

ANALYSIS OF DEWEY METHOD IN TRANSFORMATION OF TRADITIONAL AND MODERN EDUCATION

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Abstract. *This study examines traditional education, which relies on one-way teaching and passive student reception, being increasingly challenged in the modern era. In this context, John Dewey becomes relevant in shaping a new educational paradigm, focusing on a child-centered approach and active learning through real-life experiences. The article aims to explore how Dewey's educational philosophy is applied in practical activities to develop children's skills. Using a literature review method, the article discusses the core concepts of these two educational theories and reviews empirical studies demonstrating their impact on children's cognitive, social, and practical skills development. The findings show that combining principles emphasizing the freedom to learn with guidance, alongside Dewey's principles of active participation in real projects, is effective in fostering critical thinking, collaboration, and problem-solving skills. This approach prepares children to face academic challenges and build essential life skills in an era of change.*

Keywords: *Education Revolution, John Dewey's Thought, Modern Education.*

1. INTRODUCTION

Education is an important process in building a nation's civilization, with the aim of preparing effective and efficient human resources (Anshori & Istikomah, 2020). In the legal framework, Law Number 20 of 2003 defines education as a planned effort to create a learning atmosphere that allows students to actively develop their potential, both in terms of spirituality, personality, and skills. As a social institution, schools must be responsive to the needs of society and have a moral responsibility to explain the goals and educational programs implemented (Hamdan, 2022).

As for the development of education in the 21st century, the education model is urged to be renewed and shift a more adaptive paradigm from the traditional education model to a more dynamic education model. The traditional education system is considered no longer relevant to the development of the modern era which demands critical thinking skills, collaboration, and problem solving. Changing the education paradigm is an important step to improve the quality of education in accordance with the development of the times ((Indraswati; 2020; Maulyda, 2020).

In the context of modern education, there are significant challenges regarding the effectiveness of traditional learning methods, which tend to be 'listening' and rely on passive teaching. This can be seen from the rigid and homogeneous classroom layout, which limits students' space for movement and reduces their opportunities for creativity and active interaction. To improve the quality of education, it is important to expand the learning process that allows students to engage in practical activities.

Therefore, it is important to shift the center of gravity of education from teachers and external sources to the students themselves. In an ideal educational model, the child is at the center of the learning process, while various educational applications are designed to support their development. Home education, which involves healthy social interactions and support from parents, also contributes greatly to children's learning.

By expanding opportunities for children to interact with the environment, both with adults and peers, schools can create richer and more meaningful learning contexts.

Therefore, it is undeniable that in facing this challenge, modern education needs to find a balance between giving students the freedom to explore their interests and desires and guiding them towards a structured knowledge system. With this approach, students will not only receive knowledge passively, but will also be involved in direct experiences and explorations that allow them to develop deeper and more focused skills and knowledge.

Education is recognized as one of the main pillars in the formation of future generations and the progress of a nation. However, the reality on the ground shows that the results of the education process do not always reflect commendable behavior. In this context, educational institutions are sometimes involved in negative practices, such as corruption, which poses challenges in improving the image of national education. For this reason, it is important to remain optimistic in improving the quality of education.

The issue of changing educational paradigms is very important to pay attention to, considering that the development of the era also influences the development of the younger generation. It could be that students really need a new paradigm in the learning system, so that they are free to be creative and innovative.

Through this research, the researcher aims to describe how John Dewey's educational theory provides clear direction towards a more child-centered educational approach and involves learning through direct experience (learning by doing). Dewey emphasized the importance of environments designed to facilitate free exploration by children, while Dewey supported children's active participation in real-world projects relevant to everyday life.

2. RESEARCH METHODS

This research is a library research that refers to written data related to the topic of discussion. In this study, there are one type of data source: primary and secondary. Primary data sources include 1 writing by John Dewey translated into Arabic, namely "والمجتمع المدرسة" or "School and Society" (translated by Dr. Ahmed Hassan Al-Rahim: 1978). Meanwhile, secondary data were obtained from various documents such as books, journals, and online media.

