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From Anxiety To Joy: Transforming Mathematics Learning Through The Humanistic Gasing Method

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Abstract

The mathematics learning crisis, characterized by low numeracy literacy and high levels of student anxiety, highlights the urgency of a paradigm shift in educational approaches one that not only focuses on cognitive achievement but also pays close attention to students' affective and psychological aspects. The dominance of traditional, mechanistic methods that lack emotional interaction has failed to meet the demands of 21st-century education. In this context, the GASING method (Gampang, Asik, dan Menyenangkan-Simple, Fun, and Enjoyable) offers a promising alternative, especially when integrated with a humanistic approach that views students as unique individuals with emotional needs that must be respected. This study employs a Systematic Literature Review (SLR) based on the PRISMA protocol to analyze 33 relevant scientific articles. The urgency of this study is to respond to the increasingly complex learning crisis by offering a mathematics learning model that holistically combines cognitive effectiveness with students' emotional well-being. The findings show that integrating the GASING method with humanistic principles significantly enhances conceptual understanding, logical and creative thinking, intrinsic motivation, and reduces mathematics anxiety. The synergy between these approaches lies in the creation of joyful, pressure-free, and student-centered learning experiences. Therefore, the urgency of implementing this integration is not only theoretically relevant but also practically essential in developing mathematics education that is more humane, adaptive, and transformative.

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INTRODUCTION

Learning in the 21st century demands a significant paradigm shift. The learning process can no longer be viewed as a one-way activity focused solely on delivering material from teacher to student. In reality, many students experience confusion, loss of interest, and even anxiety when faced with certain subjects, particularly mathematics. Yet, mathematics is a crucial foundation for developing logical, systematic, and critical thinking, essential for modern life and the future (Zulkardi, 2020).

The urgency of changing approaches to mathematics learning is heightened by warnings from UNESCO and UNICEF that the world is experiencing a learning crisis, exacerbated by the COVID-19 pandemic. A 2022 UNESCO report states that many students in developing countries fail to achieve basic literacy and numeracy competencies despite years of schooling. In Indonesia, fewer than 30% of students are able to answer medium-complexity math questions in international assessments such as PISA and TIMSS (Yudana, 2020).

The reality on the ground indicates that the mathematics learning process in various schools is still centered on a rigid traditional approach, emphasizing memorization of formulas, and minimal emotional interaction (Yogyantomo & Desita, 2024). This makes learning boring, difficult to understand, and causes psychological stress for students. A study by Putri and Suryadi (Institute, 2020) showed that this conventional approach actually encourages boredom and high levels of mathematics anxiety, especially among elementary school students. Meanwhile, research by Fitriyani et al. (2022) showed that the lack of real-world context in mathematics teaching leads to poor conceptual understanding and weak problem-solving skills.

In fact, findings from Burhanuddin & Affandi (2024) indicate that mathematics anxiety can significantly reduce students' confidence and self-efficacy in completing mathematics assignments. This indicates that emotional stress resulting from learning methods that are not psychologically friendly to students has a significant impact on their academic achievement.

This condition is also reflected in global data. The 2022 PISA report revealed that the average math score for Indonesian students was 366, ranking 68th out of 81 countries. This achievement reflects low numerical literacy and advanced mathematical thinking skills, and lags behind the OECD average of 472 points (A. Wijaya et al., 2020). This data is supported by the TIMSS and ASER surveys which show low basic mathematics skills at various levels of education.

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Psychologically, learning that neglects affective aspects contributes to decreased student motivation and self-confidence. Wijaya et al. (2020) emphasized that the limited space for exploration and interaction in mathematics learning results in students lacking an intrinsic drive to learn. Globally, Schoenfeld (2016) noted that mathematics is often the most feared subject due to its dehumanizing approach. This aligns with findings from a Yogyakarta study by Prahmana et al. (E. Wijaya, 2019) which found that a lack of social and emotional support exacerbates students' math anxiety.

