



The Importance of the Theory of Pragmatic Truth on the Development of Teacher Professionalism

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Abstract

This research aims to explain the importance of mastering concepts and knowledge of the pragmatic theory of truth. Mastering the pragmatic theory of truth will lead educators to a more intelligent and conscientious pattern of self-development. Education involves two basic components, namely: educators and students. Educators who are the spearhead of the education system must have full self-awareness of their own development. One of the self-development that an educator needs to do is develop professionalism. Teacher professionalism can be developed in many ways, one of which is developing knowledge of concepts or theories that are relevant to their field of work. One of the concepts or theories that educators need to master and develop is the pragmatic theory of truth. This research is a descriptive phenomenological analysis research. The data sources used were 26 teachers at Xin Zhong Middle School in Surabaya. This research was conducted using interview and observation techniques as a way to obtain data. The research was conducted because it was found that there were several educators who did not understand the concept of pragmatic truth which was demonstrated through the attitudes and viewpoints of educators, thereby influencing the learning and professional processes that occurred in educational institutions. This research found that the pragmatic theory of truth which is well mastered by educators will produce individuals who are more intellectual and virtuous by involving conscience as an indicator in expanding knowledge.

Keywords: pragmatic, professionalism, teacher, education.

Pentingnya Teori Kebenaran Pragmatis Terhadap Pengembangan Profesionalisme Guru

Abstrak

Penelitian ini bertujuan untuk memaparkan pentingnya penguasaan konsep dan pengetahuan terhadap teori kebenaran pragmatis. Adanya penguasaan teori kebenaran pragmatis akan membawa pendidik ke pola pengembangan diri yang lebih berakal dan bernurani. Pendidikan melibatkan dua komponen dasar yakni: pendidik dan peserta didik. Pendidik yang merupakan ujung tombak terhadap sistem pendidikan harus memiliki kesadaran diri penuh terhadap pengembangan dirinya. Salah satu pengembangan diri yang perlu dilakukan oleh seorang pendidik adalah pengembangan profesionalisme. Profesionalisme guru dapat dikembangkan melalui banyak cara, salah satunya adanya pengembangan pengetahuan terhadap konsep atau teori yang relevan dengan bidang pekerjaannya. Salah satu konsep atau teori yang perlu dikuasai dan dikembangkan oleh pendidik adalah teori kebenaran pragmatis. Penelitian ini merupakan penelitian analisis deskriptif fenomenologi. Sumber data yang dijadikan adalah guru SMP Xin Zhong Surabaya yang berjumlah 26 orang. Penelitian ini dilakukan dengan menggunakan teknik wawancara dan observasi sebagai cara untuk memperoleh data. Penelitian dilakukan karena ditemukan adanya beberapa pendidik yang tidak memahami konsep kebenaran pragmatis yang ditunjukkan melalui sikap dan sudut pandang pendidik sehingga

memengaruhi proses pembelajaran dan profesional yang terjadi di lembaga pendidikan. Penelitian ini menemukan bahwa teori kebenaran pragmatis yang dikuasai dengan baik oleh pendidik akan melahirkan pribadi yang lebih berintelektual dan berbudi pekerti dengan melibatkan nurani sebagai indikator dalam meluaskan pengetahuan.

Kata Kunci: pragmatic, profesionalisme, guru, pendidikan

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Introduction

Education is a human effort to develop the potential and abilities of students so that they have competencies appropriate to the level of education. With education, human ideals can be achieved. Educational practice with a predetermined mission must be carried out so that the goals can be achieved. Therefore, educators, education managers, and related parties must know the mission of the educational activities they manage.

To carry out the mission properly, good education must be supported by an adequate set of educational planning policies, a good curriculum, a good education delivery system, good management, and the quality of educators must also be professional. Educators or teachers in the educational environment certainly have quality in carrying out their profession. Not all teachers have good quality and meet the criteria of a professional teacher. Teacher professionalism will have an impact on the mindset and competence of their students. If the teacher is professional and competent in his field, then students can easily achieve their learning goals.

