



Philosophy of Progressivism in Learning IPS Education in The Era of Society 5.0

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Abstract

Social studies education is a form of integration of the social sciences and humanities which aims to make students able to be independent, responsive, responsible and think critically about a social problem that occurs in their surroundings. Of-course this will have an impact on changes that make progress in society and the country. A framework that understands that social studies education is a reflection of civilized national character is needed in the midst of the Society 5.0 era which requires society to be able to control and balance artificial intelligence and social intelligence in order to solve all kinds of national problems. Society 5.0 provides an illustration that everything can be moved and connected through data, including in it as an effort to overcome social problems in society. Social studies education is very strategic because it can balance the two things. This is in accordance with the flow of progressive philosophy which emphasizes the word progress in changes that lead to a good direction. In particular, this writing has the aim of bringing more open and broader thinking about the development of the times so that it is more perceptible that an education aims to lead to better progress. This writing uses a library study method. From the results of this literature study resulted in writing the implementation of the philosophy of progressivism in social studies education.

Keywords: *philosophy, progressivism, social studies education, era society 5.0*

A. Introduction

Education is a means of forming humans in terms of goodness, such as making humans educated, moral, intelligent and other things (Susanti & Endayani, 2018). In general, this educational goal refers to the development of attitudes, knowledge and skills (Khatimah et al., 2022). Education is important for humans, so it needs good design and implementation in order to bring change and progress (Lasdya et al., 2022). Social studies education is a form of developing an attitude, knowledge and skills of students which can be sensitive to social problems that occur in their environment, thus making them think critically, responsively and independently in dealing with existing problems (Aslamiah et al., 2021). This is a form of change that occurs in order to make students live well in society, nation and state (Mardhiah et al., 2021). This is of course related to a school of progressive philosophy in practice (Maulana et al., 2022). Which is where this flow becomes a pattern of education from the past to the present and brings progress or changing progress (Maryati, 2020).

Philosophy is a word that is familiar in the world of education. Philosophy was born because of a human thought that is so broad and unlimited (Mawaddah et al., 2022). This progressive philosophy became a trend that developed in the 20th century which certainly had an influence on the world of education (Jumriani, Syaharuddin, et al., 2021). This progressive philosophy is able to be a driving force for the progress of education. In the sense that the flow of this progressive philosophy requires progress or progress that occurs in rapid and real change (Aslamiah et al., 2021) (Susanti & Endayani, 2018).

In education, it should also emphasize the activeness of students to think critically and independently in developing themselves in the learning process (Mulasari et al., 2022). Which will bring direct changes to students and have the impact of bringing good changes from themselves (Aslamiah et al., 2021).

This progressive philosophy rejects authoritarian teaching because it will damage and hinder an ability possessed by students (Mutiani, Disman, et al., 2022). With this flow, the world of education will process and progress in changes in a good direction (Abbas, 2021).

So that in this writing the aim is to understand and understand that in the world of education it refers to progress and change in human beings and this is of course in line with the flow of progressive philosophy which refers to progress or a direct and real progress (ABBAS, 2020) . On the other hand, some countries are

currently experiencing the Industrial Revolution Era 4.0. Some others are actually going through Era Society 5.0. This is a major current that demands the readiness of human resources as a key aspect that can adapt to the dynamics of post-modern change. In facing this revolutionary wave, educational institutions have become an important environment for preparing human resources that require dynamic, innovative, critical and literacy capacities. The current wave of the industrial revolution also had an impact on the learning paradigm applied in educational institutions which had to form soft skills to connect capabilities in the era of the industrial revolution 4.0 and the era of society 5.0. Students are required to develop the ability to think and innovate. Students are not enough just to learn only in class, but must explore this world. One of them is literacy using technological media.

This is suitable for implementation in the world of education. Of course, it is also related to education which stresses students to be responsive, critical and independent in dealing with social problems that occur (Abbas, Jumriani, Handy, et al., 2021). Currently, technology has become a part of human life. Most human needs can be met through technological facilities. The era known as the era of the industrial revolution 4.0 or abbreviated as 4IR (fourth industrial revolution) has eroded human activities and jobs that are physically bound, because many human activities have converted from manual to digital. On the other hand, Era Society 5.0 relies more on IoT (internet of Things). Of course this can have a bad impact on some people who are eroded by the current of digitalization which is developing very rapidly. Those who are left behind will slowly be drowned by civilization if they don't immediately accept and adapt. This is because the disruption or chaos caused by the fourth industrial revolution has greatly affected people's lifestyles, both in terms of politics, economics and even education.

