

JOHN DEWEY'S BASIC EDUCATIONAL THOUGHTS

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ABSTRACT

The purpose of this research is to find out about John Dewey's concept of thinking about education. By using the literature method, it includes the concept that learning is not only limited to school or formal education, but is a process that lasts throughout an individual's life. Lifelong education emphasizes the importance of continuous learning for personal, social, and professional development.

KEYWORDS: Basic Concepts, Education, John Dewey

INTRODUCTION

The definition of education according to John Dewey is the process of forming fundamental intellectual and emotional skills towards nature and fellow humans (A. Kurniawan et al., 2022). John Dewey's pattern of thinking about education is in line with the instrumentalist conception he built, where the basic concepts of experience, growth, experimentation and transactions have close proximity, so that Dewey describes philosophy as a general theory of education, and education as a "laboratory" in There are differences in philosophy that become concrete after being tested. John Dewey's approach to education emphasized the important role of experience in learning, and his ideas still influence many aspects of modern education, especially in the context of active and collaborative learning approaches.

Experience is the basis of education, where education is defined as the reconstruction and reorganization of experiences that add meaning to subsequent experiences. In the pedagogical Creed, Dewey defines it more briefly, as a recommendation that continues from experience (John Dewey, 1912), and in Democracy and education, Dewey defines education as an intelligent guide to the development of the possibilities inherent in the habits of experience (John Dewey 1964).

In the world of education today, the concept of John Dewey's thoughts still has a big influence. The Active-Learner concept is a concept put forward by Dewey which shows that every student has the ability to grow by empowering all the potential they have through the education they undergo, (Peinel Maiaweng, 2021). However, not many have conducted studies related to John Dewey's concept of education. Therefore, it is very interesting to carry out a study related to John Dewey's concept of thought which is fundamental and related to sustainable education.

Based on Dewey's thoughts, education is nothing more than a means or instrument to serve life. Practical methods for him are methods created by someone in order to get out of the concept of thought into the practical world. In this way, the concept of thinking can be useful for practical problems in human life. If the thought is able to solve these problems, then it can be said to be true, and if not then it is not true. In the educational process, according to Dewey, a thought starts from knowledge and moves back towards more innovative experiences (Harun Hadiwijoyo, 1996), this can be interpreted that simple experiences are basically initial capital and a foundation for development the next experience is more complex. With this kind of foundation, it is hoped that there will be no separation between thought and experience, so that the theories or concepts prepared by a thought still refer to experiences and changes that arise in problems of

human life, and in the end these theories will be useful. to solve the problems experienced by humans in their lives.

Paying attention to this phenomenon, according to John Dewey, investigation is important for reconstructing experience in order to create logical, precise and useful theories. In other words, inquiry is the essence of logic, not truth or knowledge (Bertrand Russell, 1961). confidence in questions like this, because according to him, inquiry is a supervised or guided transformation from an uncertain situation to a certain situation. The idea of inquiry needs to be expanded further beyond the understanding described by Pierce. Inquiry with its assessment is a tool (instrument), because it is related to the deliberate restructuring of experience.

In the context of freedom and democracy in education, Dewey saw that education would not be separated from the values that underlie it, therefore Dewey considered the importance of moral education and moral education. However, children are free to exercise their creativity in the educational process. Students' creative actions are often associated with actions in choosing and making decisions based on the possibilities they face and their responsibilities.

In connection with moral education, Dewey believes that all theories regarding the meaning of goodness and goodness must have something to do with humanity. Every human being must have ideals, but the ideals should be in accordance with the situation as a human being. Good ideals always contain the possibility of developing and pushing towards useful and beneficial endeavors. Likewise, with all the rules and laws that are implemented, everything will be obeyed if these rules and laws are rooted in the heart. Parents and teachers cannot impose or introduce ideas about basic goodness and dominance on students.

According to Dewey, moral education contains at least three important elements, namely:

1. Attention and society, meaning that society for Dewey is also an educational agent with strategic value. Therefore, attention to the dynamics of students is very necessary, so that initiative control does not only apply to parents or pure educators, but the community also has a significant role.
2. Providing students with an understanding of community life, this means that children are given direction to learn to live and how to learn from life.
3. Practical skills, meaning that students are not equipped with practical skills, because morals are actually not only an abstract activity, but it must be understood that morals are behavior that results from abstract understanding, and is supported by the accumulated experience that they have previously obtained. Therefore, it is impossible for education to be separated from society, because society is one broad educational institution

In John Dewey's thinking, practical skills contain very high moral educational value. Manual work, for example, requires neat and systematic cooperation, so that good social habits can be created for students. Neat and systematic work certainly doesn't just appear, but really depends on mastering the emotions within him. Emotions are not easy to control if there is no high level of awareness. In this context, a method is needed that can unite subject, material and method, because the trinity of educational institutions, which includes material, method and administration, often experiences overlapping. This is very natural, because it is separate and independent in reality, which is known as the theory of dualism.