In a pragmatic view, the educational process must be able to solve the problems faced by the world of education itself, problem solving can be done with experience. According to the American philosopher John Dewey that education is based on change, process and reconstruction of experience, experience is the key word. Basically experience can be gained from the interaction between humans and their environment. Children will easily learn more and learn faster when children understand their environment and children are given the opportunity and freedom to learn to see the world from a child's point of view and an adult's point of view.

According to Dewey (1859-1952), as a philosopher of pragmatism, he has the view that in the world of education, a teacher must encourage students to arouse their natural curiosity, not just as a rigid subject and still apply conventional or traditional things that will limit students' creativity in learning, but rather as a teacher. must help and motivate students to find the way of learning they need by applying problem solving from the student observation process, so that education does not only focus on goals but on meaning in the process of solving problems found.

The implementation of education generally requires a teacher who has special expertise as an effort to foster children's potential in accompanying development, so a teacher is truly an expert in his field of work, so the teacher is said to be a professional. The professional itself comes from the word Profession which means work that requires expertise obtained from special education or training. The teacher is part of the profession because the teacher is a job performed by someone who has studied and received a degree or diploma from an educational institution.

According to Sardiman A.M (2023) Revealing that a professional teacher is a teacher who has more solid and adequate knowledge, skills, and attitudes so that he can process the teaching and learning process effectively. A teacher must also have the knowledge and skills skills.

According to the pragmatic flow in education, the purpose of education is always temporary and is a tool for action. If a goal is achieved late, then the goal is a tool to achieve action. If the goals have been achieved, the results of the goals will be a measuring tool for further achievements so that professional teachers are needed in assisting students to obtain education.

Professional teachers must be able to see that children are not rigid individuals but have active

and creative minds. A professional teacher who has a pragmatic view will always pay attention to the environmental situation to be used as a source of truth for the knowledge itself because a professional teacher who has a pragmatic view will always pay attention to the environmental situation if students want to use the environment as a problem solving.

The purpose of this research is to examine the concept of developing teacher professionalism from the truth of pragmatic theory. The concept of developing teacher professionalism is motivated by the existence of criteria for professional teachers who expect teachers to give their maximum contribution in achieving educational goals and creating human beings with character and good morals in education from elementary to high levels. The development of teacher professionalism is present as an effort to improve the quality of education in Indonesia to desire the implementation of good education and lead to a better life.

Conceptual Study

Pragmatism is very influential in America. One of the famous figures is John Dewey (1859-1952). Of Dewey, Charles Patterson argues that he was a highly influential figure in American philosophical life and a champion of "progressive education" more broadly. John Dewey was an American philosopher, who was born in Burlington, Vermont, in 1859.

John Dewey was not only active as a writer or philosopher, but also active as an educator and critic. He initially studied Hegel's philosophy a lot. However, later he was critical of Hegel's philosophy because he saw that this idealism school too closed the human environment to purely intellectual cognitive dimensions. John Dewey was deeply concerned with social, economic and governmental issues. He was very interested in solving problems of social growth through scientific experimentation. John Dewey's pragmatism emphasized that humans are free, independent, creative and dynamic creatures.

Humans have the ability to work together for their society. Pragmatism has the belief that humans have reasonable abilities. Therefore, he can face and overcome problems that are

stressful or threatening to himself and his environment.⁹ According to Hardono Hadi, Dewey really emphasized the close relationship between an individual and his role in society. John Dewey in this case views that an individual can only be called a person if he carries out and displays the social values of his community.

Every idea of the individual must include the values of society, rather than viewing society as an obstacle to individual freedom and development. Dewey here sees that human personality is not inherent in human nature. According to him, personality is obtained thanks to the role a person plays in society. Pragmatism does not use the term universe, but world. According to pragmatist figures, the world is a process or order, where humans live in it. The term world here can be considered as synonymous with the cosmos and reality. Progress is the core concern of pragmatism. Therefore, pragmatism views several fields of science as major parts of culture.