B. Discussion

Historically, this progressive philosophy emerged in the 19th century and thrived in the 20th century in the United States. This philosophical school provides the view that in an education there will be mental discipline, passive learning which is the character of education experienced by humans (Abbas, Jumriani, Syaharuddin, et al., 2021). Progressivism emerged due to a movement that was founded in 1918 (Fadlillah, 2017). This flow continues to focus on that humans will always survive against existing challenges which will bring change and progress in life (Abbas, Rusmaniah, Rival, et al., 2021). Progress will always occur if humans themselves are willing to make changes (Mutiani, Jumriani, et al., 2022) Empirical Study of Education in Setting. So that social studies education will make students become

good people, responsive, independent and think critically about social problems that occur. (Rusmaniah et al., 2021)

Social studies education is based on social realities and phenomena that are very close to human life (Mutiani, Supriatna, et al., 2021). So that from this it makes students able to develop a mindset that they have to face and overcome the conditions of social problems which make students good and responsible for their nation and country (Abbas, 2019).

Social studies education is an integration of social sciences and humanities. Social studies education has a goal in terms of progress for students to change in a better direction in accordance with the school of progressivism philosophy (Nadia et al., 2022). A science emerges because of the encouragement of interaction experienced by humans in a real way (Ibrahim, 2018).

In terms of progressivism comes from the word progressive which leads to progress. In the philosophy of progressivism in education, it emphasizes progress and continues to be a change for the better and advanced (Fadlillah, 2017). In modern itself this progressivism refers to progress where humans certainly have an ability in terms of developing and perfecting the application of their intelligence towards better progress than before (Abbas & Warmansyah, 2014). Progressivism in the world of education was pioneered by a figure named John Dewey (Mustaghfiroh, 2020). This school is also a school that originates from the school of pragmatism introduced by William James (1842-1910) and John Dewey (1859-1952) which emphasizes a life that is practically uncomplicated. This flow places more emphasis on maximizing human potential in a better and more advanced life (Mustaghfiroh, 2020).

Progressivism in social studies education itself aims to make changes occur in students who have good personalities, are responsible, independent, responsive and think critically about problems that occur so as to lead to progress in society (Mutiani, Sapriya, et al., 2021). Intelligence thinking is a major milestone in the flow of progressivism. Intelligence is not only in terms of being intelligent in mathematics, but multitalent which refers to progress in change (Nuryatin et al., 2022). Life will continue to change and there will always be social problems that occur according to what is studied in social studies education (Aslamiah et al., 2021). In accordance with the increasingly rapid development of the times, changes will occur and are dynamic (Putri et al., 2022). So that if this happens, students will be able to make changes in a better direction and will bring about better progress (Rusmaniah et al., 2021).

Thus the existence of this philosophy of progressivism in the world of education will lead to progress that is not left behind due to the increasingly rapid changes of the times (Putro, Hadi, et al., 2022). The existence of thoughts in terms of progress will have a good impact and can be felt of course on existing progress which is very beneficial for human life (Achmadi, 2019). In the context of education itself, it will bring good learning to active students as an experience and make this progress learning from what happened in the past which will bring change and continue for the future (Utomo & Ifadah, 2020).

If the philosophy of progressivism is related to social studies education, of course it will bring great progress (Putro, Rusmaniah, et al., 2022). As is the case with students who are starting to be active and responsive to problems that occur (Riswan et al., 2022). Sort out incoming news in detail whether the news is true or false so that it is filtered first (Fathurrahman et al., 2022). Many changes aim to be even more advanced. The increasingly rapid development of the times has made people think more about not being left behind (Rizayani et al., 2022). This is a human thought that is wise and responsive to existing problems (Rusmaniah et al., 2021).

The purpose of this progressivism education is to make students skilled who are not only capable in attitude and knowledge and lead to progress (Sandi et al., 2022). Skilled in dealing with problems (problem solving). This is in accordance with Indonesia's education goals in Law no. 20, Education aims to develop students who have faith and fear of God Almighty, have noble character, are beautiful, knowledgeable, healthy. Independent, creative and good citizens (Utomo & Ifadah, 2020).

The philosophy of progressivism in social studies education is implemented so that it is capable of being a provision for students who are capable of solving a social problem that occurs around them (Subiyakto et al., 2022). For example unemployment, poverty, ignorance and others (Utomo & Ifadah, 2020). Lots of social problems that occur around students (Sukmadinata, 2010). From this, of course, there is a form of implementation given by this progressive philosophy in social studies education (Istika et al., 2022). The philosophy of progressivism in education is flexible (Syaharuddin et al., 2022). In accordance with the thoughts of the character John Dewey that education must be democratic. Education should give freedom to students to develop their potential (Fadlillah, 2017). In accordance with the goals of IPS education itself, which requires students to be responsive, independent, think critically about social problems that occur so that they become

good students for society and the country which have an impact on progress (Jannah et al., 2022).

