Implementation of Progressivism Philosophy to Develop 22nd Century Teacher Skills

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ABSTRACK

Rapid changes must be balanced with human capacities in order to avoid errors in response, notably in the area of education.

Errors in responding to it, including in the realm of education Education is crucial in developing human skills in the twenty-first century. The job of educational agents, in this case lecturers, must be aimed at producing potential educators who meet the standards and competencies sought in the twenty-first century.

skills as sought in the twenty-first century This study employs library research to investigate data and information gathered from books, journals, papers, documents, notes, and other sources. The goal of this library research is to use the concept of progressivism philosophy in 21st century learning, particularly for future educators.

The study's findings revealed which principles should be developed in library research, both theoretically and practically.

both theoretically and practically, including elements that lecturers must develop, such as pedagogical competency and 21st century learning qualities, particularly for future educators

incorporate pedagogical expertise and 21st century learning traits Furthermore, instructors must be capable of developing 4C thinking in students (critical thinking, creativity, collaboration, and communication).

Prospective educators are provided with competencies that will subsequently be produced for pupils in accordance with the times under the current conditions.

students in accordance with the times According to the notion of live long education (lifelong education), education must adapt to changing conditions.

emphasizes the importance of adapting education to changing times

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PENDAHULUAN

We must accept that the presence of technology in the period of globalization today brings changes to human life; in this era, humans also appear to offer free space to the quick waves of globalization that arrive through increasingly easy technology and information.

According to Tilaar, the era of globalization can be witnessed in communication, which is increasing faster and easier, and we can find out information even if we are in any part of the hemisphere. This means that humans do not need to travel far to obtain knowledge or to learn about current events. Because the ease of obtaining knowledge through technology makes it easier for humans, globalization cannot be prevented by anyone.[1]

The impact of technology in this period of globalization was first seen during the Covid-19 epidemic, which required individuals to temporarily suspend their activities outside the home and rely on technology to contact with others. The hashtag social distancing has also exploded on social media as a result of the Indonesian government's policy to break the chain of Covid-19 distribution. One application of this technology development is also frequently used on Indonesian campuses and schools. Campus and schools will temporarily halt the face-to-face method, which will be replaced by an online lecture system. Policy must be agreed by all stakeholders in the field of education, including teachers, lecturers, and students, to ensure that learning activities continue even when they utilize technology media such as E-learning, Teleconferencing, WhatsApp Groups, and other applications.[2]

However, based on the author's findings, there are still many educators who do not have the competencies required in the twenty-seconds century. Many students, for example, complain about the numerous duties assigned by lecturers in the online lecture system. Online lectures that should be applied are substituted with the provision of assignments and with a comparatively short reasonably short time. This demonstrates that many educators are still unable to keep up with rapidly changing technology settings. As a result, there must be a balance between technology and the world of education, one of which must be achieved by reconstructing the philosophy of philosophy of education as its base. Educators, as the driving force in the field of education, must follow the direction of technological breakthroughs while also taking into account the changing conditions of the new world order and being swept up in the fast currents of the industrial revolution. Fourth, science, information systems, and existing technology have advanced rapidly in this era. As a result,

[1] Tilaar H.A.R. Pedagogik teoritis untuk Indonesia. (Jakarta: Kompas Media Nusantara. 2016) 21
[2] Belmawa. Inspirasi Kepemimpinan di Era Revolusi Industri 5.0.(Jakarta: Direktur Jenderal Pembelajaran dan Kemahasiswaan. 2019) 32

lecturers and universities must chart a new course in light of Indonesia's current situation and conditions.[3] The concept of progressivism philosophy philosophy is expected to be able to provide understanding for prospective educators in developing their skills and character as an effort to prepare themselves to face increasingly severe challenges, as explained by Faiz that the flow of progressivism in education prepare and develop a reality of life, so that humans can survive face the challenges of life according to the concept of progressivism philosophy philosophy[4]

METHOD OF RESEARCH

This study makes use of library research. The goal of library research is to investigate data and information obtained from various sources such as books, journals, papers, documents, notes, and so on. According to the type, this research has a limited scope when compared to field research, which must go directly to the field. directly. Library research is also a literature review that can be used to support or refute theories and conditions.

confirm or reject a theory or condition of an object under investigation

an object under investigation The concept of progressivism philosophy is implemented in learning in this research, which is implemented in 22st century learning.

Learning in the twenty-second century. His study findings include theoretical and practical notions that must be refined in literature research.

RESULT AND DISCUSSION

Facing the twenty-seconds century, the world of education, education must be able to develop students' skills, creativity, and critical thinking so that they can discover new things and produce graduates who have an entrepreneurial spirit based on local wisdom that is able to manage the country and all of its potentials as in the concept of philosophy concept of progressivism which is a foundation for the world of education to be able to develop Progressivism gives ideas that must be explored by policymakers at all levels, from elementary to tertiary As stated in the introduction, the twenty-seconds century or the globalization age brings important changes in the order of life, for which the world of education must be able to train prospective teachers towards human growth that have the needed abilities in the twenty-seconds century.