According to him, these fields of science are capable of fostering cultural progress. This group of sciences includes life sciences, anthropology, psychology and natural sciences. These sciences are seen as having developed essential things for cultural progress in general and for pragmatism in particular. Thus it is clear that apart from environmental progress, experience also receives important attention in pragmatics. John Dewey defines experience as the dynamics of life. According to him, life is struggle, action and deed. As a result, pragmatism in this case also views that the essence of experience is also struggle. Ideas, theories, or ideals are not enough just to be recognized as existing things.

The existence of this theory or ideal must be sought for its meaning for progress or other good intentions. Humans must be able to use their souls to build a life that has many problems that come and go. Pragmatism hereby views life and life. as an ongoing struggle. Every concept or theory must be able to be determined by its practical consequences. John Dewey's pragmatism views that humans are in a state of continuous struggle with the natural environment. This situation encourages humans to develop the various tools of life they have,

such as intelligence, dynamics, creativity, intellect, spirit and skills. All of this is what gives him assistance in the context of this life struggle

John Dewey was a pragmatist. According to him, philosophy aims to improve human life and the environment or regulate human life and activities to meet human needs. Thus, if there are ideas that do not provide beneficial value for humans, then they are considered not in line with the aims of philosophy itself. The task of philosophy is to provide lines of direction for action in real life.

Therefore, philosophy must not sink into useless metaphysical thinking. Philosophy must be based on experience and investigate and process that experience actively and critically. In this way, philosophy can develop a system of norms and values. According to Dewey, thinking originates from experiences and moves back to those experiences. This movement is aroused immediately when faced with a situation that causes problems in the surrounding world. And, this movement ends in several changes in the world or in humans themselves.

process the experience actively and critically. In this way, philosophy can develop a system of norms and values. 13 Pragmatism shows that thought or knowledge, which is a unique human ability, can develop as a tool for conducting experiments on the natural environment. This experiment is intended to control and shape the natural surroundings so that human needs are met. Experiments can also help solve problems within the scope of human experience. Human knowledge also grows in this experience, so what is called "inquiry" is very important.

Straight thinking is a series of efforts to connect ideas in such a way that they lead to satisfactory results. Ideas will be useful in solving problems faced by humans. Human intelligence is something that is creative and in the form of experience that continues to be realized in practical action. All of these intelligences are basic elements in all human knowledge. John Dewey explained that with experiments, humans are then directed to make decisions so that in this way humans determine their future.

Human intelligence creates a future that can be implemented by carrying out actions. 14 Direct

experience is not a matter of knowledge which contains a separation between subject and object or separation between the actor and the target. In direct experience, subject and object are not separated, but are united. What is experienced is not separated from those who experience it as something important or meaningful. If there is a separation between subject and object, then it is not an experience, but a rethinking of the experience. It is thinking that forms the goal of knowledge.

Instrumentalism is an attempt to construct a logical and precise theory from concepts, considerations, conclusions in various forms. These various forms function in discoveries based on experience that have consequences in the future. In this view, what is true is what is ultimately agreed upon by all those who investigate it. Truth is asserted in terms of inquiry. Truth is by no means something that once determined and then cannot be contested, because in practice truth has a fixed functional value. All statements that we consider to be true can basically change. According to Dewey, humans live in this world whose creation has not yet been completed. Dewey's attitude can best be understood by examining three aspects of instrumentalism. First, the word "temporalism" which means that there is real movement and progress in time. Second, the word "futurism", encourages people to look at tomorrow and not at yesterday. Third, "millionaireism", means that the world can be made better with human power. This view was later adopted by William James

