

PERSPECTIVES ON THE PHILOSOPHY OF EDUCATION PROGRESSIVISM IN LEARNING MODELS UBIQUITOUS LEARNING

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Abstract

The development of technology in the world of education gave birth to various new learning models and methods, one of which is Ubiquitous Learning. Ubiquitous Learning is u-u-learning, referred to as u-learning, leveraging digital content, physical environments, mobile devices, pervasive components, and wireless communication to provide users with a teaching-learning experience anytime, anywhere, and anywhere. The birth of Ubiquitous Learning is in line with and in line with the philosophical view of progressivism which considers education to always innovate or change in accordance with the changing times and science and technology in another sense the philosophy of progressivism is a school of modern educational philosophy that wants a change in the implementation of education to be more advanced. This study aims to analyze uLearning learning in the perspective of the philosophy of progressivism to see the relationship and assess the compatibility of the two concepts in Indonesian education today, the research method uses qualitative methods with a literature review approach on Ubiquitous Learning and analyzed using the philosophical theory of progressivism. The results of the study can be explained as follows, first: Ubiquitous Learning is a learning model in which there is a separation between students and teachers in the teaching and learning process so that students are emphasized to learn more independently from where and at any time by using technological facilities and networks both the philosophy of progressivism education is a belief in the natural power of man, the power that is passed on to humans from birth who have been bring basic talents and abilities or potentials, especially their resourcefulness, so that humans will be able to overcome all the problems of their lives Third: the philosophy of progressivism education views the elements contained in distance education model Ubiquitous Learning as an effort to provide alternative education that is constrained to follow education in general.

Keywords : Learning, Education, Ubiquitous Learning, Philosophy, Progressivism

1. INTRODUCTION

Man as a thinking being will continue to seek solutions to the problems of his life. The use of information technology has helped humans get out of various existing problems. In today's modern life, the use of information technology is inevitable. Even today's use of technology has become part of modern human life. The rapid development of information technology is the fruit of human thought as a thinking being. Technology has changed human civilization from physical use to digital use in performing a wide variety of modern human work. In addition, the development of technology has enriched the hasanah of science. In addition, technological developments have also changed the paradigm in finding unlimited information through a medium called the internet.

The internet is an internet that has been known for a long time, even today almost all sectors of human life are related to the internet. defines the internet as "an electronic communication network that connects computer networks and computer facilities organized around the world via telephone or satellite". The Internet as a global computer network can connect one computer network with other computer network systems around the world using satellites and telephones, as well as connect computer users with service network systems¹. The development of technology penetrates into all sectors of life, including in the field where in principle education is a process of transferring material information from educators to students so that in its development the term learning is born using technology with the term Ubiquitous Learning. u-learning allows learning to be accessible anywhere, by anyone, and at any time in a variety of situations without the need for special skills²

However, u-learning learning in the field of education is like a double-edged sword which on the one hand brings convenience and success but on the other hand can be difficult. The problem is that the ease and practicality offered by today's technology actually creates a personal person who causes problems, too many and easily accessible sources of teaching materials do not necessarily provide valid information, this technology product directs students to situations that form an apathetic and selfish personality and with the ease offered this makes students tend to be practical, instant and lazy to read. This condition is caused by many factors both in terms of human resources, curriculum, and from the Indonesian education system itself which tends to change and does not adhere to the direction of the goal or the foundation in its philosophy that still Implements education regardless of the foundation of its philosophy or explores the philosophy of education regardless of its application is an inappropriate action because the principle of educational philosophy is used to obtain justification for the direction, purpose, and meaning on the whole educational activity³.

¹ Aljohani, N. R., Davis, H. C., & Loke, S. W. (2012). A comparison between mobile and ubiquitous learning from the perspective of human-computer interaction. *International Journal of Mobile Learning and Organisation*, 6(3/4), 218. <https://doi.org/10.1504/IJMLLO.2012.050046>

² Casey, D. (2005). u-Learning = e-learning + m-Learning. In G. Richards (Ed.). *E-Learn: World Conference on E-learning in Corporate, Government, Healthcare, and Higher Education, 2005(1)*, 2864–2871. <https://www.learnlib.org/primary/p/21634/>

³ Fadlilah, M. 2017. *Aliran Progressivisme Dalam Pendidikan Di Indonesia*. Jurnal Dimensi Pendidikan dan Pembelajaran 5, 1:1,17

Related to this problem, there is one school in the philosophy of education that supports changes in the implementation of education, namely the philosophy of progressivism where this school of educational philosophy is a movement that opposes the implementation of education traditionally and accepts changes in accordance with the development of the times both technological and environmental⁴. The philosophy of progressivism education directs its adherents to always make efforts to continue to advance and develop in order to develop the potentials that exist in students following the development of the environment, explained that Ubiquitous Learning is a concept born from the existence of educational technology in the progress of the times. Related to this statement at first glance, both Ubiquitous Learning and the philosophy of progressivism can be said to be in line, but research and discussions related to the philosophy of progressivism and learning Ubiquitous Learning are still rarely found in Indonesia.

