and development in all perspectives such as economic , politic, societal and also cultural. But sometime or eventually period authorized by the Ministry of Education has still confronted the serious problems because of the globalization and education situation influencing itself. It can be said that in the present day most of the school like teaching in the old paradigm of teaching that “teacher center” however these school still preserve the learners to be a good member of the society and those are extremely socialized within the boundary of the national education system.

### ***Human Resource Development: Why it is important in the present day?***

A society develops its human resources by educating and training its members. There is yet no general model or set of models which describes, explains or predicts how this is done. Much less is there an idealized model of how this can best be done. Psychology offers some explanation of learning and teaching, surely the central components of the process of human resource development. But in moving from the rat learning the maze under conditions of deprivation and reward to the individual student learning algebra, much is lost. The matter is further confounded when the individuals associate into ordered groups and societies which must be treated in the round. How and why do societies, or at least substantial numbers of individuals in them, learn the rudiments of the germ theory of disease? Or Fermi-Dirac statistics? Perhaps more significant-how are they motivated to work long, work well, and turn the fruits of their work into productive investment and wholesome consumption?

In those societies, which in Doob's (1960) terms "appear to be simple," and which tend to be small, absolutist, and formal, the trained anthropologist may characterize fairly comprehensively the way in which values, manners, and arts are transmitted from older to younger members. At least the apparent aim and the outward aspects of the bush school, the initiation class, and apprentice training in crafts and household arts can be observed and described. Reasonable predictions can be made of how these will transform the future behavior of individuals. The working of the system as a whole can be evaluate by observing whether or not societal stability is maintained, manners and morals are conserved, and arts and crafts endure. The odd deviant will flunk out of the school and society and go rogue, or transcend the system to produce Lascaux cave paintings, Homeric poetry, or Ife bronzes, But the system stays in balance and seems simple to observe, Is it?

Even in traditional societies, long before there is an accumulation of scientific and technical knowledge there comes and increase in the division of labor, which Smith (1930) regarded as the onset of technological progress. The lore to be transmitted multiplies and becomes more specialized, and few are the sages who can master it all. Responsibility for transmission of some part of the lore may pass from the family to specialized surrogates, i.e., teachers or masters, These teachers may federate into companies or schools. The family must retain responsibility for transmitting manners. A priesthood may take over the teaching or inculcation or morals. Masters may take over training in the arts and crafts. And the sages may provide access to the stored wisdom of the past, perhaps vastly increased by the development of a system of graphemic storage. School must also provide modes of seeking and accumulating new knowledge. Even at this simple

stage of development, a model which covers the entire system and predicts likely results is not as easy to formulate as the observers of traditional societies make it appear.

The lore to be transmitted may be packaged and labeled *trivium* or *quadrium*, but comprehensive coverage of learning-teaching is difficult. Vast segments of essential learning are transmitted in the family or acquired in the market, church, forest, shop, or field. No curriculum plan or formal school program covers it or provides hints on how to evaluate – or even observe – it. Scientific and technical knowledge accumulates, and the process of accumulation accelerates. The lore fragments into a vast technology with cells endlessly subdividing and proliferating. Substrative to this, a structure of science takes shape.

It would be pretentious to talk of developing a model which would be sufficiently general to explain how all knowledge is acquired and transmitted in a modern society. The job at hand is planning for transmission rather than acquisition, although the two are closely related. A modern society increases and enhances its science and technology even as it transmits it. Educational and training agencies are engaged in both research and teaching, and one cannot be readily separated from the others. But one aspect, i.e., transmission, of what may be the same underlying process can be selected for analysis.

Second, only the more formal and observable modes for transmission are covered. This restricts the analysis to agencies and institutions that specialize in training and education. The formal educational system may transmit only a fraction of a society's science and technology, to say nothing of its values and aesthetics. But planning is usually limited to this fraction that can be observed.

The task at hand is to develop schematic models that will serve a limited but useful purpose, i.e., the planning of the growth of education and training in a developing society. A true model of the cultural transmission system would define its elements so that they could be observed; observe dimensions of these elements and characterize them for state and magnitude; map the relationships in such a way that the status of the system can be assessed and predictions about probable future states made. Here the aim is no more ambitious than the development of a rationale for getting maximum educational yield, given the restrictions that exist within and outside the educational system of a developing country.