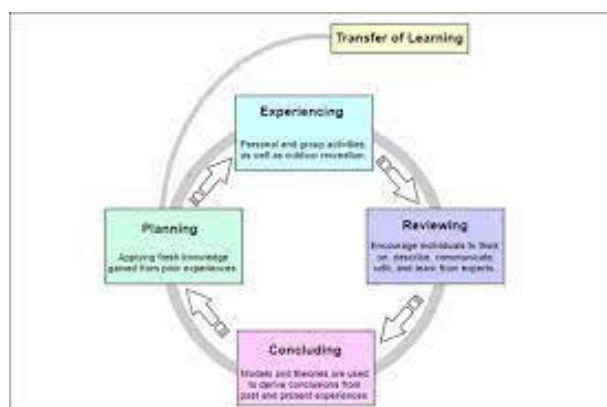


Figure 1.1 John Dewey's Contribution to Educational Reform

Method

This research is a literature study that uses a philosophical hermeneutic approach, with elements of: description, interpretation, and comparison (Zed, 2004; Sopacua and Fadli, 2022). Description and interpretation is understanding and studying theories from various literature related to research. Then the comparison is to provide an analysis of the theory of pragmatic truth on the development of teacher professionalism.

Collecting data by constructing from various sources such as books, archives, magazines, old documents, journals, documentation, newspapers and others related to the pragmatic theory of truth with the concept of developing teacher professionalism. Data analysis used content analysis and descriptive analysis, with the intention that the literature obtained from various references was critically and in-depth analyzed in order to support research propositions and ideas.

Figure 1.3 Theories of Truth

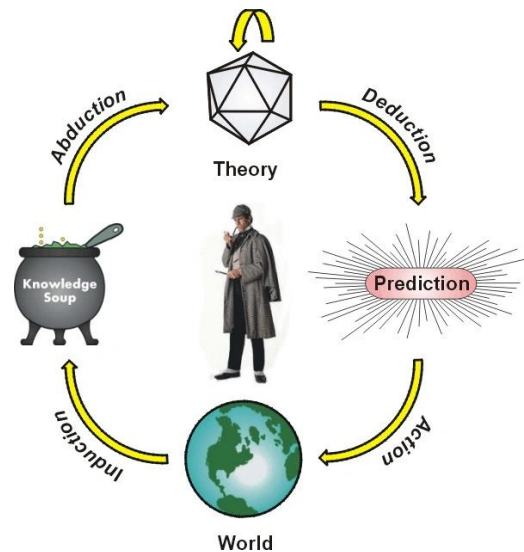


Figure 1.4 Theory World

Results and Discussion

A. Concept of Pragmatic Philosophy

The word pragmatism comes from the Greek word pragma, which means what is done, what is done, what is done, what is done. Pragmatic was developed by William James (1842-1910 AD) in the United States. According to this philosophy, the truth or not of a statement, proposition or theory only depends on humans in their actions. The term pragmatism was raised in 1865 AD by Charles S. Pierce (1839-1914 AD) as the doctrine of pragmatism.

Kattsoff (1992: 130) says that, it seems that Pierce's way of thinking is nothing more than a desire to realize pragmatism as a science that orients itself to the practical meaning of the consequences caused by an action. If it does not lead to practical consequences then there is no meaning in it. Some other pragmatist figures say that, an idea or response is considered correct, if the idea or response produces something, namely a path that can lead humans to solving problems correctly (successfully).

Pierce said that a pragmatic concept is something that can be said to be influential if it contains practical results. Pragmatism is a technique used by humans in solving problems