The essence of an educational process is a process based on pragmatic principles (Syaharuddin et al., 2021). This meaning means that in an education it should provide an empirical experience for its students so as to help shape the personality and character of students who are good in accordance with the goals of education (Fadlillah, 2017). Activities in education should lead to the provision of conditions that will enable students to develop their potential (Wiriaatmadja, 2015). But not because of his wish, but the teacher directs well without these students arbitrarily as they please (Fadlillah, 2017).

The success of the educational process is also influenced by several factors. As described by Bucur (2017) below:

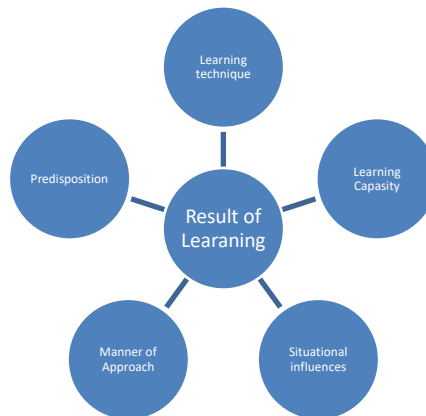


Figure 1. Factors of Influence Over The Learning Result of Human Knowledge Bearers

At the same time, IPS (social studies) education cannot be separated from the context of preparing university graduates who are able to anticipate global demands. Globalization at this stage (2020) in Indonesia is entering the 4.0 era. The Indonesian educational trend is online learning, (A.I, 2018) where the internet is the main link between teachers and students at all levels of education. With the outbreak of Covid-19 in the world, it requires everyone to practice physical distancing, including in education. However, in Japan, it has entered the era of Society 5.0. The concept of Society 5.0 is not only limited to manufacturing factors but also solving social problems with the help of the integration of physical and virtual space. Society 5.0 has the concept of big data technology collected by the internet of things (IoT) to become Artificial Intelligence (AI) (Hayashi, 2018).

Society 5.0 will have an impact on all aspects of life, starting from health, urban planning, transportation, agriculture, industry and education. Ozdemir (2018). In the future, big data technology collected according to society 5.0 will also have positive and negative impacts on aspects of Indonesia's national education. Bachelor of Social Sciences education produced by tertiary institutions as mentioned above has an important role in guarding and at the same time being a support for the national character so that it is able to face the era of society 5.0. This discussion will be examined from the point of view of higher education on the grounds that prospective Social Sciences Education graduates are the most ideal and at the same time the most vulnerable agents of change to develop and/or eliminate the identity and character of the Indonesian nation.

This flow of progressivism considers a process that is based on dynamic and creative human reason as a form of potential possessed by students (Yuniar et al., 2022). The life of students will move from their life experiences in an environment that will become a learning process for these students. In the world of education in Indonesia today it has brought a lot of change and progress (Yusnita et al., 2021). It should be through education that this encourages students to deal with existing problems and bring real change and progress for the good (Fadlillah, 2017). The flow of progressivism also assumes that education is not only a form of students receiving knowledge, but rather as a form of developing positive attitudes and providing skills that students have in their development in life so that it is more pronounced and has a good impact on life (Jumriani , Rahayu, et al., 2021).

Teachers in the 4.0 era should not only focus on their duties on the transfer of knowledge, but also on character, moral and exemplary education. Aspects of the transfer of knowledge in the 4.0 era can be replaced by technology, but the application of soft skills and hard skills cannot be replaced by any sophisticated tools and technology. Of all these things, the role of the teacher/teacher in the 4.0 era must have a strong core competence including educational competence, competence in research, competence for digital, competence in globalization and competence in future strategies. The challenge for teachers in the 4.0 era is their accessibility readiness in mastering technology, and their low level of literacy (W.S, 2018).

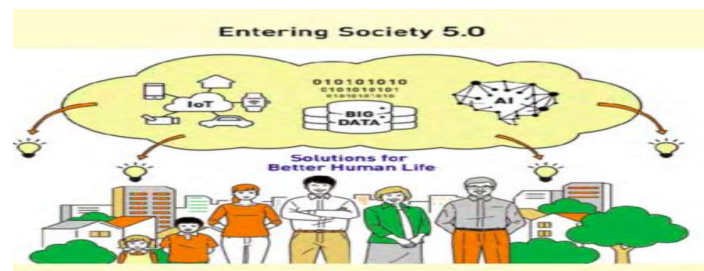


Figure 2. Illustration of Society 5.0
Source: (Government, 2018)

In contrast to era 4.0, the era of Society 5.0 can be interpreted as a human-centered and technology-based concept of society. With the birth of the era of society 5.0, it is hoped that technology, especially in the field of education, will not change the role of the teacher in teaching moral, character and exemplary education for students. Society 5.0 is a concept of a new order of life in society. Era Society 5.0 is expected to be more comfortable for humans.