### ***HBL : The Ideology and Practice***

Humanity –Based Learning comes from the ideological perspective of how to create and socialize a person to be a “completed man”. It is the nearest meaning of the word humanization which to portray or endow with human characteristics or attributes and to imbue with humanness or human kindness. Moreover,

these meaning may cause by the pull factor or the push factor. Since human- beings are the great resource of the global so it is very essential for their total development both in *holistic/whole-istic* process. In addition to physical, mental and social skills. Socialization in this way that we strongly believe that the learners will be happy throughout the changing planet. Two questions must be concerns in their daily life are “ You do what I do and You do what I say”, therefore, educational institutions should play an appropriate teaching process clearly.

### ***Why HBL?***

It is needless to say what education and learning processes are meaningful and useful, because all the proceeding pages have amply explained. Because education is the stream of human development, however, there are several discussions on the appropriate methodology for the learners' achievement and how to further them to be a good citizen. So the educational institutions must seek into the process for this problems solving. The most influential factors on the HBL are the followings;

- 1) *Technological change*- since human beings like to consume materialism such the convenience of technology for example, mobile-phone, car and more conditional terms of fashionable objects used. I myself powerful express ideas of the daily human beings consumed those are called; *materialism, consumerism and money-ism* such major factors that humanization decreased.
- 2) *Globality/ Globalism*- it is true factor that in the present day globality or globalism is deeply influenced on human beings have prominently confronted in violence especially the structural violence which is invisible engagement including cruelty.
- 3) *Teaching and learning styles*- we can see easily that they are several methodology of teaching and learning which have improved the learners' achievement. The teaching and learning approaches in the twenty- first century must integrate between science of teaching( pedagogy) and art of teaching for those adaptation, the contents-based in the classroom must be changed into the conceptual-based.
- 4) *Human beings interest* – accordance with the more their interest, they have to concern into intellectual capital and peace co-existence.

### ***HBL Approach***

Since all learners are born at risk to problem of dependency. The perceptions and skills that are necessary for self-reliance and effective living require development and maintenance. HBL now considers the characteristics of low risk individuals-people unlikely to prove themselves successful, production, capable human-beings. Thus, HBL must emphasize the learners in the following;

- 1) Strong perception of personal capabilities-capable of facing problems and learning through challenges and experience especially throughout the different situations.
- 2) Strong perception of personal significance-capable of contributing in meaningful ways without violence and believing that each life has himself meaning and purpose.
- 3) Strong perception of personal influence our life-capacity to understand that one's actions and choices influence one's life and hold one accountable
- 4) Strong intrapersonal skills-capacity to manage emotion through self-assessment, self-control, and self-discipline.
- 5) Strong interpersonal skills-capacities necessary to deal effectively with others through communication, cooperation, negotiation, sharing, empathizing, and listening
- 6) Strong systemic skills-capacity for responding to the limits, consequence, and interrelatedness of human and natural systems with responsibilities, adaptability, flexibility, integrity.
- 7) Strong judgment skills-capacity for making decisions and choices that reflect moral and ethical principles, wisdom, and values.

A primary goal of parent and teaching processes is that of strengthening these are so that our young people can take on life with an adequate base of these personal resources and assets.

### ***Conclusion***

In conclusion it may be said that HBL approach is the global education system for creating a good citizen embodies a number of implied assumption. It assumes that an individual can and should be treated upon a fraternal rather on a difference basis; that man is perfectible and the progress is essentially a mass

rather than individual effort. It is the highlighting the close relationship between education and learning management. A creative type of Human-based learning will be a foundations way to be completed living man or citizen.

Human-based learning (HBL) is the creative education changes the society not by force, not by propaganda but by sending out to the individuals to society with creative thinking and personalities and national purposes of prosperity, who, by their learning activities and to create a new idea of politics, economics, and societal system, too. Such a creative HBL has harmonious development having love for, and interest in, in the high and true life, good and beauty a passion for justice, righteousness and true learners, they know how to live and work with others, totally understand that every right implies a function and duty are ready for service and kind cooperation. Without being victims of their environment the learners must have positively and creatively in the reaction to the environment revolution in and creating a new planet. All the total perspectives, education can help us what humanity has learned about itself, can help us place our own existence in context, can help us prepare for change or decide our own future.

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