

APPLICATION OF LEARNING BY DOING METHOD AS THE IMPLEMENTATION OF PRAGMATISM PHILOSOPHY IN DEVELOPING STUDENTS' UNDERSTANDING ON NARRATIVE TEXT THROUGH ONLINE CLASS IN THE PANDEMIC TIME

Ghea Putri Melati

Universitas Negeri Jakarta

gheapmelati@gmail.com

ABSTRACT

The COVID-19 pandemic has forced the world of education to change its system and use a new paradigm to deal with emerging problems. All levels of society must prepare themselves to do online activities by utilizing technology in order to learn from home. The learning using online media which provides opportunities for students to develop themselves independently, guided by teachers in distance learning through online classes. Many new problems arise, not only faced by students but also by parents and teachers. This is because they are not familiar with distance learning. The problem faced by teachers is that it is difficult to control students let alone make them study seriously and effectively. English as a foreign language is a big problem for students and parents to carry out learning without direct teacher assistance. Moreover, narrative text is a difficult material for students of SMPN 2 Tasikmalaya to master. The researcher found that the learning by doing method initiated by John Dewey would help students to better understand narrative texts. The learning by doing learning method is a learning method based on the philosophy of pragmatism. Researchers tried to apply this method to grade 9A students of SMPN 2 Tasikmalaya in the 2021-2022 school years. After applying the method initiated by John Dewey, there was a significant improvement in the ability to understand narrative texts. This can be seen from the value they get. The increase in value reached 31.4%.

Keywords: pragmatism, learning by doing, narrative text, online class.

INTRODUCTION

The COVID-19 pandemic is a difficult time for all Indonesians. This affects all aspects of life including in education. Moreover, we are accustomed to paradigms and habits that to learn must be accompanied by a teacher. Our culture has not yet reached a self-taught culture, namely a culture of learning and developing individual abilities independently. The ability to use technology and the ability to buy communication tools for the Indonesian people are still low, adding to the increasingly complex problems.

However, the pandemic situation does not allow us to do face-to-face learning. Education and learning should not stop no matter the situation. This makes all elements of society think. Including the education stakeholders of this country, they decided to

continue to carry out education by conducting online distance learning. Distance learning is the only solution that must be taken during the pandemic.

New problems have started to emerge with the government's decision to implement distance learning online. It starts from the people's low purchasing power to buy modern communication tools, then to the limited cognitive ability of parents to accompany their children to do schoolwork. English is the subject that is least mastered by students and parents of students, this can be understood because English is a foreign language. Meanwhile, narrative text is one of the texts that the 9A grade students of SMPN 2 Tasikmalaya are least able to master.

The main problems faced by grade 9A students of SMPN 2 Tasikmalaya in learning about narrative texts are the lack of understanding of the social function of the text, the generic structure and the language feature of narrative text (Curriculum, 2013), and the low ability of students' vocabulary mastery so that their grades are low achieved by students is far below the Minimum Completeness Criteria (MCC). During a pandemic, of course, it is very difficult to explain more deeply to students. Moreover, making students want to learn more, of course, is more difficult because distance learning is online. Meanwhile, the methods used by teachers so far have not been able to overcome the problems above because they do not match the characteristics of students and tend to be boring so students are not motivated. Obviously, this learning is very ineffective or in other words it is not successful. The description above is a failure of the results and in the learning process.

Appropriate and interesting learning strategies can help solve problems faced by students during the pandemic. During online learning, several obstacles were experienced by students, the main obstacle was boredom felt by students, interesting online learning had to be created by teachers for students (Anugrahana, 2020). After studying the situation during the pandemic, the researcher found a method that learning by doing is the best way to make students learn. Many educators think that the learning by doing model is a method that is able to stimulate students to be serious in the teaching and learning process so that student activity can increase significantly.

LITERATURE REVIEW

Philosophy of Pragmatism

The word pragmatism is taken from the word *pragma* (Greek) which means action, deed, while *ism* is understanding, or teaching. Thus pragmatism is an understanding or philosophical teaching that prioritizes actions that are practical for the perpetrators. The main figures of the flow of pragmatism are William James and John Dewey in the United States. Besides that, in England there is FC. Schiller, Charles S. Pierce, and George Herbert

Mead. Pragmatism was first introduced by Charles Sanders Peirce (1839 – 1914), the American philosopher who first used pragmatism as a philosophical method. However, the notion of pragmatism has also been found in Socrates, Aristotle, Berkeley, and Hume (Juanda, 2015: 241).

Pragmatism is a school in philosophy which holds that the criterion for the truth of something is whether something has use in real life. Therefore, the truth is relatively not absolute. Perhaps a concept or regulation is completely useless for certain communities, but proves useful for others. So the concept was declared correct by the second society. Abidin (2011: 123) argues that pragmatism is a school in philosophy which holds that the criterion for the truth of something is whether something has a use for real life. Pragmatism holds that the substance of truth is if everything has a function and benefit for life.