Given these issues, an urgent need has emerged to evaluate and develop learning approaches that are more relevant to the characteristics and needs of today's students. One approach that is considered promising is the GASING (Easy, Fun, and Enjoyable) method (Damopolii et al., 2024). This method was developed by Prof. Yohanes Surya to simplify mathematical concepts, create a fun learning environment, and encourage active student engagement. GASING focuses on an intuitive approach, emphasizes cooperation over competition, and integrates positive emotions into the learning process (Widjajanti, 2019).

The effectiveness of GASING has been tested in various contexts, including underdeveloped areas, and results have shown significant improvements in students' basic numeracy skills and learning interest (Devi, 2024). A study by Arifah (Widianto & Fauzi, 2025) showed a more than 30% increase in student learning outcomes after the GASING intervention. In Madiun Regency, GASING has even been incorporated into an official learning program to improve the Human Development Index (HDI) through basic education interventions (Jatim, 2024).

However, the GASING method will be much more effective when combined with a humanistic approach to education. This approach, introduced by Carl Rogers and Abraham Maslow, positions students as unique individuals with psychological, social, and emotional needs that must be met for effective learning (Diah & Siregar, 2023). In this approach, the teacher's role is not that of a central authority, but rather as a facilitator who supports students' holistic growth and development (Widiandari & Hamami, 2022).

Ironically, although numerous studies have highlighted the importance of active and meaningful learning, it is still rare to find studies that explicitly link the GASING method with the principles of a humanistic approach (UNESCO, 2022). Yet, the collaboration of these two approaches holds great potential in creating mathematics learning that is not only cognitively effective but also addresses students' affective and social aspects (UNICEF & Bank, 2021). The combination of GASING and humanism can provide a comprehensive approach to addressing the

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crisis in mathematics learning from start to finish (Wang, 2020).

Thus, this study has a high urgency to be implemented immediately through the Systematic Literature Review (SLR) approach. Based on the PRISMA protocol, this research will explore various scientific literature to examine how the GASING method can synergize with a humanistic approach in the context of mathematics learning. The study focuses on increasing student engagement, strengthening intrinsic motivation, and improving overall learning outcomes (Wahyuningsih et al., 2021).

This research is expected to provide a meaningful theoretical contribution to pedagogical discourse, while also offering practical guidance for educators in designing more humane mathematics learning. Learning that not only helps students understand the material but also helps them feel valued and loved in the learning process is the urgency and vision underlying this study.

RESEARCH METHOD

This research applies the Systematic Literature Review (SLR) approach, a structured, systematic, and focused literature review method that identifies, evaluates, and synthesizes various research findings relevant to the topic under study (Fadiya et al., 2024). This approach was chosen because it provides a comprehensive and in-depth overview of previous study results and opens up opportunities to discover patterns, gaps, and new directions in research (Susiatik, 2018).

This method stems from the recognition that scientific information is widely distributed across various sources, necessitating reliable techniques for selecting literature that is truly high-quality and relevant to the research question (Snyder, 2019). In the context of this research, the primary focus is on examining how the GASING method is implemented in learning, particularly when linked to a humanistic approach to education (Fitriyani et al., 2022).

SLR is a process that not only collects literature but also integrates findings from various studies with a critical approach. This enables researchers to develop a scientifically sound and accountable synthesis (Tjalla et al., 2022)/

Prisma Protocol

To ensure quality and transparency in the systematic review process, this study followed the PRISMA 2020 protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) (R. I. I. Putri & Suryadi, 2021). PRISMA provides comprehensive reporting guidelines to ensure the review process is traceable and replicable by other researchers (Suryanto, 2018). This approach is

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highly recommended in educational and social research because it clarifies the stages of the literature review process (Schoenfeld, 2019).

SLR steps

1. Literature Search Stages

The literature was collected from two academically recognized online databases: Google Scholar and Scopus. These databases were chosen because they provide access to peer-reviewed articles from both national and international journals (Burhanuddin & Affandi, 2024). The publication year range was 2017 to 2025 to ensure the recency of the data reviewed (Snyder, 2019).