Facts like that in education have led to the assumption that learning materials and methods are something different. Material is considered as a systematic arrangement and classification taken from the facts and principles of human life and the natural world. On the other hand, methods are only considered as natural considerations for presenting material, as well as a way to instill that knowledge into the minds of students. If such an understanding is in the minds of students, if this kind of understanding remains, then it is certain that students will probably carry out deduction steps from science as something that exists, this means that the educational process is just transforming scientific information, without any influence. which is significant for the psychological development of students.

Based on the description above, it is very interesting to carry out a scientific study regarding John Dewey's basic concepts of education. To obtain important information about John Dewey's concept of thinking about contributions to education, important thoughts in education.

METHOD

This research is library research, namely a series of activities relating to library data collection methods. Because what is researched is written text in the form of a corpus (data used as a source of research material), this research is classified as a library research approach which is carried out using literature (library) in the form of books, notes or reports of research results from previous research. (Mahmud, 2011). The stages taken in library research are: 1) collecting research materials. The material collected is in the form of empirical data sourced from books, journals, results of official and scientific research reports and other literature that supports the theme of this research. 2) read library material. In reading research materials, readers must dig deeply into the reading material which will enable them to find new ideas related to the research title. 3) Make research notes. 4) Process research notes. All material that has been read is then processed or analyzed to reach a conclusion.

The approach used is a qualitative approach, which is aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Several descriptions are used to find principles and explanations that lead to conclusions (Nana Sudjana, 2008).

DISCUSSION

John Dewey's Concept of Thought Contributed to Education

It is undeniable that John Dewey's contribution to educational thought has spread widely, not only in America but further afield in several parts of the world. Especially in America, it is said that John Dewey was the person who was more responsible for changes in American education over the past three decades. At the kindergarten, elementary school level, and currently in primary education to higher education, the influence of John Dewey has provided a reference for schooling practices, and has been formal and full of government-style teaching towards a more humane concept of learning. In this case, his thinking provides a very fast reference in children's learning which is progressing through their experiences.

The outline of educational experience is always associated with Dewey and has contributed a lot to educational concepts that need to be underlined. According to Garforth (1996), there are three influences of Dewey's thinking in education that are felt very strongly to this day, namely:

1. Dewey gave birth to a new conception of the sociality of education, here it is explained that education has a social function which was stated by Plato in his book "Republic", and subsequently, many authors mentioned it as a general educational theory. But Dewey goes beyond that, that education is a potential instrument not only for the conservation of society, but also for its renewal. This turned out to be a doctrine that was eventually recognized as democratic for which Dewey received great credit in this regard.

Furthermore, the close relationship between education and society means that education must be reflected in its management and in school life the principles and ideas that motivate society are reflected. This opinion was initially ignored for a relatively long time, although in the end it was gradually accepted. Finally, the learning process is more appropriately characterized as a social activity, so that the climate of cooperation and reciprocity shifts the atmosphere of competition in acquiring knowledge.

2. Dewey gave new form and substance to the concept of child centeredness. That the concept of education is child-centered has been put forward for a long time, since the time of Aristotle. However, it has been immersed in the reformation of classical psychological views for centuries. If Rousseau, Pestalazzi, and Froebel have done much to free children from the thorns of misconceptions of authority, then Dewey has also made the same contribution to the modern world. In this case, Dewey based the concept of student-centeredness, there are philosophical foundations, so it is stronger than his predecessors.

3. Projects and problem solving that bloom from Dewey's central concept of experience have been accepted as part of classroom learning techniques.

Even though he was not the originator, Dewey called it a more perfect learning tool by providing a theoretical and experiment-based framework. Thus, it was Dewey who brought people to be interested in applying it in everyday learning activities at school, including encouraging training activities using intelligence in the context of discovery.

In the context of learning methods, Dewey differentiates between general methods and individual methods, general methods are methods used to introduce knowledge material into students' understanding, while individual methods are methods used to instill this understanding in each student. In a general sense, methods should not be understood as mechanistic "ways" or used as a way to perpetuate instructional power, nor should general methods conflict with individual initiative. If students then experience difficulty in capturing the essence of the material, then what must be seen is whether the method is appropriate to the material and the student's level of ability or not.

