

The Role of Humanistic Education Management in Improving the Quality of Social Intervention in Community Service

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Abstract

This research aims to examine the role of humanistic education management in improving the quality of social intervention in community service activities. The humanistic approach in education places humans as active subjects in the learning process and social empowerment, so that values such as empathy, respect for individual dignity, and dialogue become the main foundation in designing social intervention programs. This research uses a literature review method with a qualitative approach and descriptive analysis. Data were collected from Google Scholar and other credible scientific sites in the period 1951-2025. Of the 30 articles reviewed, 18 were selected through a rigorous selection based on the relevance and quality of the sources. The results showed that educational management based on humanistic principles has been proven to increase the effectiveness, sustainability, and community acceptance of social interventions conducted by universities. This study recommends the importance of integrating humanistic values into the management system of community service programmes in order to produce more meaningful and transformative social impacts.

Keywords: Humanistic Education Management, Social Intervention, Community Service

Peran Manajemen Pendidikan Humanistik dalam Meningkatkan Kualitas Intervensi Sosial pada Pengabdian Masyarakat

Abstrak

Penelitian ini bertujuan untuk mengkaji peran manajemen pendidikan humanistik dalam meningkatkan kualitas intervensi sosial pada kegiatan pengabdian masyarakat. Pendekatan humanistik dalam pendidikan menempatkan manusia sebagai subjek aktif dalam proses pembelajaran dan pemberdayaan sosial, sehingga nilai-nilai seperti empati, penghargaan terhadap martabat individu, dan dialog menjadi fondasi utama dalam merancang program intervensi sosial. Penelitian ini menggunakan metode tinjauan pustaka dengan pendekatan kualitatif dan analisis deskriptif. Data dikumpulkan dari Google Scholar dan situs ilmiah kredibel lainnya pada periode 1951–2025. Dari 30 artikel yang dikaji, 18 artikel dipilih melalui seleksi ketat berdasarkan relevansi dan kualitas sumber. Hasil kajian menunjukkan bahwa manajemen pendidikan yang berbasis pada prinsip-prinsip humanistik terbukti mampu meningkatkan efektivitas, keberlanjutan, dan penerimaan masyarakat terhadap intervensi sosial yang dilakukan oleh perguruan tinggi. Penelitian ini merekomendasikan pentingnya integrasi nilai-nilai humanistik ke dalam sistem pengelolaan program pengabdian masyarakat agar mampu menghasilkan dampak sosial yang lebih bermakna dan transformatif.

Kata kunci: Manajemen Pendidikan Humanistik, Intervensi Sosial, Pengabdian Masyarakat

INTRODUCTION

In the dynamic development of modern education, attention to humanistic aspects has become increasingly crucial, especially when educational institutions engage in community service practices. Education is no longer merely a means of transferring technical knowledge, but also a vehicle for character development and the inculcation of

social values (Schleicher, 2018). Within this context, the humanistic educational management approach has emerged as a paradigm that emphasizes respect for human dignity, the development of individual potential, and active participation in social life. Values such as empathy, equality, social responsibility, and respect for diversity are central to this approach. However, the main issue lies in how these humanistic principles can be strategically integrated into educational management, particularly in community service activities, to ensure that social interventions are more effective and sustainable.

Humanistic educational management encompasses not only teaching and curriculum aspects but also touches on institutional management, interpersonal relations among educational actors, and the involvement of academic communities in solving social problems (Abin et al., 2022). In this approach, both learners and educators are positioned as active subjects with the potential to contribute to social transformation. Therefore, in community service activities, education management based on humanistic values can create dialogic spaces, establish equal relationships between academics and society, and provide responses that are sensitive to local needs. This is particularly important given that many top-down or technocratic social interventions often fail due to the lack of participatory community involvement and insufficient understanding of the existing cultural context.