The search process was carried out using a combination of keywords in Indonesian and English, including: The inclusion criteria set include:

1. "GASING Method"
2. "Easy, Fun, and Enjoyable"
3. "Humanistic approach"
4. "Humanistic approach"
5. "wellbeing in education"
6. "learning motivation"
7. and its derivatives in various variations.

2. Inclusion and Exclusion Criteria

To ensure that article selection remains focused and relevant, the following criteria are established:

Inclusions:

1. *Peer-reviewed* research articles in Indonesian or English.
2. Has a focus on the application of the GASING Method and/or humanistic approach in education.
3. In the form of empirical studies or substantial conceptual-theoretical studies.

Exclusions:

1. Articles can be in the form of opinions, editorials, or non-academic essays.
2. Research that is not directly related to the topic of study.
3. Articles that are not available in full text.

3. Data Selection and Synthesis Process

The selection process is carried out in three stages:

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(1) filtering by title,
(2) abstract review, and
(3) full text analysis.

This research began with the process of identifying articles from two major databases (Kadarisma & Juandi, 2021), Google Scholar and Scopus, resulting in a total of 17,835 articles. In the initial stage, duplicate data and irrelevant articles were screened, resulting in 17,502 articles being removed before further screening (Limbangan et al., 2022). This stage resulted in 333 articles, which were further screened based on predetermined inclusion and exclusion criteria (Shara et al., 2020).

Next, from the 333 screened articles, 188 were selected for in-depth review. However, during this process, 98 articles were excluded because they did not meet the quality or substance criteria. Of the reviewed articles, only 33 were deemed suitable for inclusion in the final review (D. S. Putri & Sundi, 2023). The remaining 65 articles were excluded for specific reasons, such as being irrelevant to the study's focus or having methodological weaknesses, which were classified into several reasons, such as reason 1 (n = 35) and reason 2 (n = 30).

The 33 articles that passed the final selection were then used as primary sources in the analysis process. The analysis was conducted using a thematic synthesis approach to explore patterns of findings related to the research topic, specifically best practices (Pasaribu et al., 2023), implementation challenges, and the theoretical relevance of the GASING method and the humanistic approach to mathematics learning (R. I. I. Putri & Suryadi, 2021). The results of this synthesis provide an important contribution to understanding the effectiveness and application of learning methods that adapt to real-world contexts and are student-oriented (Schoenfeld, 2019).

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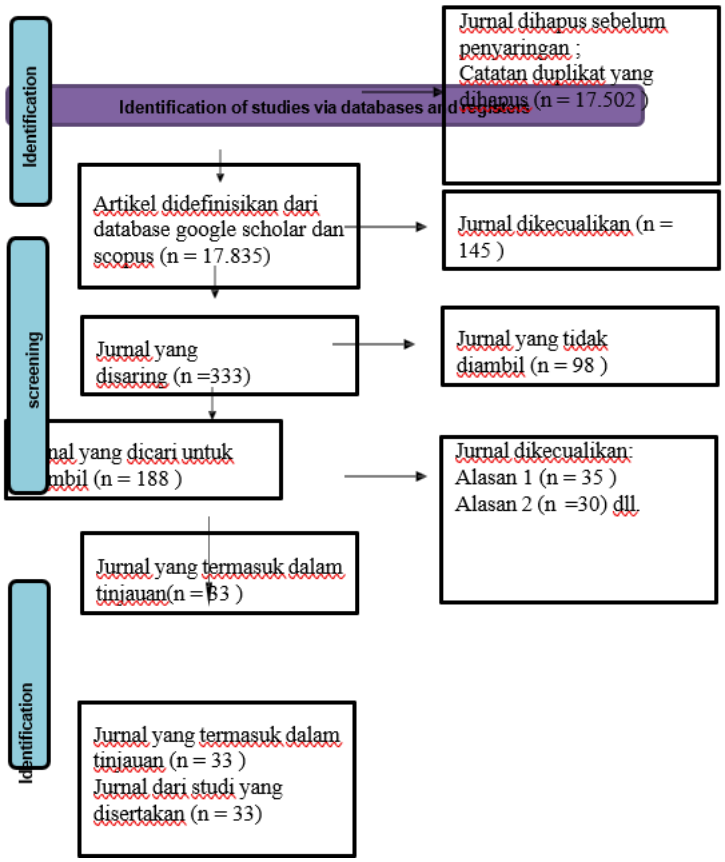