The basis of pragmatism is the logic of observation, in which what is shown to humans in the real world are individual, concrete, and separate facts. The world is shown as it is and differences are taken for granted. Representations of reality that appear in the human mind are always personal and are not general facts. Ideas become true when they have service and usability functions. Thus, the philosophy of pragmatism does not want to be bothered with questions about truth, especially metaphysical ones, as has been done by most Western philosophies in history (Kristiawan, 2016: 225).

The world will be meaningful only if humans learn the meaning contained in it, and change is a necessity of a reality. Humans will never be real humans if they don't create themselves. Humans are dynamic and plastic creatures. Throughout life, humans will continue to develop according to their abilities and creations. In this development, humans need each other, imitate, adapt, work together and be creative in developing culture in the midst of their community.

The good and bad of a civilization is determined by the quality of human development. Quality humans will color a good civilization. Conversely, humans who are not qualified will inherit/leave a bad, vulgar and even barbaric civilization. Education that follows the pattern of pragmatism philosophy will have a humanist character, and humanist education will give birth to humanists as well. Therefore, the statement "man is the measure of all things" will be strongly supported by adherents of the pragmatic school, because the essence of education itself is to humanize humans.

According to Charles S. Peirce everything has "meaning" is important or not useless for the life of the perpetrator. Pragmatism seeks to discover the origin and deepest nature of all things. This is a very interesting activity even though it is extremely difficult. What is important to pragmatists is not grandiose theories, but practical, useful

or practical benefits for the life of the perpetrator. Thus, what pragmatists are looking for is the “benefit principle”.

Pragmatism in Education

Education according to pragmatism is not a process of formation from the outside, nor is it an endowment of latent forces by itself, but is a process of reorganization and reconstruction of individual experiences, which means that every human being always learns from his experiences. According to John Dewey (through Gutek, 1974: 114), education needs to be based on three main ideas, namely: (1) education is a necessity of life; (2) education as growth; and (3) education as a social function.

John Dewey (via Priyanto, 2017) in his book *Democracy and Education* (1964) stated that "The word education means just the process of leading or bringing up" (The meaning of education is the process of guidance and direction). Thus, in education a student cannot be separated from the role of a teacher, because a teacher is a person who will guide and direct and evaluate student learning outcomes, because education itself is a guidance and direction.

Power (via Sadulloh, 2003:133) states that the implications of the educational philosophy of pragmatism on the implementation of education include the following.

First, the purpose of education: the purpose of pragmatism education is to provide experience for the discovery of new things in social and personal life. According to the flow of pragmatism, the learning process must be adapted to the environment in which the education takes place.

Second, the position of students: the position of students in pragmatism education is an organization that has extraordinary and complex abilities to grow.

Third, curriculum: pragmatic education curriculum contains tested experiences that can be changed. Likewise, the interests and needs of students who are brought to school can determine the curriculum. The teacher adjusts the teaching materials according to the interests and needs of the child.

Fourth, the method: the method used in pragmatism education is an active method, namely *learning by doing*, *problem solving method*, and *inquiry and discovery method*. Pragmatism prioritizes the use of problem-solving methods and methods of inquiry and discovery. In practice (teaching), this method requires a teacher who has the nature of providing opportunities, friendly, a mentor, open-minded, enthusiastic, creative, socially aware, ready, patient, cooperative, and serious so that learning based on experience can be applied by students and what is aspired to be achieved.

Fifth, the teacher's role: the teacher's role in pragmatism education is to supervise and guide students' learning experiences, without disturbing their interests and needs.

Learning by Doing Method

The initiator of the learning by doing method is John Dewey, a philosopher from the United States, Dewey is also considered by functionalism as a thinker with a practical and pragmatic style, in education he advocates learning by doing theories and methods. According to Dewey (2012) the learning by doing learning model is the idea of a learning concept that applies the idea that doing is learning, which is a view of pragmatism education based on two important reasons: the first is God's destiny that children are God's creatures who are not passive, the second is through working activities by doing, namely that students need to be involved in the learning process directly and spontaneously also experience is the best way of the learning process. This method is believed to help students to develop active learning skills in the learning process.

Active learning or learning by doing is Dewey's theory. Dewey is the founder of the Dewey School which applies the principles of learning by doing, namely that students need to be involved in the learning process spontaneously. From students' curiosity about things they don't know, it encourages their active involvement in a learning process. Active learning contains various useful tips to foster active learning abilities in students and explore the potential of students and teachers to develop together and share knowledge, skills, and experiences. The role of students and teachers in the context of active learning becomes very important.

Teachers play an active role as facilitators who help make it easier for students to learn, as resource persons who are able to invite students' thinking and creative power, as source person who are able to invite students' thinking and creative power, as managers who are able to design and implement meaningful learning activities and can manage the learning resources needed. Students are also involved in the learning process with the teacher because students are guided, taught and trained to explore, search, question something, investigate answers to a question, manage and convey the results communicatively.

In addition, students are fostered to have skills in order to be able to apply and utilize the knowledge they have received on new issues or problems. Thus students are able to learn independently, learn actively, basically trying to strengthen and facilitate the stimulus provided by the teacher and the response of students in learning, so that the learning process becomes a fun thing and does not become boring for them (Yuberti, 2012: 32).