Several previous studies, such as those discussed by Noddings (2012) in her theory of *Caring in Education*, argue that the humanistic approach is key to creating profound relationships between educators, learners, and communities. The application of the principle of care in educational interactions can serve as a strong foundation for building trust, especially in community service activities that require emotional and ethical engagement. Community engagement built upon personal relationships and equality is more likely to be accepted by the public, as it does not appear to be a form of academic dominance. Thus, the role of humanistic educational management is strategically significant in crafting social intervention approaches that are not only technically effective but also ethically grounded and rooted in human relationships.

Furthermore, this humanistic approach contributes to enhancing the quality of social interventions by fostering an inclusive and reflective educational ecosystem. In community service, the quality of intervention is not only measured by quantitative program success but also by the collaborative learning processes that occur between academics and community members. The principles of humanistic management encourage educational institutions to design community service programs based on genuine community needs assessments, to be mindful of cultural diversity, and to open up avenues for active participation (Nuryadin et al., 2024). In this regard, the success of social interventions is more likely to be achieved when communities feel involved from the planning, implementation, and evaluation stages — all of which are elements of a well-planned and structured humanistic educational management approach.

However, many educational institutions still carry out community service activities merely as administrative tasks without deep reflection on the approaches employed. Social interventions often become mere fulfillment of the *tri dharma* obligations rather than

meaningful social responsibilities. In such situations, rigid and bureaucratic management approaches actually hinder active and authentic involvement from educational actors. This is the main criticism of the humanistic approach, which rejects hierarchical relationships and promotes horizontal collaboration. Without the application of humanistic principles, community service activities tend to be transactional, and the quality of interventions suffers due to a lack of empathy and contextual understanding.

Philosophically, humanistic educational management is rooted in existentialism and progressivism, which emphasize that education should liberate, humanize, and empower (Firdaus & Mariyat, 2017). This means that every community service program managed by educational institutions should become a mutual learning space between academics and community members. Here, the role of management is crucial in designing strategies, managing resources, and creating an environment that enables the implementation of these values. Commitment is needed not only from the structural side but also from the organizational culture to make the humanistic approach the foundation of community service activities.

Strengthening humanistic educational management also has long-term impacts on shaping the character of the academic community. Students and lecturers involved in humanistic-based community service not only gain field experience but also develop social sensitivity, interpersonal communication skills, and high adaptability (Barkah & Hernawan, 2025). These qualities are essential in facing the complex social challenges that cannot be solved by technical approaches alone. In this context, educational management serves as a guide and facilitator for developing the human potential of the academic community through meaningful and transformative community service.

Therefore, it is important for the academic world to further examine how the application of humanistic educational management principles can improve the quality of social interventions in community service activities. This study aims to analyze in depth the role of humanistic educational management in enhancing the effectiveness, meaningfulness, and sustainability of social interventions in community service, as well as to identify the challenges and implementation strategies to deliver broader and deeper impacts on target communities.

Humanistic Educational Management

Humanistic educational management is an institutional management approach that focuses on the holistic development of human potential, encompassing not only cognitive aspects but also affective and moral dimensions (Rahmi & Kristiawan, 2024). This approach is grounded in humanistic principles that emphasize respect for individual dignity, freedom of learning, empathy, and reflective self-development. From a managerial perspective, humanistic education promotes participatory collaboration among administrators, educators, and learners, creating an inclusive, democratic, and transformative learning environment. Humanistic educational management concentrates not only on achieving administrative or academic targets but also on how education can

humanize individuals and produce social change agents who are conscious of their social responsibilities.

Social Intervention

Social intervention refers to a series of actions or strategies designed to respond to, address, or prevent specific social problems within a community or group (Killaspy et al., 2022). These interventions can take the form of empowerment programs, advocacy, education, skills training, or other community-based approaches aimed at fostering positive and sustainable social change. Effective social interventions require a deep understanding of the local context, active participation from target communities, and involvement of relevant social actors such as universities, NGOs, and government agencies. A humanistic approach to social intervention emphasizes that communities are not merely recipients of aid but subjects with the capacity to grow and solve their own problems, supported by facilitative external assistance.