Figure 1. Flowchart of systematic literature review steps

RESULTS AND DISCUSSION

The following table summarizes various studies examining the relevance of the Humanistic Approach. These studies encompass a variety of methodological approaches, from literature studies to philosophical analysis (A. Putri & Suryadi, 2021). The findings of these studies not only provide information related to the application of the spinning top method in humanistic-based learning, but also help clarify the connections between these concepts.

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Table 1. Journal Synthesis

No	Journal Title	Writer	Research purposes	Research methods	Results and Findings	Relevance to the Topic of GASING and Humanistic
1	Learning the Perimeter and Area of Flat Shapes Using the GASING Mathematics Method	Ryky Mandar Sary, Ristiana	To determine the increase in students' procedural knowledge by implementing the GASING method on the material on the circumference and area of flat shapes.	Pre-experimental with one-group pretest-posttest design on 39 students of SDN Plamongansari 01.	There was a significant increase in students' procedural knowledge after implementing the GASING method.	The GASING method enhances active and stress-free learning experiences, in line with humanistic values.
2	Analysis of the Implementation of Numeracy Activities using the Gasing	Ni Kadek Lespita Devi	Analyzing the application of the GASING method combined with	Qualitative descriptive with observation, interviews, and documenta	The application of GASING with traditional games increases interaction, motivation	The approach integrates cultural elements and students' concrete

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	Mathematical Method which is associated with Traditional Games		traditional games in improving the numeracy of grade 4 elementary school students.	tion on 26 students of SD N 1 Demulih.	and understanding of numeracy concepts.	experiences, in accordance with humanistic learning principles.
3	Implementation of the GASING Method to Improve Elementary School Students' Mathematical Thinking Skills and Self-Esteem	Pearl of Guidance, Eva Dwiyani	Analyzing the effectiveness of the GASING method in improving students' mathematical thinking skills and self-esteem.	Experimental quantitative research with pretest and posttest.	The GASING method has been proven effective in improving students' logical thinking skills and self-confidence.	Self-esteem and a non-pressure approach are closely related to the principles of humanistic learning.
4	Humanistic Approach in Mathematics Learning for Early Childhood	Nurfathoanah	Describes the implementation of humanistic values in early childhood mathemat	Qualitative descriptive through literature studies and classroom observations.	It was found that an attitude of respecting the process, providing space for exploration, and avoiding pressure	Demonstrates an important intersection between humanistic values and GASING principles such as

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			ics learning.		formed the basis of the humanistic approach.	pleasing and humanizing children.
5	The Influence of the GASING Method on Students' Understanding of Mathematical Concepts	Dinda Syauqina Putri, Venni Herli Sundi	To determine the influence of the GASING method on understanding mathematical concepts.	Quantitative research with a pre-experimental approach.	The posttest results showed a significant increase in conceptual understanding after learning with the GASING method.	Active engagement and enjoyable learning experiences are in line with humanistic learning.
6	Application of the GASING Method to Improve Students' Creative Thinking Skills	Goddess Khusnul Khotimah	Measuring the effectiveness of GASING in improving creative thinking skills in number operations material.	Quasi-experimental research with control and experimental groups.	There is a significant difference in creative thinking skills between students who are taught with GASING and those who are not.	Creative thinking is an important feature of humanistic learning that encourages free exploration.
7	The Use of the GASING Method to Reduce Mathematic	Zulfikar Ahmad	Testing the effectiveness of GASING in	Two cycles of classroom action	Anxiety levels decreased drastically after two cycles of	Fun and non-pressure learning is at the heart