Foundations of Dewey's Thought in Education

Many people think that John Dewey's thinking was very influenced by Hegelian philosophy, this is especially true if you look at Dewey's thinking in his book *The School and Society* (1899), but Dewey himself emphasized that he did not follow Hegelian philosophy, explaining that reality is something which is temporal, but it is an evolutionary process. In contrast to Hegel, who sees reality as part of history which has been determined by natural law, and if we don't follow it, humans will be crushed by history itself.

Likewise, Dewey also disagreed with Pythagoras and Plato who linked mathematics with theology, because Dewey was more interested in biology than mathematics. To realize his tendency towards evolutionary biology, Dewey founded the Progressive School (Stanley Aronowitz and Henry Giroux, 1985). Apart from evolutionary reasons, Dewey related biology as an organic process. This organic process has a close relationship with the environment. The relationship between an organism and its environment is sometimes satisfactory for the organism, sometimes not. When dissatisfied, the situation may be driven by relationships that do not require each other

Basically, many of John Dewey's thoughts are considered controversial because they contradict the thoughts of most people, but always display argumentative rational reasons. Below, we will present some of John Dewey's fundamental thoughts related to education, which include the problem of educational goals, arguments for dualism in education, education as a reconstruction of continuous (lifelong) learning, as well as ideal learning methods, described in full as follows:

1. The Problem of Educational Goals

In general, John Dewey's concept about the goals of education can be described in a concept statement. The aim of education is to guide students through their spontaneous impulses and interests, to achieve growth through participation and reflection in a democratic way of life. Students will also develop their capacity to adapt elastically to the essentials of a democratic society, and will learn how to reconstruct their experiences to meet the demands of further societal growth, and for the sake of future ideation.

Based on the general goal scheme, it can be explained further in more principled terms, namely that students must pursue educational goals through encouragement, goals, interests that happen to be had when students are with an educator, or when an educator is present. by his side. This is what is meant by the principle of student-centered education, as stated above.

Essentialists and idealists, perhaps like most ordinary people, first set out the final goal to be achieved, then select specific goals to achieve the final goal. Goals such as planting rice, building a house, inventing a machine, for example, are as exciting as the goals of being able to eat rice, live at home, and use machines. For Dewey, educational goals do not need to be formulated like this because the goals themselves grow from experience. To explain how this experience finds purpose, it is necessary to trace

it to Darwin's ideology which to some extent influenced John Dewey's thinking. For Darwin, the problems that animals always face are in order to survive. This may occur depending on the overall situation. This is how to survive. Animals encounter new situations through natural variation and the struggle for survival. Natural variance occurs due to unconscious variations in gene structure. Humans encounter new situations not by waiting and hoping for appropriate natural variations, but by exercising constructive imagination that continues experimentally in discovering new adaptations. Humans, unlike animals, have a conscious will, not just to live, but to live a better life.

Humans have the desire to grow and develop in a better and more advanced direction. This is what can be considered a "constant" goal and this is only a general form and concept, the rest needs to be given process and content as an urgent aspect of life expectancy. The goal, therefore, is in the process of experience to strive for a better and more advanced life. (Christian O. Weber, 1960) explains that knowledge does not have to be obtained from books, but must be given to students through practice and useful assignments. Dewey is so attached to the attribute of learning by doing. What this means is not anti-intellectual, but the fact is that humans must be active, full of interest and ready to explore.

Learning should be focused on practice and trial and error. Finally, education must be restructured not only as preparation for adulthood, but education as a continuation of the growth of the mind and a continuation of the light of life, which can be interpreted as meaning that education is carried out continuously and sustainably or throughout life. The aim of education is social efficiency by providing the ability to participate in activities to fulfill common interests and welfare freely and maximally.

Regarding the concept of democracy in education, Dewey argued that in the learning process students must be given the freedom to express their opinions. Students must be active and not just accept the knowledge given by the teacher. Likewise, teachers must create an atmosphere so that students always feel thirsty for knowledge. The basis of democracy is trust in one's capacities as a human being. Namely, trust in human intelligence and in the power of groups and the experience of working together. The basis of democracy is freedom of choice in actions (and experiences) which is very important to produce intelligent freedom. This concept is in line with the independent learning curriculum which is being implemented at all levels of education in Indonesia.

