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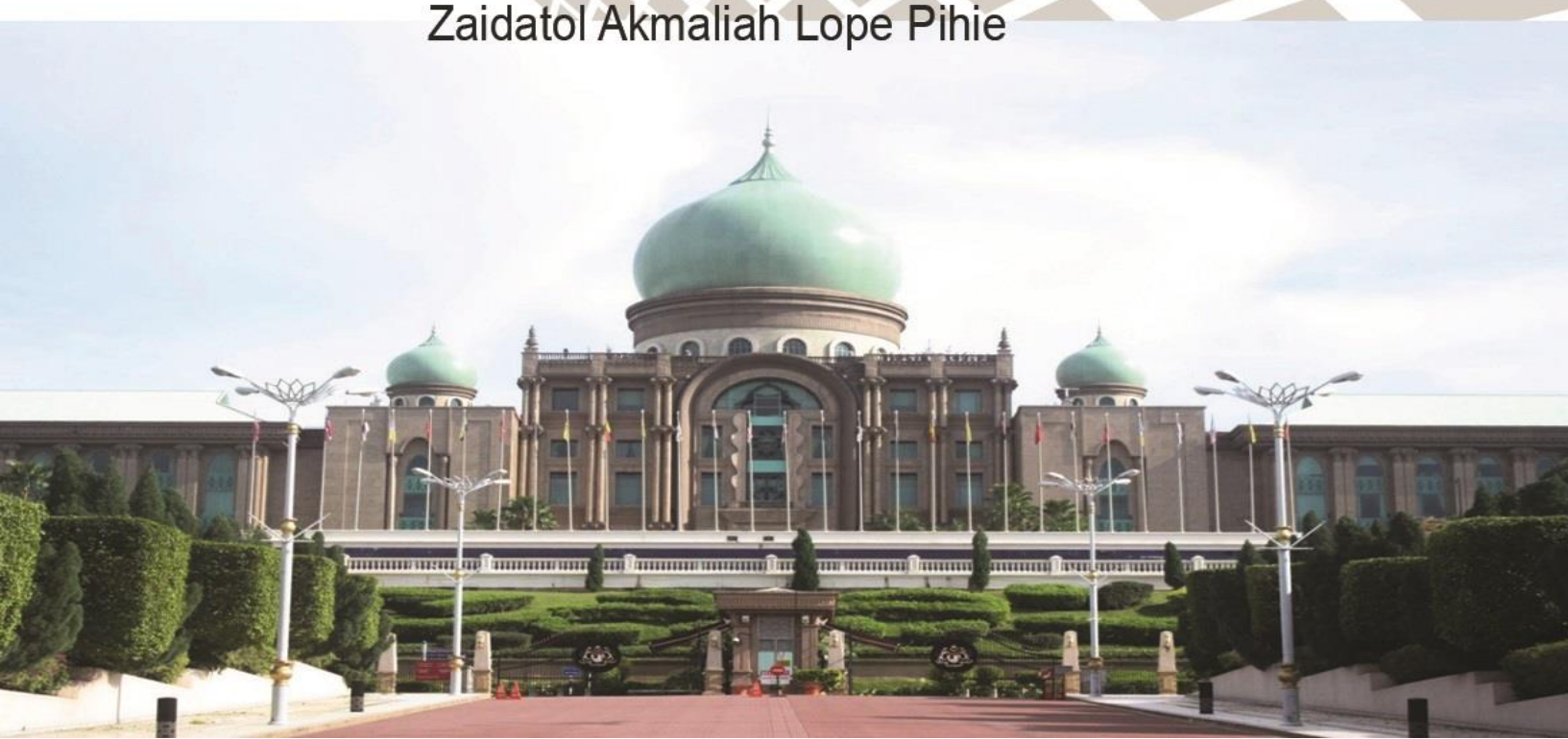
Proceedings of The 3rd International Conference on Educational Research and Practice 2015

# Professional Educators as Global Leaders

Editors
Ahmad Fauzi Mohd Ayub
Wan Zah Wan Ali
Siti Rabaah Hamzah
Maimunah Ismail
Zaidatol Akmaliah Lope Pihie