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	s Learning Anxiety in Lower Grade Students		reducing mathematics anxiety in lower grade elementary school students.	research (PTK).	learning with GASING.	of these two approaches.
8	Analysis of Mathematical Reasoning Ability Using the GASING Method	Milda Rizky Novriani, Fiska Yuanita	Knowing the mathematical reasoning ability through the GASING method in MTs students	Experimental research, pretest-posttest	There was a significant increase in all indicators of mathematical reasoning.	Relevant: Focus on improving mathematical reasoning through GASING which supports a humanistic approach
9	The Influence of the Gasing Mathematics Learning Method on Mathematics Learning Outcomes	Md Wahyu K. Kusuma, I Nyoman Jampel, Gd Wira Bayu	To find out the differences in learning outcomes between students who use and do not use the GASING method	Quasi-experiment, posttest only	The average learning outcomes of GASING students (15.71) were higher than the control (13.46)	Relevant: GASING has been proven to have a positive impact on learning outcomes with a fun atmosphere.

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10	The Effectiveness of the GASING Mathematical Method in Improving the Ability to Understand the Mathematical Concept of Two-Digit Multiplication	Olifvia R. Lestari, Agustina TA Hardini	Testing the effectiveness of the GASING method in understanding the concept of two digits	Quasi-experimental (experimental and control groups)	The post-test mean increased (29.73 to 35.00)	Relevance: GASING helps students understand concrete concepts in a fun way.
11	The Effect of the Modified TGT Learning Model with the Gasing Method on Mathematics Learning Outcomes	Rahmi Diah, Nurdiana Siregar	Examining the influence of the TGT model with the GASING method on mathematics learning outcomes	Pre-experimental, pretest-posttest	Learning outcomes increased from 56.84 to 80.00, N-Gain 0.6241 (medium category)	Relevant: Demonstrates social interaction and active learning experiences through GASING
12	Implementation of the GASING Method in	Maria F. Tawa Gou, Ariswan U. Aje,	Improving the interest and	Pre-experimental,	Average interest rose from 69.2 to 86.3, learning	Highly relevant: Integrating learning

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	Mathematics Learning to Improve Student Interest and Learning Outcomes	Stefania B. Seto	learning outcomes of class VIII junior high school students	pretest-posttest	outcomes from 50.05 to 83.55	outcomes and interests, in line with the humanistic approach
13	GASING Mathematics Training for Students	Lailin Hijriani, Justin E. Simarmata	Improving understanding and interest in learning mathematics through GASING training	Community service	Post-test average 86.5, student interest response is very positive	Relevance: GASING training shows an impact on interest and understanding
14	The Use of the Gasing Method to Improve Mathematics Learning Outcomes for Multiplication Arithmetic Operations	Janet K. Damopolii, Widdy Rorimpandey, Kartini Ester	Improving the learning outcomes of third grade students in multiplication operations	Classroom Action Research, two cycles	Learning completion increased from 79% to 93%	Relevant: GASING builds students' motivation and active involvement
15	The Effectiveness of the Gasing	Agnes Agustina Gultom,	Determining the effectiveness of the	Experiment, one-group	Score increase from 45.7 to 80.5 with 70% effectiveness	Relevant: GASING improves learning

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	Learning Method on Mathematics Learning Outcomes in the Material of Spatial Structures	Khairul Usman	GASING method on the mathematics learning outcomes of grade VI elementary school students	pretest-posttest		outcomes, in line with humanistic goals
16	Ethnomathematics: humanistic learning to manage math anxiety	Darwis C. Nugroho, DB Widjajanti	Analyzing how ethnomathematics and humanistic approaches address students' mathematics anxiety.	Literature review	Ethnomathematics bridges formal mathematics and culture, making learning more enjoyable and contextual.	Very relevant—gasing as a local culture can be used as an ethnomathematical context that supports a humanistic approach.
17	Making mathematics classes more humanistic	Djamilah Bondan Widjajanti	Describes how to make math classes more humanistic, reducing student anxiety.	Theoretical study	Teachers need to pay attention to students' psychological aspects: a sense of security, appreciation, and	Relevant—a humanistic approach in the spinning top class is important to encourage interest and reduce

