

IMPLEMENTATION OF PRAGMATISM AND CONSTRUCTIVISM PHILOSOPHICAL THINKING IN THE EDUCATIONAL INSTITUTION OF VOCATIONAL SCHOOL 15 MERANGIN

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ABSTRACT: The purpose of this writing is to examine the theory of pragmatic and constructivism which is implemented in educational institutions in general and implemented in vocational high school educational institutions, SMKN 15 Merangin, Jambi Province in particular. Education can be said to be one of the life experiences that makes individuals have broad insight or knowledge, because with education humans can think by changing their thinking patterns to become better. The research method used is *library research* through several researches and writings in the form of books, theses and articles from journals, and also collection techniques. The data uses observations and photo documents. The theories of pragmatism and constructivism can be applied in learning methods that use direct activities for students. So, from this research, the problem formulation can be drawn on how to implement the theories of pragmatism and constructivism in vocational high school educational institutions, SMKN 15 Merangin.

Keywords: Pragmatism, Constructivism, Vocational High Schools

1. INTRODUCTION

Philosophy is systematic in the sense that there is a relationship between one another and the sling is coherent or coherent. [1-3] has stated that in philosophy there are concepts that are narrow and broad. The narrow meaning is that science is concerned with methodology or logical analysis of language and analysis of meanings. Philosophy can be interpreted as a science of science which is tasked with providing analysis. Meanwhile, in a broader sense, philosophy tries to integrate different human knowledge and create a comprehensive view of the universe, life and the meaning of life itself.

In this school of philosophy the author tries to examine how these two schools of theory can be implemented in education. Especially at vocational high school educational institutions in SMKN 15 Merangin using project-based learning methods. The philosophy of education specifies its goals, and says that education must follow those goals and the general methods that must be used to achieve these goals. And educational philosophy is also analytical in nature, explaining speculative and prescriptive statements, testing the rationality of educational ideas, both their consistency with other ideas and the ways in which they are associated with distortions of thought.

2. METHOD

The research approach used in this research is a qualitative descriptive research method. The aim of qualitative descriptive research is to systematically highlight and create a picture of the facts, circumstances, variables and phenomena that occur regarding the implementation of integrative thematic learning with a constructivist approach in elementary schools. The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, and the results of this qualitative research place more emphasis on meaning than generalization [4-6]. The research is at SMKN 15 Merangin Jambi. Carried out by class XI and class XII students.

3. RESULTS AND DISCUSSION

Definition of Educational Philosophy

The philosophy of education is a philosophy that views education as a process of humanizing students so that they are able to develop and actualize themselves with all the original potential that exists within them. Science develops from curiosity, which is a characteristic of humans. The philosophy of education is closely related to a change in itself. According to [7-15] educational philosophy is a science that looks at how The

process of educators in educating students so that they can develop from not knowing to knowing so as to form quality students or individuals with all the potential that exists within them. Humans cannot live alone in their lives. Humans still need other people to be able to build interactions that form thought patterns that continue to change in attitudes, actions and knowledge.

Educational philosophy as the science of education which is based on philosophy, or philosophy which is applied in efforts to think and solve educational problems. From this explanation, the essence of educational philosophy examines that educational activities are objects that need to always be studied. Based on philosophy, education is interested in building a philosophy of life so that it can be used as a guide in carrying out daily life. Henceforth, daily life is always in order. So to education, philosophy makes a contribution in the form of a comprehensive awareness of the origin, existence and purpose of life humans. Without philosophy, education cannot do anything and does not know what to do. On the other hand, without education, philosophy remains in its utopia. Therefore, a teacher must understand and deepen philosophy, especially educational philosophy. Through educational philosophy, teachers know the nature of education and education can be developed through the philosophy of ontology, epistemology and axiology.

Pragmatism Theory

This philosophy states that whether a theory is true or not depends on whether the theory is useful for humans in their livelihoods of education are based on experience. So in essence, pragmatism is an experience that can create and go through a process of change. The theory of pragmatism in education carried out at the SMKN 15 Merangin vocational high school education institution relates it to the experience of the students, where the students have carried out an activity using a project-based learning method with the activity being the making of ruminant animal feed. This activity will create an experience for students that will be remembered for the rest of their lives. Because this experience will increase their knowledge, and graduates' competition is also based on the experience they have gained, and learning experience is also part of the school curriculum.

Constructivism Theory

Meanwhile, in general, the term constructivism is a school of philosophy of science, psychology, sociology, science and teaching and learning theory which emphasizes that existing knowledge is our own formation or construction. Improving the quality of education is a process that must be carried out continuously to improve the quality of the teaching and learning process and

various factors related to it, with the aim that educational goals can be achieved effectively.

Therefore, education makes students active and creative in learning activities. In the context of educational philosophy, constructivism theory is an effort to build a modern culture of life. Based on the explanation above, constructivism is a theory that is constructive in nature, building in terms of ability, understanding, in the learning process. Because by having constructive qualities, it can be hoped that students' activeness will increase their intelligence.⁵ Hill said that learning is generative, namely the act of creating meaning from what is learned. According to Hill, constructivism is how to produce something from what one learns, in other words, how to combine a learning by doing or practicing in his life so that it is useful for benefit.

Implications of Pragmatism and Constructivism Theory in Education

In providing learning to students, these materials are developed in accordance with the realities of life. And students are invited to be active in solving problems related to project-based learning. In this case, children gain experience when making ruminant animal feed.

The teacher's concept of pragmatism has a very important function, namely instilling the essential elements of knowledge in students (subjects). Teachers can be seen as guides to students to impart experience because the world will always experience changes with each heart, so that students are able to take experience from every activity. Teachers as people with more experience must be able to direct and guide all student activities based on broader experience. Teachers from the pragmatism educational perspective are not teachers who are fixated on diktat but are teachers who are required to be creative. Teachers must learn to keep students happy learning by seeing the world from a child's perspective as well as an adult's perspective.

The main goal in constructivist learning is how to provide broad opportunities for students to build their own thought patterns and knowledge, so that the teacher only becomes a facilitator to accommodate and complete what they need.

The essence of constructivism theory is the idea that students must discover and transform a complex system into another situation and if desired the complex information into a situation and if this is achieved the information will become their own. Then later the child will be given the opportunity to take on this great responsibility after the child has his own abilities. Thus the learning process must be formed into a process of building knowledge

rather than accepting knowledge for granted. What this means here is the constructivist theory that students are the ones who actively discover and construct their own knowledge and the teacher is only a facilitator.

4. CONCLUSION

The basis of pragmatism is the logic of observation, where what is shown to humans in the real world are individual, concrete, and separate facts from each other. The world is shown as it is and differences are taken for granted.

6. REFERENCES

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