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# PROPOSING "*LEARNING BY CONSCIENCE*" AS A NEW METHOD OF INTERNALIZATION IN LEARNING: AN APPLICATION OF JOHN DEWEY'S THINKING PARADIGM

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**ABSTRACT**

Unlike the learning models that originate from John Dewey's concept of reflective thinking, such as collaborative learning, cooperative learning, competitive learning, learning by doing, and investigative group learning, the *learning by conscience* model proposed in this study, instead, is derived from John Dewey's concept of reflective attitudes. It seeks to introduce a new learning model which is based on the hermeneutic approach while also employing various means of investigation such as descriptive, analytic, and eclectic methods. The study found that there are three variables that correspond to the concept of John Dewey's reflective attitudes: open-mindedness, whole-heartedness, and responsibility. The study also found that there are four stages of internalization process that must be considered in order to make learning more effective, which include impulse, experience, communication, and action.

**Keywords:** *learning, conscience, internalization, John Dewey, model, reflective*

## Introduction

To date, research on internalization of learning, according to John Dewey, was based only from reflective thinking, because Dewey's reflective thinking model is a model of thinking about the subject, the content or any issues that aim to improve the quality of thinking to analyze, interpret, and reconstruct thinking with perfect skills. Thus, the reflective thinking is the same as "self-directed, self-reflected, and self-corrective." Reflective Thinking is one of the scientific methods in progressive education using five processes of problem solving, namely: first, identifying and finding problem; second, collecting information; third, formulating hypothesis; fourth, testing the hypothesis; and fifth, evaluating and constructing policy.

In addition, reflective thinking requires effective communication and ability to solve problem, and commitment to solve the closed-minded. Thus, ideas and discussions of reflective thinking can not ignore these five components, namely: practical, reflective, reasonable/ logical, belief and clear action. From this reflective thinking, several models of learning are raised such as cooperative learning, learning by doing, collaborative learning, competitive learning, group-investigative learning approach, etc.

In addition to the above model of internalization of learning, which is based on John Dewey's reflective thinking, John Dewey also has thought to reflective attitudes. According to Dewey, scientific thinking is as an attitude. Such a condition is required to find findings or investigations in doing various things about learning, including models of this internalization.

In this case, reflective thinking prefers to thinking that leads to cognitive, intellectual alone, while reflective attitude, leads more to affective aspects. The first model of thinking emphasizes more on intellectual and external thinking process, while the second model prioritizes more on aspects of attitudes, affective and what is internal to the learners. From this study/ thinking, the model of "learning by conscience" in learning internalization was born. Thus, the focus of this paper is to discuss the second aspect, because the second aspect prioritizes more on the internal side of learners and its indicators of success can not be seen in more rapidly and concretely, but requires other indicators which are personal, and the results will be seen in long term.

Another reason why the author proposed this model of learning is because, so far, we only know the model of internalization; Krathwohl and Kelman models, when in fact, John Dewey also has a strong philosophical base and even earlier to think about the process of internalization in learning.

## Methodology

To understand John Dewey's thought on this reflective attitude, the researcher used a text interpretation or hermeneutic approach, meaning understanding the more philosophical meaning of a work. It is not dissected to determine its contents, but dived to be lived with meanings contained. In studies, it should be distinguished between objects and works, either human works

or works of God. The work must be seen as the work; it has a human touch, full value and meaning. To that end, to understand a work or text required sharp historical and humanistic sensitivity.

While the methods used in this research is descriptive, analytical and eclectic. By description, it is intended that the views of John Dewey, particularly with regard to the subject matter discussed, is described as such with the intention to understand the way of thinking, the concept or meaning contained in there. By analysis, it is used in the sense of critically discussing, researching and reviewing various views of John Dewey to find complementary and coherent concepts. Furthermore, summarizing the thoughts of Dewey deemed as actual and relevant to today's educational context. Finally, by using an eclectic method, the author summarizes the ideas or concepts in the view of the author in accordance with the direction and development of today's education.

**Research Finding**

Based on author's observation of John Dewey, then by using a hermeneutic approach and descriptive, analytic, and eclectic method, the author found that there is a shift of paradigm shift in the development of learning model in education. Through such shift and with various scientific grounds obtained, the author ventured to formulate or proposes a theory, could be newly said about the internalization of learning, which is learning by Conscience as a new method of internalization in learning. Thus, there are two things that become the focus of this study, namely: first, reflective attitude; and second, the process of internalization.