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					harmonious relationships in mathematics learning.	learning stress.
18	Using STEAM and Bio-Inspired Design to Teach the Entrepreneurial Mindset to Engineers	Lisa Bosman, Katherine L. Shirey	Increasing engineering student participation through STEAM and humanistic-based bio-inspired design.	Mixed methods	STEAM enhances interdisciplinary thinking and active participation of students from underrepresented groups.	Indirectly relevant—spinning tops can be used as a culture-based STEAM project with a humanistic approach.
19	Redefining STEAM to STEAM ∀ H (STEAM for All Humanity)	Nicolás Montés, et al.	Redesigning STEAM to focus on humanity and social context.	Theoretical study and implementation case study	STEAM ∀ H emphasizes transdisciplinary learning by incorporating arts, humanities, and social values.	Relevant—this model supports the integration of local culture (gasing) and social values into project-based and humanistic learning.

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20	Improving Problem-Solving Skills and Self-Esteem through Humanistic PMR Learning	Lia Rista, CY Eviyanti, Andriani	Analyzing the effectiveness of a humanistic approach based on PMR in improving problem solving & self-esteem.	Quantitative experiments	Students taught with humanistic PMR showed significant improvements in ability and self-confidence.	Very relevant—top spinning learning can be packaged with PMR and a humanistic approach to strengthen students' abilities and self-esteem.
21	Mathematical Literacy Reviewed from the Self-Efficacy of the Humanistic PjBL Model in the Independent Curriculum	AG Nasenda, Isnarto, Sugiman	Measuring the effectiveness of humanistic PjBL on mathematical literacy and self-efficacy of junior high school students.	Mixed methods (concurrent embedded)	The humanistic PjBL model has been proven effective in improving mathematical literacy, especially in students with high self-efficacy.	Relevant—this model is very suitable for project-based spinning top learning and strengthens students' self-confidence.
22	The Application of Ludwig Binswanger's Theory in Building a	MN Yogyantomo, Wulan Desita	Analyzing the contribution of Binswanger's	Literature study	Students are more connected to mathematics when teachers value	Highly relevant—this theory supports the spinning top learning

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	Love of Mathematics through a Humanistic Approach		existential theory in loving mathematics meaningfully.		students' personal experiences and emotions.	strategy which emphasizes the existential aspects, personalization, and freedom of student learning.
23	Implementation of Integrated Humanistic Theory of Differentiated Learning in Grade 1 Students	Tri Widianto, Amin Fauzi	To determine the influence of the application of humanistic theory in differentiated learning on student learning outcomes.	Qualitative case study: interviews, observation, documentation	Increase student learning motivation and engagement	Very relevant because GASING also emphasizes a fun and student-centered approach.
24	Integration of Humanistic Approach in Mathematics Learning	Echo Hista Medika	Explaining the application of a humanistic approach in	Literature review	Increase student activity and comfort in learning mathematics	Relevant because the GASING approach is also oriented towards

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			mathematics learning			enjoyable understanding
25	Development of Motion Graphic Animation Learning with a Humanistic Approach	Rina Fadiya, Susanti Sufyadi, Adrie Satrio	Developing animated learning media with a humanistic approach	4D R&D model	Animated videos effectively increase student motivation and learning outcomes.	Relevant to the spirit of GASING which prioritizes interactive media and concrete visualizations
26	Implementation of the Independent Curriculum in Realizing the Profile of Pancasila Students through a Humanistic Approach	Nur Afifah, Mukh Nursikin	Describes the strategy for forming student character through a humanistic approach	Descriptive qualitative	Strategies through role models, habits and religious activities are effective in forming character.	Value-relevant because it emphasizes the human side and emotional closeness like GASING
27	Implementation of the Humanistic Approach in Guidance and Counseling Learning	Awaluddin Tjalla, et al.	Analyzing the implementation of the humanistic approach in learning and	Descriptive qualitative	Guidance and counseling in schools based on empathy, acceptance, and active students	Relevant because it supports the principles of enjoyable learning and respects students.