Community Service

Community service is one of the three main pillars (Tri Dharma) of higher education institutions in Indonesia, highlighting the importance of tangible contributions by universities in addressing social, economic, and cultural issues within society (Regita, 2023). This activity represents the applied implementation of science, technology, and arts aimed at enhancing community welfare and capacity through collaboration, education, and interventions based on local needs. In ideal community service practices, lecturers and students act as both technical implementers and equal partners who respect local wisdom and encourage active community participation. When managed with a humanistic educational management approach, community service can evolve into a space for dialogue and social transformation that is more inclusive, adaptive, and sustainable.

METHOD

This study is a literature review employing a qualitative approach aimed at expanding references and enriching scientific understanding regarding the role of humanistic educational management in improving the quality of social interventions in community service activities. The qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of phenomena through the interpretation of various relevant literature sources, especially those discussing the relationship between humanistic principles in education and social practices in community service. This approach also provides space for conceptual exploration and critical reflection on existing ideas in previous literature. The analysis used in this study is descriptive, involving the presentation, classification, and interpretation of findings from multiple scholarly references to reveal patterns, trends, and conceptual relationships emerging within the context of humanistic educational management and social intervention. The analytical process was carried out systematically to identify the main dimensions relevant to the

research theme and critically evaluate how these literatures contribute to theoretical and practical understanding of meaningful, humanity-oriented community service.

The data sources for this study were scientific articles obtained through academic search engines such as Google Scholar and several reputable journal platforms including Taylor & Francis, SpringerLink, and ScienceDirect, published between 1951 and 2025. Article selection criteria were based on the relevance of the topic to the research focus, specifically those discussing concepts of humanistic educational management, social intervention, and community service programs from an educational perspective. Additionally, articles were selected based on relevance, depth of analysis, and source credibility. Initially, 30 potentially relevant articles were identified. However, after a rigorous selection process considering thematic alignment, methodological quality, and conceptual contribution, 18 articles were chosen for in-depth analysis. These selected articles were comprehensively reviewed to identify diverse theoretical understandings of the humanistic approach in education and how this approach is applied or contributes to community service practices. The entire analytical process was conducted systematically using content analysis techniques to categorize key themes emerging from each article. Each finding was then narratively examined to develop a comprehensive overview of how humanistic educational management is positioned within the context of social interventions conducted by educational institutions. This approach enabled the researcher to construct a coherent theoretical framework and provide insights that can serve as guidance in implementing community service based on humanistic values.

FINDING AND DISCUSSION

Humanistic educational management, rooted in the philosophy of progressive education, positions learners at the center of the learning process by emphasizing the emotional, social, and spiritual dimensions of individuals as the foundation for both academic growth and character development. In this context, the ideas of Rogers (1951) regarding learner-centered education and Maslow (1962) through his hierarchy of needs emphasize that self-actualization can only be achieved if the educational environment respects individual freedom, uniqueness, and dignity. This implies that educational management systems must be designed to create spaces for autonomy, dialogue, and empathy within every policy and intervention implemented. Beyond merely being classroom theory, this approach demands tangible implementation within institutional life, particularly in community service programs that are oriented not only towards fulfilling formal indicators but also deeply rooted in the real needs of the community, embracing a paradigm of mutual empowerment, listening, and progressing together as fellow human beings. Within this framework, educational management ceases to be solely bureaucratic and hierarchical and instead becomes a transformational vehicle that integrates humanistic dimensions into policies, actions, and educational outcomes. Thus, community service transforms from a mere administrative obligation into a concrete manifestation of living humanistic values that thrive and evolve within every element of the educational institution.