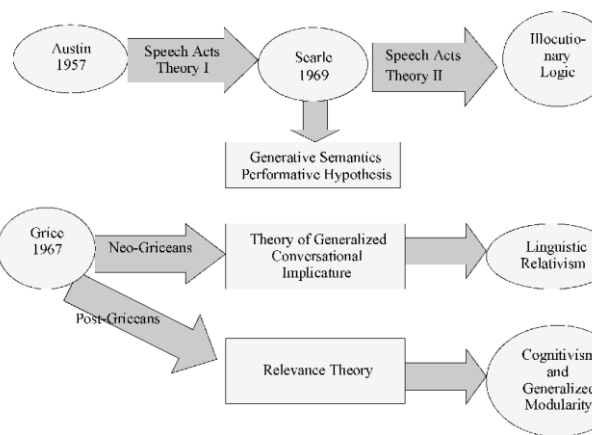
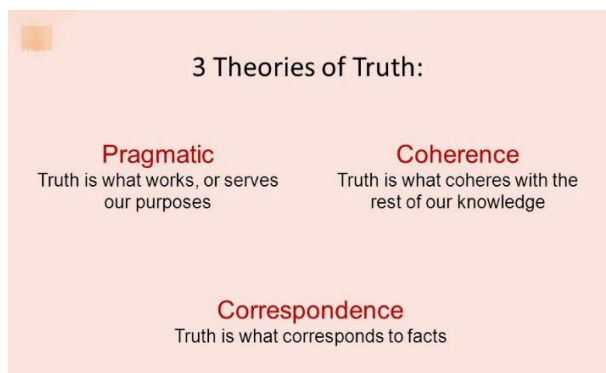


Figure 1.2 Conceptual Pragmatics



faced by humans (Ismaun, 2004: 96). Budi Darma said that, there is no future, there is no past either, what is there is the present so fight for the present. From this statement, it can be understood that pragmatic truth is truth that is functional, useful or practical (Priyanto, 2017).

From the concept of pragmatism, it can be understood that pragmatism is an understanding that everything is considered true if it has benefits for human life. An action will have meaning if there are consequences in it. The future or the past is also something that has not yet happened and has happened so humans must focus on the present and fight for it.

B. Education in a Pragmatic Perspective

According to pragmatism, education does not only shape students' personalities without paying attention to the potential that exists in children, nor does it assume that children already have the strength that allows them to develop on their own according to goals. However, education is a process of reorganization and reconstruction of individual experiences (Sabdulloh, 2003: 125).

According to John Dewey (Gutek, 1974: 114), education needs to be based on three main ideas, namely: 1) Education is a necessity of life; 2) Education as growth; 3) Education as a social function. Education is a necessity of life, meaning that along with technological advances, life will always experience changes and developments. These updates will be more rapid and complement the ever-changing life. It requires education. Older humans will pass on cultural values to younger humans to live their lives.

Education as growth means that growth is referred to as a maturation process because it continues to develop according to environmental influences. According to John Dewey (Sadulloh, 2003), growth is a continuous change of action to achieve further results. Growth gives rise to experiences that will bring change to him. So that growth is a characteristic of life, while education is life itself, not a preparation.

Education as a social function means that in an immature state, students will interact with the environment and with other individuals. According to John Dewey (Sadulloh, 2003) the

environment is a requirement for growth, and the function of education is a guiding and developing process. Through community education activities, guiding students who are still immature according to a certain social structure. In the learning process there will always be interactions that can influence and guide students to develop themselves as individuals who are influenced and influenced in social situations and environments.

Power said that the implications of the educational philosophy of pragmatism for the implementation of education cover five main points. The five main things, namely: 1) The purpose of education. The purpose of pragmatism education is to provide experience for discovering new things in social and personal life; 2) Student status. The position of students in pragmatism education is an organization that has an extraordinary and complex ability to grow; 3) Curriculum.

The pragmatic educational curriculum contains tested experiences that can be changed. It also includes the interests and needs of students who are brought to school to determine the curriculum. The teacher adapts teaching materials according to the interests and needs of the child, and the pragmatism education curriculum immediately eliminates the difference between liberal education and practical education or occupational education; 4) Method. The method used in pragmatism education is an active method, namely learning by doing (learning while working); and 5) The role of the teacher. The teacher's role in pragmatism education is to supervise and guide students' learning experiences, without disturbing their interests and needs.

Edward J. Power (1982) said that the view of pragmatism in education is "Students are complex organisms that have extraordinary abilities to grow, while the teacher's role is to lead and guide the learning experience without intervening too much on the interests and needs of students". From this opinion it can be understood that education from the perspective of progressivism is to foster students' souls in an active, creative, responsible, courageous way of exploring,

independent and developing according to their own choices as what has been planned.