This research uses a philosophical approach, namely to formulate fundamental concepts of thought (Baker, 1990). The data collection technique uses the documentation method, namely collecting data from various written sources such as books, journals and articles (Arikunto, 2010). The systematics involves the collection of primary and secondary data, the presentation of Dewey's educational method and analysis from the perspective of the Philosophy of Education. Data analysis was carried out using the content analysis method, which emphasizes text interpretation and contextualization in different periods (Stempel, 1983).

3. RESULTS AND DISCUSSION

Biography of John Dewey and Basic Thoughts

John Dewey (1859–1952) was an American philosopher, psychologist, and educator known as a major figure in pragmatism and educational reform. He was born in Vermont and studied at the University of Vermont and John Hopkins University. Dewey argued that education should be democratic and oriented towards direct experience, putting forward the principle of "learning by doing" He wrote many important works, including *My Pedagogic Creed* and *The School and Society*, which influenced modern educational theory.

Dewey created a renewal in the transformation of modern education that focused on a child-centered educational paradigm. In his approach, Dewey emphasized the importance of learning through direct experience and social interaction. This

philosophy aims to make education a tool to prepare children for democratic life. Learning, for Dewey, is an active process that requires students to engage in problem solving, collaboration, and critical reflection, often in a broader social context.

Effective learning, according to Dewey, must be student-centered and utilize visualization and direct experience as the keys to its success. Teachers must use methodologies that are responsive to the individual needs of students and their families, and create space for students to express their individuality. This method is expected to be applied both in and out of the classroom, providing opportunities for students to learn actively in diverse social contexts (Dodd-Nufrio, 2011: 236).

Dewey's entire thinking links educational theory with psychology through an approach known as functional psychology. Dewey developed his thinking in the context of education and functional psychology, which emphasized practical action and real-world applications. In his "Reflex Arc Concept," Dewey criticized the traditional understanding of stimulus-response and introduced a "circular" approach that suggests that stimulus and response are interrelated in a unity of experience. He also viewed prior experiences as influencing one's responses.

As a pragmatist, Dewey argued that philosophy should provide practical guidance for real action, rather than getting caught up in metaphysical speculation. He emphasized the importance of thinking as a tool for action, and truth is determined by the success of thinking in overcoming reality. The inductive method, according to him, is the best way to understand experience, both in science and in social and moral issues (Arifin, 2020).

Furthermore, the renewal method offered by Dewey emphasizes the importance of direct experience, problem-based learning, and active involvement of students in the educational process. Dewey identified the renewal and transformation of education:

1. Student Centered Learning

Dewey emphasized that education should be centered on the student, not on the teacher or the textbook. The learning process should start from the student's interests and experiences. This means that teachers should act as facilitators, supporting children to explore, express creativity, and develop solutions to problems that are relevant to their real lives. Students learn better when they are actively engaged and their experiences are relevant to the real world.

2. Learning through Experience

One of Dewey's central ideas was that effective learning occurs when students interact directly with their environment. "Learning by doing" is a central tenet of his approach, where students engage in hands-on activities that allow them to test ideas and gain knowledge through real-world experiences. Dewey believed that schools should provide an experientially rich environment and facilitate learning through socially and intellectually relevant projects.

3. Education as Life

Dewey proposed that education is not merely preparation for future life, but is an integral part of life itself. Schools should function as small communities that mirror the larger society, where students learn through social interaction, collaboration, and hands-on experience. This approach emphasizes the importance of social engagement and contextual learning.

4. Collaboration and Democracy in the Classroom

Dewey introduced the concept of democracy in education, where the school environment should reflect democratic principles such as openness, participation, and collaboration. The classroom should not be authoritarian, but should be a place where students and teachers work together to explore ideas and solve problems.

Through group work and discussion, students learn how to work together , listen, and respect others' points of view.

5. Integration of Theory and Practice

Dewey believed that theory and practice must always go hand in hand. Education should not be separated from everyday life, but should be integrated into practical activities that reflect the social and cultural context of students. For example, rather than learning scientific concepts in the abstract, students should engage in experiments that allow them to see how scientific theories apply in the real world.