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[3] Ristekdikti. Memandang Revolusi Industri dan Dialog Pendidikan Karakter Di Perguruan Tinggi Indonesia. Direktorat Pembelajaran Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Pendidikan Tinggi: Jakarta.2017)

[4] M. Anwar. Filsafat Pendidikan. (Kencana :Jakarta 2017) 9

The twenty-second century. According to Koesoema the notions supplied by globalization include change, access to knowledge / information, and interaction.[5]

Globalization's developments and connections create new parameters; the world is connected through electronic equipment that allows individuals to explore space indefinitely. unrestricted space Access to knowledge/information in today's digital culture enables people to receive information fast.

Furthermore, globalization places a premium on engagement (interaction), impacts, exchanges, and a range of other (impacts, exchanges, and shared experiences). sharing knowledge With the various concepts offered by globalization in a broad and To compensate, humans must increase their strengths, one of which is education.

a. **Development of skills for potential students and teachers in the twenty-seconds century**

As we know, Indonesia will witness an increase in the number of working-age people in 2040. The large number of productive-age people is an opportunity to accelerate the nation's progress, but it can also be a calamity if not adequately prepared for.

really nicely prepared Higher education has a critical role in breaking through barriers and preparing this golden generation. Those who will be in this productive age group are the future leaders who must be provided with opportunity and access to develop their potential through a higher education system that goes beyond bricks and mortars, beyond the walls of the classroom.[6]

As a result, lecturers, as the driving force of education, must train future educators with pedagogical competency. Furthermore, as professionals, students as prospective teachers are equipped with the ability to be a facilitator, inspiration, and positive things to students in accordance with Law No. 14/2005 on Teachers and Lecturers, which states that teachers as learning agents must be a facilitator, motivator, motivator, learning engineer, and inspirer of learning for students.

Learning, assessment of learning outcomes, and growth of learners to develop and actualize varied potentials based on their interests and talents;

1) Personality competence.

Personality competency is a personal talent that displays a consistent personality that is stable, mature, smart, and authoritative, a role model for kids, and has a noble character.

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[5] Doni Koesoema. Pendidikan Karakter di zaman keblinger. (Jakarta: Grasindo. 2018) 45

[6] Belmawa. Inspirasi Kepemimpinan di Era Revolusi Industri 5.0.(Jakarta: Direktur Jenderal Pembelajaran dan Kemahasiswaan. 2019) 12

2) social competency,

social competence is the ability of a teacher to communicate and connect effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community.

3) professional competence

professional competence is the comprehensive and deep mastery of learning materials, which includes mastery of the subject curricular content at school and the scientific substance that oversees the material, as well as mastery of the structure and scientific methodology. The four competencies are incorporated into professional teacher performance.

These educational abilities must be combined with 22st century learning qualities. 22st century learning traits that must prepare students to think critically, communicatively, collaboratively, and creatively. As a result, higher education education has taken a vital role in the development of human resources (HR), as it is expected to give birth to the ability of 4C (critical thinking, creative, collaborative, and communicative) in this global era. Higher education plays an important role in the growth of the nation. According to the nature of education, including higher education, it is a process of thinking (being smart, creative, and innovative), sense (having a mind, subtlety of taste, humanist, tolerant, caring, and helpful), olah hati (faith, honesty, fairness, trustworthiness, responsibility, empathy), and exercise (being healthy, disciplined, sportive, tough, and persistent).[7]

Two abilities that must be cultivated must also be combined with technological ability (ICT). An instructor must also be technologically savvy (ICT). The advancement of information and communication technology (ICT) has paved the door for greater access to education.

The advancement of ICT has given rise to numerous education and learning platforms and applications that support high-quality distance learning processes by employing the greatest educational technologies available. The use of digital technology has transformed learning models and approaches from traditional in-classroom to a model

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[7]A Faiz. Program Pembiasaan Berbasis Pendidikan Karakter Di Sekolah. Jurnal PGSD Volume 5 (2) Juli – Desember 2019. 13

that is conveniently available anywhere and at any time. Education becomes offered in a variety of settings, not only the classroom. 29-30.[8]

When studied through the lens of education philosophy, the soul of an educator ideally views the concept of education as referring to the philosophy of progressivism that is in harmony with human growth.

Humans will continue to follow the growth dynamically as long as humans grow and develop in this era, and education must adapt to this. This is consistent with the concept of living a long life. This is consistent with the concept of lifelong education, which emphasizes the importance of education adapting to changing conditions.

b. Progressivism Philosophy as Character Development and Skill Development

Character development in the twenty-second century is critical to improve the nation's quality. Because character is a key factor in developing a culture in a nation, character development is closely tied to national quality.

Not just character performance performance is required; as we all know, in the twenty-first century, it is emphasized that individuals have 4C abilities, as previously defined. As a result, the learning process must emphasize activeness and originality in order to produce an inventive person with entrepreneurship skills.

So that you can build and solve diverse difficulties (problem solving). Individuals with an entrepreneurial spirit and critical thinking skills can be produced by an education system that employs a paradigm of generating specific skills (employment orientated), but also employs a paradigm of broadening the talents possessed by students (enchanced expanded talents).