The application of a humanistic approach in community service is reflected in participatory processes that prioritize dialogue, respect for local wisdom, and equality between academics and the community. Findings from Loue (2022) indicate that empathy and humanism-based approaches significantly enhance community participation in social intervention programs. This is because the community feels heard, involved, and valued, fostering a sense of ownership toward the programs carried out. This context underscores that the success of community service is not merely about the quantity of programs conducted but the depth of how well those programs take root and are accepted by the community. The application of humanistic values in managing community service requires educational institutions to design programs that are not only top-down but also inclusive and responsive to the needs and aspirations of the community, thereby creating mutually reinforcing relationships between academics and the community. In this way, community service acts as a vehicle for social transformation that strengthens local capacities, empowers individuals, and sustains the impact of interventions while avoiding patterns of dominance often seen in traditional approaches. Furthermore, this approach demands critical reflection on practices and values previously held, encouraging institutions to continuously adapt to complex and diverse social dynamics. Community service managed humanistically is not just an additional activity but an integral part of an educational vision that places humans at the center of social change and sustainable development.

Within the context of humanistic educational management, a participatory approach rooted in the real needs of the community becomes a key element in creating sustainable and meaningful community service programs. This is reflected in the study by Anam et al. (2020), which examined the development of broom craftsmen in Dusun Krajan, Kanigoro Village, Pagelaran District, Malang Regency, using an approach that actively involved the community in every stage of program planning and implementation. This process reflects a shift from a top-down planning model toward horizontal collaboration, where the community is positioned as development subjects with a central role in determining the direction and content of the program. This strategy strengthens the community's sense of ownership over the intervention outcomes, encourages optimal utilization of local resources, and builds social networks that support program sustainability. From an educational management perspective, success is measured not only by the quantity of activities conducted but by the quality of relationships and social impact created in the field. This study affirms that humanistic education in managing community service demands flexibility, empathy, and respect for local wisdom as the main foundation in designing programs that are inclusive, collaborative, and produce tangible impact.

An important dimension of humanistic educational management in community service is how higher education institutions align the academic competencies of students and lecturers with the real social needs of the target community. Based on the Experiential Learning Theory developed by Kolb (1984), reflective direct experience serves as the primary foundation for creating meaningful and transformative learning. Within this framework, community service programs are not merely field activities but practical

spaces where students and lecturers can directly experience social dynamics, reflect on these experiences, and internalize critical and empathetic humanistic values in real contexts. For instance, Sanata Dharma University Yogyakarta consistently implements this model through thematic Community Service Programs (Kuliah Kerja Nyata - KKN), where students are empowered to design and carry out social interventions based on deep micro-research that is relevant to the characteristics and needs of partner villages. This approach emphasizes academic aspects while integrating empathy and sensitivity toward local wisdom as the foundation for program implementation, making interventions more responsive, sustainable, and capable of holistically empowering communities (Carik, 2024). Through this humanistic management, community service becomes a venue for learning and social transformation that bridges theory and practice, strengthens academic social engagement, and brings humanistic values to life within the context of just community development.

The success of social interventions in community service managed humanistically is highly influenced by the quality of communication applied throughout the process. Paulo Freire's Dialogical Communication Theory (1970) emphasizes that authentic social change cannot be achieved through one-way indoctrinative communication but must occur through liberating and equal dialogue among all involved parties (Arifin, 2023). In the context of educational management, integrating the principles of dialogical communication at every stage of community service—starting from program planning, implementation, to evaluation—opens space for creating egalitarian, transparent, and mutually empowering relationships between academics and the community. This communication approach enhances the quality of interactions, strengthens the community's capacity to actively take on the role of independent change agents within their own environment, and prevents dependency on temporary external assistance. Thus, educational management based on dialogical communication supports the formation of strong and sustainable social bonds, making community service not merely a formal institutional activity but a collaborative process that yields profound and continuous social impact.

Furthermore, Universitas Muhammadiyah Jakarta (UMJ) applies a participatory-humanistic approach in its Student Community Service Program (KKN) using Participatory Action Research (PAR) methods (Syaifullah & Arkan, 2021). In this activity, students act as program implementers as well as active partners involved in every stage alongside the community. Through this collaboration, students and community members jointly identify problems, design solutions, and execute programs relevant to local needs. This approach not only improves the effectiveness of community service programs but also strengthens the character and capacity of human resources within the community. Consequently, the PAR-based community service model implemented by UMJ demonstrates that active and collaborative involvement between academics and communities can produce more sustainable and meaningful social impacts. This approach aligns with humanistic values that emphasize empathy, participation, and respect for local wisdom in every social intervention. Through direct engagement and equal dialogue,

community service programs can serve as a vehicle for learning and social transformation that bridges theory and practice, while reinforcing the symbiotic relationship between educational institutions and partner communities.

