

JOHN DEWEY'S THINKING CONSTRUCTION ON EXPERIENCE-BASED EDUCATION

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ABSTRACT: This report analyzes John Dewey's work on experience-based education. It's been said that the finest teacher is experienced. It might not be excessive because everyone has experience that they can use to evaluate things. When considering experience-based learning, it is crucial to remember that as people get older, have more opportunities, and reach higher levels of maturity, their experiences also get bigger and bigger. Not just a slew of experiences for the sake of having a good time, but more experience is a fusion that enriches and nourishes. John Dewey places a great emphasis on the idea that all education is acquired via experience. These encounters may be private or communal. Every encounter creates something priceless in human life

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INTRODUCTION

One of the objects of education is humans. Humans are the perfect creatures created by God. The thing that distinguishes humans from other creatures is their intellect. There are several expressions about humans. Humans are individual, social, educated, and cultured creatures. When viewed from the human dimension as educated creatures, humans have more potential than other creatures¹. The intended potential is that humans can understand, develop, and even master knowledge; a system called education.

¹ Regarding the potential in humans, there are three potentials, namely the heart, mind, and body. All three have their respective roles and duties. With the heart, humans can distinguish between what is right and what is false. If the heart is clean, exemplary deeds will appear. However, if the heart is dirty, it will be easy to carry out despicable behavior. The second potential is the reason. Intellect is a tool to seek knowledge; human reasoning can find and create anything. Whatever we do every day cannot be separated from the role of reason. Humans who maximize their minds will be able to rise from the stupor of knowledge. The third potential is the body. The body is the whole body of people who can carry out righteous deeds. An energetic and healthy body produces positive actions.

Various methods of education that have now developed rapidly, of course, have their respective advantages and disadvantages. It is due to the demands of globalization and modernization that have spread worldwide. The world of education is also inseparable from various technical problems, giving rise to various new issues faced by all elements of society, especially people related to the educational environment (either directly or indirectly). Thus, solution-based breakthroughs are necessary to minimize the problems occurring in the world of education. (Su'ud, 2016)

Of course, the education referred to in this paper is education in general, both formal and non-formal. Education is how humans become more civilized ethically, morally, intelligently, spiritually, and intellectually. Collaboration in education is undeniably necessary for producing students to improve their hidden talents. Exploration of a student's potential is essential. One of the general goals of an educational institution is to construct a generation that excels both spiritually and intellectually (Sutrisno, 2006).

Education is as crucial as oxygen. Civilized humans are humans who have high moral values. To achieve this morality, humans must take character education. To apply character education, one must face social realities. Someone who is used to the existing conditions will naturally become a habit (like empathy). Finally, they will be sensitive to something that is happening around them. (Karyanto, 2004)

The concept of learning with the surrounding environment, learning by doing, becomes one of the learning methods for a person or student. This paper will discuss this concept in-depth, especially about experience-based education by John Dewey in his book "Experience and Education". Dewey has reviewed experience-based education as he was concerned with the various existing learning methods. After all, education is not only for personal interests but also provides enlightenment in life around us or the wider community.

Education and Experience

Defining education, of course, has a broad scope. Education is considered a benchmark for humans to be able to provide knowledge to humans in general. In a narrow sense, education is an intentional and continuous process of interactions between communicators (teachers) and communicants (students) in the classroom. A teacher provides knowledge (transfer of knowledge) to the students in understanding learning material. In addition, the relationship between teachers and students should be intensive with the hope that both parties can be comfortable with the learning process.

On the other hand, the meaning of education is expansive, not limited in space, teaching hours, and others. However, education is a process of interaction among

individuals exchanging thoughts, ideas, and arguments with expediency value. Life is education, and education is life. Life education means every human who lives in this world must look for the true meaning of life. Through the learning process, humans will get the meaning of life. Meanwhile, the concept of education as life shows that education is a dynamic product that grows continuously from time to time. Education provides knowledge and enlightenment that is very broad so that it can be a blessing for all.

According to the encyclopedia of education, education is a process of guiding humans from ignorance, darkness, and ignorance to intelligence knowledge (Depdikbud, 1990). Guiding activity means assisting in quality and quantity to achieve the desired goal. This understanding is more general because the process of scientific transfer is not only based on space and time. There is no age limit in which all have equal opportunities in getting an education and teaching.