John Dewey explained the existence of an experimental continuum or series of experiences, namely the process of education starting from experience to ideas about habits and self to the relationship between knowledge and consciousness, and back again to education as a social process. This series forms a chain of educational processes

2. Dualism Argument in education

In a historical context, this dualism has existed since Ancient Greece. Plato and Aristotle identified "experience" with practical work. Experience shows activities that tend to satisfy desires and needs, while knowledge is considered as a necessity to act with pure truth with an interest in this thing which is ideal and eternal. Those who teach knowledge are motivated by a love of truth and are free from the implications of physical demands.

a. Opposition between Doing and Knowing

This opposition between the senses and reason in the Greek period had an influence on education. Mathematics and logic took a higher place than the material sciences for most of the age. Practical sciences and skills were looked down upon because they only provided sensory beauty rather than reflection. Teachers tend to provide practical lessons as information items without much reference to general principles or laws. In contrast, mathematics is taught as a pure and abstract science, far from practical applications.

John Dewey explained the risks of the dualism model and considered it incorrect. According to him, the origins of dualism basically stem from social divisions, for example rich and poor, men and women, and those who regulate and those who are governed. Even the distinction between soul and body has its roots in social elections. If this dualism is generally caused by social elections, then it will disappear in a democratic society without social elections.

As a result, education will be hindered as long as this dualism continues, so it must follow the principle that only in true democracy will education approach perfection. Learning must be reported from actions (work) and reflection. This also means that students should gain from experiences that allow normal action and reflection to occur in functional interactions. Therefore, the democratic form of society represents the most ideal situation for successful education. On the other hand, the attempt to separate thought from the senses, reflection from action, and knowledge from emotion is an attempt to eliminate the meaning of education and is at the same time an affront to democracy.

Based on this description, it can be understood that John Dewey wanted to find unity, such as unity between individuals and society, between society and nature, experience and thought, and unity in other forms of dualism. In this context, it can be logically determined that thoughts and actions are on the same basis. However, from a time point of view, John Dewey emphasizes that action (work) has a certain priority. The rationale is that in our daily routine life we follow spontaneous actions in teaching the impulse of desire, but sooner or later we will encounter difficulties which then lead us to think. In this case, we must first find the encouragement to do something to face difficulties. From this it can be interpreted that John Dewey put action as a precursor to thinking. This idea is the basis of his theory of experimental thinking and at the same time for carrying out progressive education as a whole.

b. Passive versus Active Learning

The opposite side of knowing and doing is the difference between learning that concerns the knowledge learned and learning that concerns the development of the student. Learning for knowledge is seen as developing something important and is a student's activity when studying. The activities will actually develop the students' own abilities, this is what is called active learning. Socially, the dualism between passive learning and active learning is related to the difference between learning guided by the teacher's authority and learning guided by oneself.

John Dewey, in principle, wanted to correct this dualism by coordinating the acquisition of knowledge under the authority of the teacher with learning through students, developing from their own activities under their own guidance. The teacher's efforts to regulate or direct students' intelligence or thinking according to the teacher's wishes are minimized and student development through their activities is optimized. This is because, after all, students need teacher guidance when they are active in providing direct experience and improving students' skills through discussions, exercises and direct interaction. as when students listen to lessons in the classroom and study in the library.

c. Sensory knowledge versus rational knowledge

Sensory knowledge, like empirical knowledge, which is obtained from experience, concerns impressions on passive sense organs. Meanwhile, on the other hand, rational knowledge is related to mental activity. Empirical knowledge is seen as the result of dynamic thinking. However, Dewey considers this kind of dualism to be a false and erroneous distinction.

Science that makes empirical observations is active and dynamic in using ears, eyes and other sense organs. John Dewey's point of view is that an empiricist participates in investigation, both in carrying out sensory observations and in processing them with rational analysis. Viewed from the educational aspect, it can be interpreted that the fault of sensory knowledge and rational knowledge lies in the tendency to isolate sensory functions and higher intellectual functions, which basically cannot be accounted for.

d. Intellect and emotion

Another dualism criticized by John Dewey is the view which emphasizes that feelings and emotions in general are purely personal matters and have little connection with intellectual understanding. In another sense, emotions are separate from thoughts. It is related to personal good fortune, profits and losses, as well as successes and failures. On the other hand, the Intellect is considered a holy light, devoid of passion, and which has no purpose except to learn the truth.

John Dewey emphasized that education must pay attention to interest and intellectualism simultaneously. Feelings or emotions have space to be worked out with mental activity. To overcome this, a way can be taken by providing tools such as rewards or punishments, goals, increases, prizes and promotions.