*Reflective Attitudes*

Reflective attitude is a stage of act that began with open-mindedness, Whole-heartedness, and Responsibility. The first stage will explain that, the attitude of open-mindedness contains three things: (1) free choice for learners to do unbiased things, bias nature and away from thoughts that are closed and rigid; (2) open and active desire on learners to the perspective of opinions that differ with the opinion of oneself; and (3) having other alternatives, which means that the participant does not perceive he is the most correct one more than his other colleagues.

The second stage, the attitude of whole-heartedness contains two things: (1) in resolving issues or problems faced by learners in learning will be solved effectively; and (2) turning difficult problems into easier problems so that learning does not become intimidating for learners. While the third stage, the attitude of responsibility also contains three things, namely: (1) supporting the desires or interests that appear on the inside of learners; (2) posessing a sense of responsibility in his attitude towards what has been done; and (3) the participant has personal integrity as a sense of responsibility for what has been owned by the internalization.

The use of reflective attitude for learners in the process of internalization in learning is very important; because prior to the occurrence of a stage for internalization process, learners have to be aware of what they will receive as a consequence of later learning is constituted of a thing they can morally account for and is not biased and makes them concentrate on what is happening in internalization of learning in and out of the classroom. Thus, the awareness of attitudes to what they receive from their outward through the internalization of learning is a very important matter in learning process. For more details, please note the following stages of reflective attitude.

**Stages of Reflective Attitude**

| | | |
|---|---|---|
| I | Open-mindedness | 1. Free choice from:<br>a. Biased<br>b. Partisanship<br>c. Closed-mindedness |
| | | 2. Open and active desire towards other perspectives |
| | | 3. Have other alternatives |
| II | Whole-heartedness | 1. Solving problems effectively |
| | | 2. Making matter easier |

| | | |
|---|---|---|
| III | Responsibility | 1. Supporting interest of learners |
| | | 2. Posessing responsibility as his attitude |
| | | 3. Posessing integrity |

*The Processs of Internalization in Learning by Conscience*

Once learners have a positive attitude towards what will be learned in the learning, then the attitude will emerge from within him self as a desire to do something more positive, through what they found and experienced, and communicated, either with himself or with his friends, teachers, parents and even society in general. Then, the desire or encouragement that exist within, through positive experience, and through a good communication be it internal or external, then an action or result of learning will be born in accordance with the applicable rules through actions that are based on a more independent, unbiased, fair thought and there is no coercion of another person, either from teachers, community and parents. Then the actions truly become an act or way of his life way. For more details, please look at the following table.

**Stages of occurrence of Internalization in Learning by Conscience**

| | | |
|---|---|---|
| I | Impulse | There is a push from within learner about an object through special circumstance in surrounding so as to have a passion for the object. |
| II | Experience | Learner has experienced and realized that the object is already within him self. The experience was there because of a feeling towards an object, then the students thinking about the object, and finally contemplating the results or consequences arose from such objects |
| III | Communication | What is already being felt, thought and what the consequences, are then communicated by dialogue either through reflection individually or with external parties with full consideration of an object. Is the object acceptable or appropriate with the desired or not.At this stage, value of internalization has occurred and personalized. |
| IV | Action | Performing an attitude to act in accordance with what has been considered. Such action has criteria, then manifested in learners to achieve an objective, which can realize itself in accordance to attitudes, values and behaviors posessed. At this stage, the personalized value has become a way of life and criteria in conducting something serious, open and accountable academically and socially. |

**Discussion**

From the explanation, it is clear that "learning by conscience" is based on " John Dewey's reflective attitude," instead of "John Dewey's reflective thinking." reflective attitude is more important than reflective thinking, as reflective attitude will bring learners towards affective learning, not just stuck on cognitive learning. Cognitive learning is necessary in educational process, the indicator can be seen directly, but in contrast with the affective learning, the indicator is difficult to be seen more quickly, because its success indicator requires a long time, takes patience and sometimes personal indicator. Thus, learning by conscience becomes a new paradigm in the internalization of learning in education.

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