A philosopher of Modern Education says education is a reciprocal process of humans in their adjustment to nature, other humans, and the universe. The reciprocal process produces intellectual potential (ways of thinking), morals, or values. To escalate these potentials, developing, managing, and directing education is necessary to achieve educational goals and realize a superior personality both from the individual and social sides. (Ahmadi, 2014)

The purpose of education, in general, is to provide knowledge to individuals, groups, and bigger communities to carry out a better life. Specifically, education is to form human beings who believe and are pious spiritually and intellectually. It is under the convergence of learning methods which is general and religious knowledge are harmonious and balanced (Al-Fata, 2015)

John Dewey, of course, interprets education differently. Education is an experience born from life. Life with experiences grows and develops according to its periodization. The growth process is an adaptation process from ignorance to a necessity and continues to improve human abilities in all areas of life. Furthermore, he said that education is life itself. Therefore, education is a necessity and takes place naturally.

In short, education is an effort to maintain the sustainability of individuals and society. According to Dewey, the changes in a community and environment are dynamic and constant. Dewey also emphasized that in dealing with these dynamics, the role of education for the community is to create reformation, for example, improving skills and creativity to explore human abilities in today's society. Therefore, the learning process must also continue to go hand in hand with the development of one's life experience.

Experience is the best teacher. Experience teaches humans in many ways. Through experience, humans can learn to find the problems they face, both individual and group/social issues, and then be able to solve them.

An experience is an event happening both in the past and the present with million lessons. Humans are all involved in such learnings in their life. The more experiences a person gains, the richer they are in exploring and dealing with problems in their environment. Different types of experiences help someone learn about the troubles of their life in both happiness and sadness.

If an experience is associated with a person's learning process, the learning experience is a series of teaching and learning activities carried out by an educator in various situations. The teaching and learning activities implement particular methods and techniques by each educator. A learning experience is a learning process aiming to explore skills in self-development. When the experiences provide feedback for someone, it contributes to people's lives.

From these arguments, we can draw preliminary conclusions about education and experience. First, the relationship between education and learning experience has the dominant influence on the success of a learning process. Learning experiences will lead a person to more realistic things. Second, the learning process will be more fun and bring a comfortable atmosphere. Third, the idea of learning through experience can provide answers to various issues in education.

The following is a table about the differences between formal education and non-formal education according to A. Rogers (Rogers, 1996):

No.	Dimension	Formal Education	Non-Formal Education
1.	Target Group	- Mainly young - Universal - Obligatory - Selective	- Mainly adult - Those who are interested - Voluntary - Open
2.	Time Scale	- Full Time - Main Activities - Participant	- Spare Time - Secondary Activities - Participant
3.	Relevance	- Managed in a special place and not linked to life	- Integrated process and has a social community characteristic
4.	Program	- Implemented by professionals	- Participatory
5.	Curriculum	- One type of education for all - Structured Curriculum - More Theory than practice - <i>Central teacher</i>	- Applicative education - Flexible curriculum - More integral
6.	Methodology	- Teacher-centered	- Student-centered
7.	Purpose	- Confirmative	- Independent

		- Managed by the teachers - Competitive - Individualistic	- Active students - Collaborative - Collective
8.	Orientation	- Future	- Present
9.	Relation management	- Hierarch	- Egalitarian

Exploring Experience-Based Education

The idea of an experience-based education usually has a term of learning by doing. It is a long-standing concept with a long history. For Instance, the learning process uses outdoor activities. It shows that extensive knowledge transfer is not limited by space and time. In a situation like the one described above, however, the author is more comfortable referring to the relationship between educators, students, and learning partners. It means that both parties take part in the ongoing learning process. No party is more dominant. All have the same opportunities in the process.

Furthermore, all students can take advantage of all real experiences to maximize learning outcomes by learning in an open space. Learning through experience, called Experiential learning, is a holistic learning model in which all humans learn, grow and develop. The experiential learning theory will provide a different nuance from other learning theories such as cognitive theory (Budiningsih, 2005) and behaviorism theory (Budiningsih, 2005). In addition, experience as an alternative in the learning process is crucial to achieving the desired learning outcomes (Dewey, 2009).

According to the Association for Experiential Education (AEE), Experiential learning is a philosophy and methodology in which an educator is directly involved in developing the student's potential and motivating him to learn. Thus, this process will be able to shape the character of a student to ask critical questions and gain loads of knowledge so that he becomes a skilled student. The most important thing is that students can apply what has been learned and realize it in society.