Such conditions make the subject matter raised by the author today important to be researched and understood more deeply, so that the author is interested in analyzing more deeply about the study of Ubiquitous Learning based on the point of view of the philosophy of progressivism to see the relationships that exist in it so that we can assess whether this school is in accordance with the concept of Indonesian education which today has begun to be technology-based as well as answer the problems that come with it.

2. METHODS

The research method used in this study uses a qualitative method with a literature review approach. The literature study was carried out by collecting various kinds of writings and sources about the study of Ubiquitous Learning as the main concept of discussion and then analyzed using the theory of the philosophy of educational progressivism. The author uses qualitative research because it does not involve numbers in analysis and discussion, and the results described are more theoretical in a descriptive form based on the results of a comparison between the concept of Ubiquitous Learning and the theory of progressivism that has been studied as a whole before

3. RESULTS AND DISCUSSION

Basically, "ubiquitous learning" (u-Learning) is a continuation of the evolution of "electronic learning" (e-learning) and "mobile learning" (m-Learning) that changed the learning paradigm from closed to open systems. Ubiquitous learning can be explained by the formula "u-learning = e-learning + m-learning", the integration of m-learning into the e-learning environment will form u-learning⁵.

reasoning is not only on the mobile phone but on other supporting devices in the infrastructure, and activities are not limited to what happens on the mobile device, but can also relate to what happens with other devices in its environment⁶, Ubiquitous learning can involve more than just using a mobile device to deliver content once or even to create accessible content,

⁴ Mustaghfiro, Siti. 2020. *Merdeka Belajar Perspektif Aliran Progresivisme John Dewey*. Jurnal Edureligia 4, 1: 3-5

- ⁵ Casey, D. (2005). u-Learning = e-learning + m-Learning. In G. Richards (Ed.). *E-Learn: World Conference on E-learning in Corporate, Government, Healthcare, and Higher Education*, 2005(1), 2864–2871. <https://www.learntechlib.org/primary/p/21634/>
- ⁶ Yahya, S., Ahmad, E. A., & Jalil, K. A. (2010). The definition and characteristics of ubiquitous learning: A discussion. *International Journal of Education and Development Using Information and Communication Technology*, 6(1), 1–12. <https://doi.org/10.1098/rstb.1971.0019>

but involves the constant maintenance of the relationship between the learner and the instructor (human or system) mediated by a large number of devices acting on the right situation, collectively to support learning

Ubiquitous learning offers more than just the latest learning ideas or strategies. At its core this term carries a vision of learning that is connected at all stages in which we play outwards our lives. Learning occurs not only in the classroom, but at home, work, playground, library, museum, nature, and in our daily interaction with others. In addition, learning becomes part of doing; we do not learn to live more fully, but rather learn we live fully. Learning is through active engagement, and significantly, is no longer identified by reading texts or listening to lectures, but rather occurs through all the senses of sight, hearing, touch, feeling, and taste ⁷, The purpose of ubiquitous learning is to accommodate learners and their learning styles by providing adequate information anywhere, anytime, and according to their wishes/needs ⁸, The application of ubiquitous learning is a sign of an educational transformation in a university ⁹ Supported by ICT, students can easily mobilize from one place to another, without worrying about limited time. So to speak, ubiquitous learning is built on three main resources, namely: learning contents, learning services, and learning collaborators ¹⁰

The concept of ubiquitous learning is strongly influenced by the flow of cybernetism, the psychology of humanism, and konektivism which characterizes learning with two approaches, namely: (1) through individual exploration of the various learning resources available in a wide environment independently; and (2) through interaction with parties that have relevance to the knowledge learned either directly or indirectly¹¹

⁷ Kinshuk, & Graf, S. (2012). Ubiquitous Learning. In *Encyclopedia of the Sciences of Learning* (pp. 3361–3363). Springer US. https://doi.org/10.1007/978-1-4419-1428-6_224