3. Education as a Continuous Reconstruction of Experience

a. Neurobiological aspects of education

John Dewey expressly expressed his emphasis on placing biological priority over adaptive actions that place the senses and intellect as integral aspects. This is as he stated, namely "Knowledge is not something separate and self-sufficient, but is evolved in the process by which life is sustained and evolved the senses lose their place as gateways of knowing to take their rightful place as stimuli to action (John Dewey, 1923)

The question identifies that the existence of sense perception only serves practical adaptive functions. John Dewey notes that for animals, sensory perception is not knowledge that doesn't work or just stops, but is a stimulus for action. This shows that humans will also follow this model. However, Dewey realized that humans have aesthetic and moral needs that are more than just biological aspects. John Dewey's emphasis was more on education not only being aimed at what the senses can see, but also needing to pay attention to other aspects of what students have done.

b. Psychological approaches in education

Basically, the discussion about how John Dewey uses psychology in education is parallel to the approach to neurobiology that was mentioned previously. The "stimulus-brain-response" formula is relied on by behaviorists, while the "perception-mind-behavior" formula is relied on by mentalists in psychology. John Dewey appreciated the behavioristic approach, but both views were considered incomplete, but on the contrary, we should use both points of view to take in all the goodness and positive value.

There are two main psychological opinions put forward by John Dewey which are not covered by the rubric of neurobiology, namely mental development and interest theory. In this case, John Dewey realized that there were three periods of development of the psychology of the mind, namely:

1) Playing period:

Ages 1 to 8 years are a period of spontaneous activity. During this period, the child's studies will focus on home life and tasks. Because children do not yet have a clear concept of cause and effect and aims and objectives, the teaching must be simple rather than imitative.

However, when a child approaches the age of 8, he has an interest in the environment outside his home, and therefore, he is allowed to enter the world of agriculture, creation, reading, writing, geography, and materials that are appropriate to the development of children of that age. .

2) Engineering period

From the age of 8 to 12 years, children can demonstrate the ability to analyze, distinguish between temporary goals and final goals, cause and effect, and can follow simple procedural principles in their work. This is the age for researching motor skills and pursuing different studies such as history, geography, and science.

3) Reflective period;

This period, from the age of 12 to above, is marked by the development of the power of thinking and being able to solve problems that enable mastery of different technical studies. Children in this period have the ability to work for further goals than in the previous period.

At this time, children's thinking abilities are considered capable of analyzing and applying all the information they receive.

4. Ideal Learning Method

The learning method that John Dewey relies on is in the form of the theory of successful completion of projects or activity theory which is explained in the following steps:

- a. Students must make their interests as large as possible in educational activities;
- b. Students must find and apply difficulties, confusion, or problems to be solved;
- c. He must collect relevant data through memory, thoughts, and personal experience or research;
- d. He must determine possible solutions to the difficulty, confusion or problem;
- e. He must test the most feasible solutions through application in experience, experimentation, and everyday life.

In this learning process, students must concentrate on the problem to be solved. Students must also always be open to receiving all sources of information and reasonable suggestions. Students must remain interested in the problem itself to find a solution, and not in the possible advantages or disadvantages that have nothing to do with the priority problem. Then, students must be willing to accept all the consequences of their conclusions and decisions.

The application of the steps as above is also to criticize the formulation of five stages in learning initiated by Herbart, namely preparation, presentation, comparison, generalization, and ideas, which are considered only aimed at mastering ideas. John Dewey emphasized problem solving by selecting activities and recommending individual instruction as well as student participation in group work.

John Dewey believed that public education and proper management could advance society. The ideal school must be a miniature, refining society in its true self. Education must also fully develop the interests and abilities of students, so that they will participate efficiently in the school and society. Students will utilize construction, tools, games, nature observations, self-expression, and useful activities as learning goals and self-development.

On the other hand, students will also learn to master social institutions and ways of life by participating and working properly in school and society. As a result, education will always exist to continuously revive the institutions, habits, skills and knowledge that are transmitted from one generation to the next.

From these various reviews, learning is carried out continuously without knowing time and age limits, this can be interpreted as actually being the concept of lifelong learning in John Dewey's view.

CONCLUSION

In several thoughts about the concept of education by John Dewey, many figures and thoughts agree with what is being offered. The idea of starting from knowledge and moving back towards more innovative experiences means that simple experiences are basically initial capital and a foundation for the development of subsequent, more complex experiences. Descriptions of how students learn today are still widely accepted. The concept of continuous learning provides a basis for lifelong learning, emphasizing the importance of continuous learning for personal, social and professional development. It is widely accepted today. However, there is ambiguity in the basic concepts of thinking about education, including the question of whether we can really talk about growth without a clear and specific direction. Likewise, it remains a question as to what actual experiences in the world of education are, which John Dewey sometimes identified with personal and sometimes cultural meanings.

Apart from the various advantages it has, there are also disadvantages as part of being human. Likewise with John Dewey, however, John Dewey has provided a way of thinking that should not stop here, but will develop continuously along with the progress and dynamics of human thought itself.

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