This method claims that the best learning process is when students learn a lot about various things from experiences. This experience will be used as material for future evaluations for participants to answer all the problems of life they face. They will learn to solve problems based on experience and evaluate and reflect on the experience. This experiential learning can improve the student's quality as a productive and creative being.

There are several aspects of the experiential learning method. (1) Knowledge with several elements, namely the concept of facts and information. Knowledge is a process of observation made by someone with a particular object through his five senses. He obtains knowledge using both scientific and non-scientific methods. (2)

Activities and their implementation; activity is a concrete manifestation of the results of the search for knowledge. The knowledge obtained will be realized in the form of authentic activities. (3), Reflection as an analysis of the impact of activities on individual development. After accomplishing knowledge and implementing activities, the last is evaluation. Reflection means moving back through experiences and incidents to reflect and evaluate them. Reflecting on those experiences must be planned and structured.

Various steps in the experiential learning process have been streamlined, including:

1. Experiencing

An experience is anything a person or student has had, alone or in a group. In this situation, experience teaches a lesson to all aspects of life, especially the teaching and learning process. To influence others, students are encouraged to share or recount their personal experiences publicly.

2. Reviewing

Extracting knowledge from experience—individual and collective—and using it to inform others about the experiences are the process of reviewing. A meaningful life experience will birth that thing. Everyone has lived a noticeable life.

3. Concluding

The process of explaining an experience that happened in the past and the present is known as concluding. Recalling past events, gathering information from experience, and synthesizing experiences into something usable are just a few of the many steps involved in this process. The conclusions drawn from experience will not be final, so this experience must continue after that point.

4. Planning

Lastly, there is planning. Applying the learning outcomes is the goal of this approach. In associating the learning process and converting experience, there is planning with rethinking the learning process employed.

If the four stages are effectively applied, they will appear in a learning process that matches the objectives. Numerous educational institutions in Indonesia appear to have evolved this experience-based learning methodology. Students get the commendable opportunity to develop as individuals, identify difficulties, and ultimately be able to find solutions to these problems since this learning style puts students as subjects in learning activities.

In general, teachers should focus on the following when using experiential learning models:

1. To employ an open-minded system in the learning process, a teacher must first create a strategy.
2. To keep pupils interested throughout all learning activities, the teacher must be able to give them a stimulus. In different words, the instructor must be able to inspire students (Djamarah, 2005).
3. Effective teachers can assign students to accomplish assignments both individually and in groups based on their prior experiences.
4. With an experience-based approach, students make decisions and are apprehensive of the repercussions of their judgment.

The qualities of a competent teacher must fit several typologies, according to Gilbert H. Hunt, cited by Dede Rosyada in the Democratic Education Paradigm in his book *Effective Teaching*. (Rosyada, 2004) The qualities include:

1. Nature. A good teacher must be warm, task-focused, attentive enthusiastic, stimulating, and inspiring. A teacher must have good hearing. He can communicate his sentiments to students and overcome misconceptions about them. He needs to be responsible for their learning activities.
2. Information. A skilled teacher has a thorough understanding of each learning process.
3. Information conveyed the teacher's materials must include as much of the content as is practical.
4. Teaching Techniques. Teachers who can clearly explain various topics provide a variety of services. Teachers can generate and sustain momentum through the use of small groups.
5. Hope. A good teacher must be able to inspire students and help them reach their full potential.
6. A teacher's reaction to students Teachers can accept a variety of inputs, risks, and challenges while always encouraging and supporting their students.
7. Management. A good teacher should also be able to demonstrate planning abilities and the ability to organize classes.

John Dewey Concerning Experiential Education

Education is an essential part of human life. People use education to gain control over their lives. Education in this context refers to general education. This experience-based education gives students the most freedom to express and explore all of their ideas. These patterns and methods change students' learning styles, moving them from being the object in the learning process to the subjects or actors in educational activities. Rather than a monologue, the atmosphere is created and formed through a dialogical system. It can stimulate students' creativity in a familiar environment through this process.

However, for Dewey, experience-based education is distinct in its own right. Although both "traditional" and "progressive" education methods have benefits and drawbacks, he believes that progressive education is alive, sweet, and growing.² "An educator (teacher) must have a breakthrough following the times," he continued. When delivering material in class, a teacher must take the initiative. The teacher should develop a new approach to exploring various existing problems. Dewey's writings are packaged uniquely by connecting the philosophy of experience with educational or teaching activities.