Some of the skills students must possess in the era of society 5.0 include: leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship. The leadership skills of prospective social studies education graduates are prepared so that students have the ability to lead and at the same time possess local wisdom as an embodiment of national character.

Second, the ability of digital literacy by prospective social studies education graduates has consequences for students and lecturers. Students and lecturers must be able to collaborate and take advantage of IoT and AI in the form of Google Assistant, Siri, virtual literacy, educational virtual reality, etc. In this ability, students and lecturers must emphasize the wealth of works and natural resources found in Indonesia. This emphasis is intended so that they (lecturers and students) do not lose their "spirit" as Indonesian citizens. Or in other words, Indonesianizing Indonesians can be achieved as well as learning with literacy from other parts of the world with various facilities in the era of society 5.0.

Third, communication skills must be honed continuously both verbally and non-verbally. In terms of the diversity of languages used, it is also important to pay attention so that the heterogeneity of languages in Indonesia can always be sustainable, even though Indonesia will later enter the era of society 5.0.

Fourth, emotional intelligence in social studies education has actually been taught from an early age, with the so-called value of tolerance, tolerance has long been echoed by any Indonesian human being. This is of course an extraordinary

advantage to face the era of society 5.0 sooner or later it will enter Indonesia. For the Javanese, for example, there is the teaching of tepo seliro, which is a combination of the values of tolerance and tolerance. Furthermore, the value of tepo seliro in the local wisdom of the Javanese people is considered capable of being a solution to the negative impacts of the 4.0 era that is being faced by the Indonesian people and the era of society 5.0. Furthermore, according to Rini, tepo seliro is the main manifestation in the form of real behavior because this value will give direction to someone in behaving and making decisions (Rini, 2016).

Fifth, social studies education graduates are expected to be able to present the value of entrepreneurship as an embodiment (elaboration) of the development of basic human nature, namely success (Gimin, 2019). Furthermore, Tilaar (2012) believes that Indonesia is capable of making a quantum leap so that it can be on par with advanced nations as long as the value of entrepreneurship is encouraged. He argued that entrepreneurship is a behavior based on the ability to think creatively and innovatively.

Sixth, the ability to become global citizenship must be owned by prospective social studies education graduates as young citizens who are able to interact with the environment outside of themselves (Hermawan, 2019). Oxfam (2015), states that global citizenship is someone who is "aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; willing to act to make the world a more equitable and sustainable place; take responsibility for their actions".

C. Conclusion

Tindakan korupsi menjadi patologi sosial di era ini, sehingga semakin maraknya tindakan korupsi di Indonesia membuat berbagai lembaga yang ada di Indonesia bergegas untuk melakukan tindakan preventif terlebih untuk lembaga pendidikan. Lembaga pendidikan sebagai lembaga formal mempunyai peran yang signifikan dalam upaya pencegahan korupsi. Peran para pendidik di sekolah tidak hanya mengajarkan materi pembelajaran, tetapi juga untuk membentuk kepribadian siswa hingga memiliki sikap peduli, jujur, dan bertanggung jawab, khususnya guru PPKN. Guru PPKN mempunyai peran khusus dalam pembentukan karakter siswa dalam upaya penanaman nilai antikorupsi. Pendidikan antikorupsi memiliki fungsi kognitif yang dapat memberikan pemahaman dan pengetahuan kepada peserta didik terkait gambaran seputar korupsi dan dampak yang akan timbul dari adanya perilaku korupsi.

Education is a tool in the formation of humans in terms of goodness, as well as making humans become educated, moral, intelligent and other things. In general, the purpose of this education refers to the development of attitudes, knowledge and skills. In the philosophy of progressivism in education, it emphasizes progress and continues to be a change for the better and advanced. Progressivism in social studies education itself aims for a change to occur in students who have good personalities, are responsible, independent, responsive and think critically about the problems that occur so as to lead to progress in society. Intelligence thinking is a major milestone in the flow of progressivism. The existence of thoughts in terms of progress will have a good impact and can be felt of course on existing progress which is very beneficial for human life. In the context of education itself, it will bring good learning to active students as an experience and make this progress learning from what happened in the past which will bring change and continue in the future.

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