6. Critical Skills Development

In the Dewey educational system, the main goal is to develop critical and analytical thinking skills in students. He proposed that students should be taught to question, analyze, and create their own understanding, rather than simply memorizing information. Thus, students are equipped with the skills necessary to become independent thinkers and active participants in community life.

7. Emphasis on Social Context

According to Dewey, learning does not occur in a vacuum, but in a social context. Schools should reflect the larger society, and learning should occur through social interaction. Group projects, discussions, and collaboration between students are an important part of a Dewey education, as they help students understand how ideas and concepts can be applied in real life.

8. Flexible and Adaptive Education

Dewey argued that education should be flexible and adaptive to the individual needs of students and changing social contexts. There is no one-size-fits-all learning method, so teachers must be able to adapt their approach to meet the unique needs of each student.

9. The Relationship Between Education and Democracy

Dewey saw education as a means of strengthening democracy. By preparing students to think critically, work collaboratively , and engage in social issues, education plays a vital role in forming empowered and responsible citizens in a democratic society. Schools, in Dewey's view, are miniature societies in which students learn democratic values through everyday experiences.

Dewey's educational pragmatism thinking focuses on active, flexible, and experience-based learning. This encourages students to learn through hands-on practice and character development. Teachers are given the freedom to explore appropriate methods to maximize students' potential, preparing them for future challenges.

Educational Analysis Against Modern Educational Views

Dewey views education as a process of forming basic abilities, both intellectually and emotionally, that lead to the formation of human character. For Dewey, education is not only about accumulating knowledge, but also about reconstructing the experiences that individuals have had to make them more meaningful and focused. This means that the learning process is a reflection of life experiences.

According to Dewey, a person learns by doing , so that education can occur anywhere, whether in a library, classroom, playground, traveling, or even at home. This concept emphasizes the importance of real experience as a basis for learning, where every action produces consequences. In addition, Dewey believed that education plays an important role in preparing individuals for complex and changing

social life, as well as being a tool for solving common problems in society. This thinking suggests that education serves as a dynamic force to help individuals and societies understand and address emerging challenges.

Furthermore, Dewey's view on the main difference between traditional and modern education according to Dewey lies in the active role of students and teachers. In traditional education, students tend to be passive and receive information in a linear manner. In contrast, in modern education, students are encouraged to take an active role in learning, using everyday experiences as a basis for understanding, and developing critical and creative thinking skills. Meanwhile, traditional education focuses on rigid academic discipline and separates students from real experiences. He proposed a more dynamic approach, in which learning is tailored to the needs and interests of the individual, integrating social, emotional, and intellectual aspects. Dewey's method reflects a modern educational paradigm that is inclusive, flexible, and relevant to the challenges of the 21st century.

Furthermore, modern education no longer focuses on emphasizing or ignoring children's activities, but rather on organizing environments and resources that enable children to learn actively and independently. Children no longer simply receive knowledge passively, but through direct experience and exploration, they can develop deeper and more focused skills and knowledge.

Modern education influenced by Dewey aims to form independent, critical, and adaptive individuals. Through a project-based approach and collaborative learning, modern education equips students not only with knowledge but also with practical skills to deal with the complexities of the real world. Dewey emphasizes contextual learning, where students experience the process of discovering knowledge themselves.

In this transformation, the role of the teacher changes from being a mere provider of information to being a facilitator who guides students in the process of independent learning. Modern education based on Dewey's philosophy also emphasizes character building, social skills, and the ability to collaborate, all of which are important in today's workplace and social life.

Thus, the results of this analysis show that Dewey's educational method has inspired a significant transformation from static traditional education to modern education that is dynamic, student-centered, and relevant to the development of the times.

CONCLUSION

The outreach program and development of local fish cultivation with biofloc technology through the UMKM Monohome learning house in Palas District, South Lampung aims to increase the income of business actors through outreach communication which will later become a provision of knowledge in the future and increase interest and insight for business actors in achieving effective cultivation tilapia fish by adopting the biofloc system. It is hoped that the presence of the biofloc system fish cultivation learning house will provide motivation and business enthusiasm for local fish cultivation business actors in the Palas sub-district and it is hoped that through this outreach, local fish cultivation business actors implementing the biofloc system can increase significantly.

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