In practice, humanistic educational management at Universitas Brawijaya requires a strong and supportive institutional system. This includes explicitly integrating humanistic values into the curriculum, intensive training for lecturers on managing social interventions sensitive to contextual factors, and continuous, deep joint reflection mechanisms following community service implementation. The Faculty of Administrative Sciences Education Guidelines at Universitas Brawijaya for the 2023/2024 Academic Year emphasize the importance of developing a curriculum that is adaptive and responsive to social dynamics, while encouraging active student participation in community service activities (FIA UB, 2023). This initiative shows that humanistic educational management is not a sporadic or incidental activity, but a structured and systemic process that permeates all levels of higher education institutions, from policy formulation, program implementation, to ongoing evaluation and development. With such a solid and integrated institutional framework, humanistic educational management at Universitas Brawijaya can significantly strengthen the quality and impact of community service, while reinforcing the role of educational institutions as agents of social change grounded in universal and inclusive human values.

Therefore, it can be concluded that humanistic educational management contributes significantly to enhancing the quality of social interventions in community service by applying principles of deep empathy, active participation from all related parties, egalitarian dialogical communication, and continuous critical reflection. This transforms community service from merely a formal and procedural academic routine into a transformative platform capable of driving social change rooted in universal and inclusive human values. Hence, this study underscores the importance of repositioning strategies in higher education management to regard community service as an integral part of the educational ecosystem, building a more inclusive, collaborative, and sustainable management model among various stakeholders in the long term. This approach can create tangible social impacts, strengthen the relationship between academic institutions and communities, and advance the goals of just and effective social development.

CONCLUSION

This study concludes that humanistic educational management plays a crucial role in enhancing the quality of social interventions in community service. This approach places humans at the center of every educational and service process, thereby creating a model of social intervention that is more participatory, contextual, and empowering. Humanistic principles such as empathy, dialogue, equality, and critical reflection have been proven to strengthen the effectiveness of community service programs by increasing community engagement and acceptance. By integrating these values into higher education managerial strategies, community service becomes not only a formal activity but also a transformative instrument that humanizes the relationship between the university and the community.

Theoretically, these findings enrich the study of integrating humanistic theory into educational management practices and social interventions. Practically, the results provide guidance for higher education institutions to design community service policies that are not solely focused on administrative outputs but also emphasize inclusive and relational processes. Institutionally, this implies the need for curriculum improvement, faculty training, and evaluation systems grounded in humanistic values to strengthen the sustainability of the social impact of community service.

Based on the results and implications of this study, the author recommends that: 1) Higher education institutions comprehensively integrate a humanistic approach into community service management systems, spanning from planning, implementation, to evaluation; 2) Training and mentoring programs for faculty and students should focus on strengthening social competencies, empathetic communication, and ethical reflection; 3) Partnerships between universities and communities should be built on a long-term basis through continuous and respectful dialogue; 4) The evaluation of community service success should not only be viewed from an administrative perspective but also from the social transformation it generates, such as enhanced local capacity and shifts in community mindset.

This study has several limitations. First, as a literature review, the findings heavily depend on the quality and availability of secondary data sourced from scholarly articles and credible websites accessed via Google Scholar during the period 1951–2025. Second, the scope of this research does not include direct observation or field studies, thus lacking empirical validation for each analyzed concept. Third, although the articles were rigorously selected down to 18 sources, the variation in local and institutional contexts within each case study does not fully represent the conditions of education and community service across Indonesia. Further research employing field approaches and comparative analysis across regions is strongly recommended to address these limitations.

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