⁸ Yahya, S., Ahmad, E. A., & Jalil, K. A. (2010). The definition and characteristics of ubiquitous learning: A discussion. *International Journal of Education and Development Using Information and Communication Technology*, 6(1), 1–12. <https://doi.org/10.1098/rstb.1971.0019>

⁹ Cope, B., & Kalantzis, M. (2008). Ubiquitous Learning: An agenda for educational transformation. *Proceedings of the 6th International Conference on Networked Learning*, ISBN No: 9(May), 576–582. [https://doi.org/ISBN 978-1-86220-206-1](https://doi.org/ISBN%20978-1-86220-206-1) Dochev, D., & Hristov, I. (2006). Mobile learning applications

¹⁰ Chang, C. Y., & Sheu, J. P. (2002). Design and implementation of ad hoc classroom and eSchoolbag systems for ubiquitous learning. In *Proceedings - IEEE International Workshop on Wireless and Mobile Technologies in Education, WMTE 2002* (Issue May, pp. 8–14). <https://doi.org/10.1109/WMTE.2002.1039215>

- ¹¹ Vlădoiu, M. (2012). Towards Instructional Design of Ubiquitous Learning Environments. *International Journal of Computer&OrganizationTrends-IJCOT*, 2, 108–112. <http://www.ijcotjournal.org/archive/ijcot-v2i4p305>

Ubiquitous learning is characterized by two dimensions: (1) it is not limited by physical space, plans or schedules but is pervasive and occurs anywhere, anytime, and (2) as a consequence of its distributable nature and direct access to various sources of information can reflect experiences in interaction with others, ubiquitous learning is characterized by a transformation of understanding and the ability to explore experiences and information ¹²

Progressivism linguistically comes from the word progressive which has the meaning of moving in the direction of progress, the simple meaning of progressivism is the movement of change towards improvement. In terminology, the philosophy of education progressivism is a school of philosophy that wants an advance that will bring about a change ¹³, In line with this opinion ¹⁴ added the philosophy of progressivism education is a philosophy that refers to the principle of respecting individuals, science, and accepting changes in accordance with the development of the times both technology and the environment. Progressivism desires an educational goal that reconstructs or provides continuous experience, so that learners can do something in accordance with the demands of the environment ¹⁵ Other opinions are expressed by ¹⁶ who argue that progressivism is an educational movement that prioritizes the implementation of education in child-centered schools, as a reaction to teacher-centered education. Related to the various understandings that have been described above, it can be concluded that progressivism is a school of philosophy that always wants student progress over changing times and environments that are accelerating so that students are able to adapt and even master these changes.

Related to the concept of e-learning and the philosophy of progressivism that has been stated above, it can be known if the educational philosophy of progressivism and ubiquitous learning has similarities with each other, namely in terms of the direction of development and progress in education, the learning methods are to follow technological and environmental advances while progressivism includes the development and change of all fields of education both

methods, materials, curriculum, goals in following the changing times and the environment Progressivism considers ubiquitous learning as one of the products of the philosophy, this is related to the philosophical principle of progressivism which considers education to be advanced according to the development and changes of the times while ubiquitous learning is a form of response to the world of education in responding to the changes in the times. To be clearer in this discussion, ubiquitous learning and the philosophy of progressivism education will be presented in several studies, namely history, curriculum, learning methods, educators and students.

- 12 Goh, T. T. (2010). Multiplatform *e-learning* systems and technologies: Mobile devices for ubiquitous ICT-based education. In *Information Science Reference-Imprint of: IGI Publishing Hershey, PA*. <https://doi.org/10.4018/978-1-60566-703-4>
- 13 Mustaghfiro, Siti. 2020. *Merdeka Belajar Perspektif Aliran Progressivisme John Dewey*. Jurnal Edureligia 4, 1: 3-5
- 14 Warami, Hugo. 2016. *Bahasa Dalam Gerbang Filsafat Pendidikan: Perspektif Ontologi Bahasa Dan Budaya*. Jurnal Triton Pendidikan 1, 1:38
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4. CONCLUSION

Ubiquitous learning is to accommodate learners and their learning styles by providing adequate information anywhere, anytime, and according to their wants/needs. In line with these conditions the educational philosophy of progressivism considers that ubiquitous learning is a product of that philosophy. This condition is caused by the philosophical ideology of progressivism which considers education to be dynamic, flexible to move towards progress following the pace of development and changes in the times while ubiquitous learning is a form of response to the world of education in responding to the changes of the times. Broadly speaking, it can be known if ubiquitous learning is viewed based on the point of view of educational philosophy progressivism has many compatibility with each other both in history, curriculum, learning methods, educators and learners.

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