Progressivism is one of the philosophical philosophies that is seen to be capable of developing 4C skills in future teachers.

In addition to progressivism, the constructivist approach adds ideas in the realm of education. This notion of progressivism believes in humans as subjects capable of dealing with the world and environment, capable of overcoming and solving challenges that endanger humanity itself. Education is said to be capable of transforming and saving people for the future. Education's objective has always been interpreted as a continuous and ongoing reconstruction of experience that is both continuous and progressive. As a

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[8] A Faiz, dan Kurniawaty, I. Konsep Merdeka Belajar Pendidikan Indonesia dalam Perspektif Filsafat Progresivisme. Konstruktivisme : Jurnal Pendidikan dan Pembelajaran, Vol.12 (2) 2020 : 157.

result, being progressive is a favorable characteristic.[9] In his opinion, progressivism is always associated with the concept of "the liberal route to culture," where liberal is intended to be flexible (not rigid), tolerant, and open, as well as eager to know and investigate for the goal of creating experience.[10]

This school of progressivism is consistent with the vision of Minister of Education and Culture Nadiem Makariem, who wants the concept of learning to shift from authoritarian to independent. The goal is to develop their inherent talents, capabilities, and abilities without being hampered by hurdles erected by others.

other individuals As a result, the ideology of progesivism opposes authoritarian schooling. John Dewey regards education as a process He regards education as a process of socialization. This means that, as part of the learning process, students can draw on their experiences in their surroundings.

Meanwhile, the constructivism approach emphasizes that people actively create and build (to construct) information and understanding. According to constructivism, the teacher must encourage children to investigate their world, discover knowledge, reflect, and think critically, rather than simply providing information to the child's mind. Constructivists believe that children's education is too long spent sitting, being a passive listener, and teaching children to memorize relevant and irrelevant material.[11]

This approach is unquestionably useful in higher education, not just primary and secondary school.

Ki Hadjar Dewantara, who highlighted the necessity of students understanding the rationale and purpose of learning, shared Constructivism's perspective on education. Ki Hadjar defines education as "intentional efforts to promote the life of the child's character and body by teaching, modeling, and habituation." Educating, according to Ki Hadjar, is "the conscious effort to promote life by teaching, modeling, and habituation." Ki Hadjar and constructivism both see the instructor as a collaborator with pupils in the pursuit of knowledge.[12] Teaching is an activity that allows students to build their own knowledge rather than transferring knowledge from teacher to student.

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[9] A Faiz, dan Kurniawaty, I. Konsep Merdeka Belajar Pendidikan Indonesia dalam Perspektif Filsafat Progresivisme. Konstruktivisme : Jurnal Pendidikan dan Pembelajaran, Vol.12 (2) 2020 : 155

[10] A Fuadin. Kontribusi Pembelajaran Bahasa Indonesia Di Perguruan Tinggi Dalam Menghadapi Masyarakat Ekonomi Asean. Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia. Vol. 5 No. 1. 2016. 132

[11] Santrock. Psikologi Pendidikan. (Jakarta: Kencana Prenada Media Grup, 2004) 10

[12] Suyitno. Tokoh-Tokoh Pendidikan DuniaDari Dunia Timur, Timur Tengah Dan Barat. (UPI : Bandung 2009) 28

Teachers actively engage students in generating knowledge, establishing meaning, seeking clarity, being critical, and making judgments on a variety of topics.

By allowing children to think for themselves, teachers may help them think critically, systematically, and logically.

Thus, in order to build thinking for the twenty-second century, the world of education must be capable of developing critical and creative thinking.

analytical and creative thinking in order to identify new things new things in order to develop graduates with an entrepreneurial spirit capable of managing the country and all of its potential Philosophy sprogressivism Philosophy serves as a basis for the world of education, allowing it to create curricula based on new advances and knowledge. As a result, it is critical to develop a plan in the national education system school system that focuses on many components in order to produce graduates with the ability hard skills and soft skills worthy of competing in the twenty-second century.

in the twenty-second century Of course, in the concept of progressivism and constructivism, an educator serves as a facilitator or instructor who assists students in developing conceptualizations and solutions to challenges they experience. Thus, student-centered learning is optimal learning (student center learning).

KESIMPULAN DAN SARAN

The heavy duty that an educator has must be in line with the lecturer's ability to convey knowledge in order to build potential Indonesian teachers who have professionalism, a strong work ethic, good character, and are able to grow their performance depending on the development of the times. As a result, the major impact of education will have an impact on the quality of education in Indonesia as well as the quality of Indonesian society as it faces more difficult challenges. It is intended that by developing learning based on the philosophy of progressivism, the values of professionalism, skills, and performance would be equipped for the type of learning in the twenty-seconds century.

Teachers must prepare to become professionals in an increasingly complex global era. As a potential educator, you must adapt to the current environment in order to satisfy the competency needs that must be met by yourself in order to educate learners. This is consistent with the concept of lifelong education, which emphasizes that education must adapt to changing conditions.

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