In his book on progressive education, Dewey also stated that education is a process of forming elemental intellectual and emotional opinions about nature and fellow humans. The following is an excerpt from the cited work (Dewey, 1963):

'There is no better way to understand what the purpose of philosophy is when it is alive, not when it is an 'antique,' than to ask ourselves what criteria, what goals should govern education policy and its implementation. Such questions, when asked and answered methodically, will shed light on moral and intellectual chapters.'

However, there are some disadvantages to this experience-based education. Students learn through experience and can solve problems both individually and in groups. The issue that arises, however, is with the teacher. A teacher must be able to identify, protect, and know the student's talents and interests. Of course, this is not easy because exploring their potential requires additional energy and time.

Teachers must be aware of every student's potential and expertise to the same degree with accompanying, motivating, allowing them to move freely, and directing them to new fields based on their previous experiences. The teacher is a critical component in this progressive learning process. Growing a student's talents and interests without the teacher's encouragement and motivation is problematic.

In understanding the quality of education, it is necessary to understand the shortcomings. According to Dewey, an educational model incorporating formative models will prevent students from developing. For example, if a student does not complete his teacher's assignment, he is punished to deter future offenders. Dewey stated that this teaching method is not educational but makes students 'dwarfs' in developing their talents. Learning through real-world experience will be able to stimulate the development of each student's mindset and behavior.

The educational system must evolve and shift from one search to the next. Education must be capable of developing a mature individual socially and intellectually. Furthermore, the work of "Experience and Education" mentions that one of the reasons Dewey uses experience as a method is that most teachers use

² Progressive education teaches students that they live in a social society and that the best way to learn is to use social facts (actual events) that they have personally experienced. As a result, learning goals are met to the greatest extent possible.

outdated formal methodology, so the learning process is not optimal. As a result, he attempted to offer new ideas as an alternative to change and to test learning (Dewey, 1938).

The term progressive education is a variant of this concept. One thing that Dewey emphasizes is that successful education employs simple and pure methods and learning systems. Educational objectives are within reach quickly and follow current reality because of the students' experience.

If it is true that experience is the method of learning, the experience must have a theoretical foundation. The theory will be able to create an intelligent and experience-based learning environment (Dewey, 1938). According to Dewey, the idea of experience is the continuum of experience. The continuum of experience theory explains whether or not an experience has educational value. In different words, this theory denies the existence of traditional education. Dewey acknowledged this opinion and classify this theory as exaggerated. However, the world of education should try this method because it has many advantages (Dewey, 1938).

Dewey also revealed that education is a process of restructuring (reconstruction) various experiences that a person has had in life, both personally and in groups. Because the process of receiving an education is not limited by space or time, education can take place anywhere and at any time.

According to Dewey's *Democracy and Education*, "... education following nature was thought to be the first step in ensuring this more social society... (Dewey, 1916). Education that conforms to natural conditions (which is natural) has greater social sensitivity. Social life becomes an internal force to prevent it from becoming an abandoned force.

As a result, education for Dewey is a process that is both natural and socially sensitive (socialization). Simply put, the learning and teaching processes practice all opportunities for events occurring in the surrounding environment and positively impact the student's development. The dividing wall between the school and the community can be removed when the learning process is unified with environmental conditions. In a nutshell, educational institutions are organizations that implement educational strategies and models related to nature or the environment.

Progressive Education Principles

Before delving into the principles of progressive education, we'll go over the history of how progressive education came to be. In the United States, a school with progressive education philosophy emerged in 1918, with John Dewey as one of its founders. This school is a movement and organization that believes that knowledge that is true today may not be accurate tomorrow. The students are the subject of

the learning process. As a result, the values in this flow are always dynamic and changing (Zuhairini, 1994).

It is an educational process aimed at students explicitly that provides more opportunities for assortments of creative, natural learning activities. Furthermore, this school has laid the groundwork for students' independence and freedom. Students are exposed to kindness physically and spiritually to develop hidden talents and abilities without being hampered by obstacles erected by others.

The purpose of education is to plant or reconstruct numerous experiences that all pupils have undergone to develop beneficial values. Furthermore, with experience-based education, students are expected to maximize their learning process. Students will be able to solve various problems. One of the solutions is using a problem-solving methodology with the provision of skills, creativity, and experience in the social environment. That is the capital for students in dealing with real life, which is constantly changing and developing.