C. Development of teacher professionalism

According to Law number 18 of 2002, Development is an activity of science and technology that aims to utilize proven scientific principles and theories to enhance the functions, benefits, and applications of existing science and technology, or produce new technologies.

According to Sudarwan Denim (2011: 103) there are different meanings of the words professional, professionalism, and professionalization. Professional refers to two things, namely people who hold a profession and performance in doing work that is in accordance with their profession. Professionalism can be interpreted as the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in carrying out work according to their profession. Meanwhile, professionalization is a process of increasing the qualifications or abilities of members with a profession to achieve the ideal standard criteria of appearance or behavior desired by that professional.

In Law Number 14 of 2005 concerning teachers and lecturers, the teaching profession is professional education with the main task of educating, teaching, training, assessing and evaluating students at an early age, through formal education, basic education and secondary education. From these several definitions, it can be understood that the development of teacher professionalism is an effort to increase the level or degree of the teaching profession which concerns teacher abilities, mastery of teaching materials, teaching methodology, attitudes in motivation, and commitment in carrying out teacher duties.

There are several things that must be considered when a teacher wants to apply pragmatic theory to professional development:

1. Evaluation of learning

It should be noted that a professional teacher must be willing to learn from experience that has occurred because it is part of the professional development of a teacher

2. Revitalization of programs

Teacher professional development means having to carry out transformations, one of which is the courage to change learning programs that are not in accordance with the goals to be achieved, namely positioning students as learning goals.

3. Teacher competence must be developed

Teachers must improve competence in both teaching and approaches to students because teachers must be able to adjust the characteristics of students and the characteristics of the material to be delivered. The learning style and model that the teacher brings must be flexible and give freedom to children as learning actors in solving a problem. So that it is centered on the activity of students in class. Teachers must also be able to understand new things or be willing to learn from new things and have assessment and evaluation. These things can be developed from training activities, courses and in MGMP activities in the community of fellow study teachers.

4. Government Assistance

Finally, the government must also be involved in the professional development of teachers by providing training, or programs that are suitable for understanding the needs of students, so that students really enjoy the education system that is applied.

This research found that several teachers and almost 70% of teachers at junior high school level at an international school called Xin Zhong School did not know and uphold the truth principles of pragmatic theory. The teachers don't know because many of them don't come from education or can be said to be pure science.

Teachers who received college education or majored in education will know and receive material regarding pragmatic theory.

Pragmatic theory is needed as one of the foundational theories of educators before they engage in educating students. Apart from that, this research also found that teachers who majored in education at universities or graduated with a degree in subject education, even though they had acquired the concept of pragmatic theory, not all of them applied the pragmatic theory of truth within their professional scope as educators. The educator carries out learning activities of his own accord and adapts to the situation and climate conditions of the school where he works. Educators should have principles in the education and learning process, so that they are not influenced by all situations or external conditions around them. A good educator is an educator who carries out his duties professionally based on correct and appropriate educational principles and theories.

Conclusion

Education is a process of maturation of thinking that is influenced by various kinds of environment. In the learning process, there will always be interactions that can influence and

guide students to be able to develop themselves as individuals who are influenced and influenced in social situations and environments. According to pragmatism, education is a process of reorganization and reconstruction of individual experiences.

The purpose of pragmatism education is to provide experience for discovering new things in social and personal life; The teacher adapts teaching materials according to the interests and needs of the child, and the pragmatism education curriculum immediately eliminates the difference between liberal education and practical education or occupational education.

The development of teacher professionalism is an effort to increase the level or degree of the teaching profession which concerns teacher abilities, mastery of teaching materials, teaching methodology, attitudes in motivation, and commitment in carrying out teacher duties. Education from the perspective of progressivism is to foster the spirit of students to be active, creative, responsible, dare to explore, be independent and develop according to their own choices as what has been planned. Several things must be considered when a teacher wants to apply pragmatic theory for professional development, namely learning evaluation, program revitalization, teacher competency development, and also government assistance.

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