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	and Services		counseling services			
28	A Humanistic Approach Through Educational Language Games in Arabic Language Learning	Erni Wahyuningsih, et al.	Examining the effectiveness of humanistic-based educational games in language learning	Literature review	Increase student learning effectiveness and interest	Very relevant because GASING also uses games and interactions to instill concepts.
29	Development of Islamic Education Curriculum in a Humanistic Approach in Indonesia	Febri Widiandari, Tasman Hamami	Reviewing the humanistic-based Islamic Education curriculum	Library research	The humanistic Islamic Education curriculum emphasizes compassion, appreciation, and active participation of students.	Relevant because it shows the importance of a positive learning atmosphere and respecting the humanity of students.
30	Communication Disharmony in the Family in the Formation of Children's	Dyah Ayu Nidyansari	Analyzing the impact of family communication on the formation of children's	Qualitative case study	Communication disharmony causes deviations in children's behavior	Conceptually relevant, emphasizing the importance of empathetic communication in

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	Personality (Humanistic Approach)		personalities			education and families
31	Education Curriculum Development Policy : Curriculum and Humanistic Approach in the Digital Era	Fahmi Khumaeni, et al.	Explaining the direction of humanistic-based Islamic curriculum policy in the digital era	Literature review	Education must be adaptive to the times but remain humanistic.	Philosophically relevant to the GASING approach which emphasizes context and developments over time
32	Humanistic Mathematics Learning Model Based on Ethnoeducation	Siti Maspupah, Wasis, Nanang Priyambodo	Developing a mathematics learning model based on local and humanistic culture	R&D with an ethnographic approach	Improve students' problem-solving skills and positive attitudes	Highly relevant because it combines local culture, a humanistic approach, and the reinforcement of concrete concepts such as GASING
33	Evaluation of the Implementation of	Sulaiman Kurdi's Musharrafah	Illustrating the results of the implement	Descriptive quantitative survey of 72	There was an increase in humanistic-based	Very relevant to be applied in the

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	Character Education Design Based on a Humanistic Approach		ation of the learning design for the Character Education course based on a humanistic approach for PGMI students at UIN Antasari Banjarmasin	students with a questionnaire, without treatment (non-experimental)	attitudes and values from 35–63% to 75–89%; 89% of students understood learning goals and were more active; 80% knew themselves better; 87% had clearer life goals	GASING approach: fostering self-awareness, exploration of potential, critical thinking, and independent learning in line with the humanistic principles in GASING.

In a systematic review of 33 journals highlighting the implementation of the GASING (Easy, Fun, and Enjoyable) Mathematics method, it appears that this method is not only effective in improving students' cognitive achievement, but also prioritizes humanistic learning values that humanize the learning process itself. As shown by Sary and Ristiana (Prahmana et al., 2021) the application of the GASING method to the material on the perimeter and area of flat shapes was proven to "provide a significant increase in students' procedural knowledge," which shows how GASING is able to revive the enthusiasm for learning mathematics among elementary school students.

In addition to conceptual understanding, GASING also positively contributes to higher-order thinking skills. Research by Hidayah and Dwiyani (2022) revealed that this method significantly "improves students' logical thinking skills and self-esteem," indicating that GASING is not merely a mechanistic method, but also one that strengthens reasoning and self-confidence. This is reinforced by Khusnul Khotimah (2023), who studied the improvement of students' creative thinking skills through GASING and found that "there is a significant difference in creative thinking skills between students taught with GASING and those who are not."

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The humanistic side of this method is further evident when GASING is associated with a decrease in anxiety in learning mathematics. Ahmad (Page, 2021) demonstrated through a two-cycle Classroom Action Research that "anxiety levels decreased drastically after two cycles of learning with GASING." This indicates that GASING not only makes mathematics easier but is also more psychologically friendly to students, something that is strongly emphasized in the humanistic approach. In Widjajanti's (2020) view, humanistic learning emphasizes a "sense of security, respect, and a harmonious relationship between teachers and students," an atmosphere that naturally develops in the practice of GASING.