In the Philosophy of Islamic Education (Khobir, 2007), Abdul Khobir mentions at least several progressive education principles, including: first, education is a growth process to achieve sustainable growth. Second, education prioritizes child-centered methods over teacher-centered methods. Child-centered methods require students to be active and creative. This type of education emphasizes the straightforward process. Third, the learning process employs problem-solving. It means that students learn to solve the problems they encounter. Fourth, because this progressive education engages a child-centered method, the teacher's role is limited to that of a facilitator in the learning process. Students have the freedom to access all information with teacher supervision. Fifth, teachers encourage attitudes such as love, togetherness, tolerance, and brotherhood, among others. Sixth, this progressive school believes that democratic life is essential to the student's growth and development. As a result, the institution or school itself must be democratic (Zamroni, 2011).

Based on some of the previous ideas, the movement of the educational process is progressive and should be tied to what pupils know, experience, and feel. As a result, students can investigate and expand on prior information. Student engagement in this experience-based education is necessary and must be emphasized. This involvement is necessary to track students' growth and development (Ahmadi, 2014).

An Overview of John Dewey

John Dewey was born on October 20, 1859, in Burlington Vermont, and passed away on June 1, 1952. Alice Chipman, a Native American woman, was his wife. He has six kids with her. Dewey wrote about his life for roughly 93 years and succeeded in getting a job as a philosophy professor. At only 20 years old at the time, he began his long career as a teacher in 1879. Dewey continued his education through college, earning a doctorate in philosophy in 1884. He worked at Columbia University in New York from 1904 through 1931. In addition, he accepts requests to deliver philosophical lectures from various nations outside of his teaching duties.

Dewey wrote "The Psychology of Kant" in a dissertation. As he did not have time to print and disseminate the work, it is ultimately untraceable (lost and still not found). He created a knowledge-based pedagogic approach at Columbia University. Where the local academic community backs this theory. He encountered conflict with the local government along with his intellectual journey. Therefore, he made the decision to leave the university. He became the American Psychological Association's president in 1899.

Dewey spent his first ten years in Chicago before relocating to Columbia, where he helped create the philosophy journal, which advanced to be a sizable house magazine for discussion. His contributions as a psychologist and educational theorist helped to organize a response to the rigid and regimented educational methods of the day. Children are active, curious beings who enjoy exploring, according to Dewey. Therefore, the goal of education should be to develop experience based on a balance of knowledge and competence. Dewey's significant effect was more a result of his ability to uphold the pragmatic, scientific, and democratic ethos of American society at the time, not a result of his mastery of philosophical argumentation techniques (Blackburn, 2008).

Dewey is a professor who is exceptionally productive, creating hundreds of books, essays, and other writings. Some of his published works are listed below, including *Psychology. Outlines of a Critical Theory of Ethics and The Study Of Ethics: A Syllabus* were published in 1891 and 1894, respectively. *Ethics* (1908), *How We Think* (1910), *Experience and Education* (1938), *Democracy and Education* (1916), *Essays in Experimental Logic* (1916), *School of Tomorrow* (1915), and many others.

Conclusion

Based on the explanation mentioned above, John Dewey, the method's founder, used experience-based education in America. He has proposed that one should analyze education itself to interpret education. The process of developing core key skills is called education. The skills are thinking and behavioral capabilities. There are benefits and drawbacks to this experience-based education.

Dewey himself has admitted this as well. "Learning by doing" is a consistent method that employs progressive strategies; how to use their personal experiences to motivate kids to look out into the field (outdoor system).

Many people in Indonesia have not implemented such a learning system. The education system in Indonesia has undergone numerous adjustments, including curriculum-level reforms. K-13, often known as curriculum 13, was the latest used. However, K-13 needs adjustments and assessments according to the circumstances of Indonesian people, particularly the diverse student typologies. In education, there is no ideal articulation of what constitutes good and appropriate. According to each person's perspective of the world, everything is good and great. However, for the learning process to be successful, students must work as a team.

It will promote democratic education in line with Dewey's assertions by actively involving the students. Each student participates in the entire learning process in the school. There is no student stunting or instructor tyranny. In the process, everyone has the same opportunity. Dewey, learning by doing pioneer, desires this method. The experience is reorganized or rebuilt to make it more concentrated and significant. Accordingly, the key to it all is someone who engages in the learning process; as a result, they must do so wherever they are and whenever they choose.

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