GASING can also be integrated with local cultural approaches to create more contextual and enjoyable learning. Devi (2022) in her research on numeracy combined with traditional games showed that this approach "increases interaction, motivation, and understanding of numeracy concepts." This is where the values of ethnomathematics meet a humanistic approach. Nugroho and Widjajanti (2021) even assert that "ethnomathematics bridges formal mathematics and culture, making learning more enjoyable and contextual (Nguyen et al., 2024)." In other words, the GASING method has the potential to become a meeting place for tradition and modernity in mathematics teaching (Peng et al., 2020).

In line with the principles of the Independent Curriculum, which emphasize differentiation, independent learning, and the Pancasila student profile, GASING is considered compatible as an approach that supports these goals. Nasenda et al. (2023) noted that the project-based learning model with a humanistic approach "has been proven effective in improving mathematical literacy, especially in students with high self-efficacy (Siagan et al., 2019)." In this context, the flexible and individualistic GASING method is an adaptive and contextual method that is appropriate for the times (OECD, 2023).

Equally important, the philosophical values of the humanistic approach further emphasize that GASING is more than just an instructional technique (Lestari & Hardini, 2022). Yogyantomo and Desita (Maspupah et al., 2023) raised the existential concept in education and concluded that "students are more connected to mathematics when teachers value their personal experiences and emotions (Kadarisma et al., 2019)." GASING, with its simplicity, actually opens up space for an inner connection between students and mathematics lessons that previously felt intimidating and unfamiliar (Afifah & Nursikin, 2024).

All the journals analyzed show a common thread that the GASING Mathematics method is not only able to improve learning outcomes, interest, and conceptual understanding, but also build emotional comfort, develop character, and appreciate individual student diversity

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(Madzhuga et al., 2019). As stated by Kurdi (Novriani & Yuanita, 2017) in his evaluation of character education design based on a humanistic approach, there was "an increase in humanistic values in students by 75–89% as well as deeper self-awareness (Ahmad, 2023)." The same principle can be found in the GASING philosophy which emphasizes joy, meaningfulness, and appreciation for the learning process (Montés et al., 2024).

Thus, it can be concluded that the GASING method is a comprehensive approach that relies not only on mathematical teaching techniques but also incorporates humanistic values into every element. GASING also enlivens learning into a child-friendly, personally meaningful, and emotionally enjoyable experience. Within the framework of future education, especially in the era of the Independent Curriculum, this method has a great potential to become the primary choice in creating a learning environment that humanizes students and brings them closer to knowledge in a holistic and comprehensive manner (Umbara et al., 2022)

CONCLUSION

Based on a systematic review of 33 scientific articles analyzed in this study, it can be concluded that the GASING (Easy, Fun, and Enjoyable) Mathematics method has great potential to be developed as a learning approach that is not only cognitively effective but also aligned with humanistic principles in education. In general, GASING has been proven to improve conceptual understanding, logical thinking skills, creativity, and student learning outcomes at various levels of education, especially at the elementary level.

Furthermore, the GASING method has also been shown to contribute to creating a fun learning environment, reducing math anxiety, and increasing student self-confidence. These characteristics make GASING a natural fit with the humanistic approach, which emphasizes the importance of respecting the learning process, meeting students' emotional needs, and recognizing individual diversity. Principles such as providing space for exploration, a sense of security, harmonious relationships, and a stress-free learning environment are clear points of intersection between the two approaches.

Although there are not many studies explicitly linking the GASING method with a humanistic approach, the synthesis shows that the core values of both are mutually reinforcing. GASING, which encourages concrete, intuitive, and interactive learning experiences, indirectly implements humanistic principles such as personalized learning and creating an atmosphere that values students as individuals. Therefore, the integration of the GASING method and a humanistic approach has great potential to address the challenges of today's mathematics learning crisis.

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In the context of the Independent Curriculum, which emphasizes differentiated learning, independent learning, and the development of Pancasila student profiles, the GASING method, combined with a humanistic approach, offers a learning framework that is not only adaptive to student needs but also more humanizing the learning process. Based on this, the conclusion that can be drawn is that this approach is worthy of further development in educational practice in Indonesia, particularly to build a comprehensive mathematics learning that addresses cognitive, affective, and social aspects in a balanced manner

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