Learning using the learning by doing method is generally more time-saving than other learning methods. This is because with direct practice, students will automatically learn more about the social function of the text, the generic structure and the language feature of narrative text (Curriculum, 2013), and vocabulary. Reese (2011) reveals that

learning by doing means learning from experience as a direct result of people's actions, such as learning from seeing other people's performance, reading other people's instructions or descriptions or hearing instructions or learning. Of course, while seeing, reading and listening, they do, it is further said that learning by doing has a priority because this is learning by self-shaping or learning by forming oneself to be optimistic in acting more effectively and orderly in the learning process.

Reinforcing Dewey's opinion, Siregar (2017) stated that the concept of learning by doing has proven effective in deepening and accelerating the understanding of trainees regarding the limited duration of training because this method is able to foster learning motivation, learning by paying attention to individual differences. This is the main idea of education, learning with feedback, learning by transferring learning outcomes into real situations.

Based on some of the references above, the writer believes that the use of learning by doing method will be able to overcome the problems faced, namely understanding narrative texts. This is reinforced by Heering (2012) that the learning by doing method is believed to be able to increase student competence, expertise, experience, ranging from students at the school to university level. Furthermore, Smart (2017) states that learning by doing is a strategy to actively involve students in learning.

Teachers choosing *whatsapp* as an online social media for sharing tasks in online learning is the most appropriate choice because *whatsapp* is an application that is owned by all groups. *Whatsapp* is the cheapest and affordable app. At SMPN 2 Tasikmalaya, a class whatsapp group and a parent group are formed as a communication medium for teacher-student teachers, and teacher-parents.

METHOD

This research was conducted at SMPN 2 Tasikmalaya during the Covid 19 pandemic. Respondents were Class 9A students with the aim of overcoming the problem in this class, that the target for narrative learning in the first semester of online learning had not been achieved. The recapitulation of the number of 9A students can be seen from the following table.

Table 1. Recapitulation of the number of students in grade 9A

Class	Male Students	Female Students	Total Students
9A	16	14	30

The step used in this research is the planning step that explains the preparation for the implementation of the research such as the lesson plan and observation instruments. Then the acting step is carried out by implementing activities or implementing action

plans. In this implementation activity, the teacher (researcher) must comply with the planning that has been prepared. Then observing step, at this stage there are two activities that will be observed, student learning activities and learning activities. The last is the reflecting stage. This activity is in the form of a discussion of the observations made by the collaborator with the implementing teacher (researcher).

In this research, the method used is learning by doing which is a learning activity while directly practicing what is learned. In cycle 1: students tell stories using narrative text and bluntly in the form of voice notes. In cycle 2: students tell stories then record them and collect story telling videos by applying narrative text. Then the students upload the videos made in YouTube. One of the assessment criteria is the number of "likes" obtained from the viewer.

RESULT AND DISCUSSION

Prior to implementing the learning by doing method, the researcher observed that the ability of grade 9A students in understanding narrative texts was still low. So that the test results of grade 9 students are still far from expectations. This can be read from the following table. This result is very far from MCC. The MCC set at SMPN 2 Tasikmalaya is 75. This can be seen from the student acquisitions attached in the following table.

Table 2. Score Result

Highest Score	80
Lowest Score	25
Average Score	52.4

CYCLE 1

In cycle 1, the researcher tried to make a power-point and show a video to explain the material about narrative text. The learning by doing method is applied by asking students to tell stories using narrative texts and sending the results in the form of voice-note story-telling. But the results are not optimal. Observations on the use of media and instruments are less than optimal. So that the test results of grade 9A students are still far from expectations. This can be read from the following table. This result is very far from MCC. The MCC set at SMPN 2 Tasikmalaya is 75. This can be seen from the following table.

Table 3. Cycle 1 Score Result

Highest Score	83
Lowest Score	33
Average Score	61

Researchers try to examine the causes of the failure of this cycle. And some facts were found that students were less enthusiastic in telling stories and seemed less

prepared. Most of the students only read narrative texts from browsing on the internet. Of course the results are not optimal because students do not try to understand more deeply about narrative texts.

CYCLE 2

In the second cycle, the researcher tried to modernize the learning by doing method by asking students to tell stories using narrative texts and sending assignments in the form of story-telling videos that had been uploaded on YouTube. An unexpected result occurred. The enthusiasm of students in learning and doing narrative text assignments increased. Almost all students compete to present the best video. Moreover, one of the assessment criteria is to get a lot of likes from viewers. The results of cycles can be seen from the following table.

Table 4. Cycle 2 Score Result

Highest Score	90
Lowest Score	75
Average Score	84

The success of the method selection and its application in overcoming the problems that arise, of course, cannot be separated from the supporting factors. These factors are the great enthusiasm of students towards the given task, giving rewards for student success, both verbally and non-verbally. Through the number of likes obtained, the packaging of learning is carried out in such a way that students feel enjoy and are not burdened as when learning is done conventionally. Good cooperation and response from school principals, other teachers and deliberations of subject teachers in the field of English studies that combines lessons using social media, which are trendy and very close to the world of students today, have turned out to be quite effective in boosting students' enthusiasm to study in the best way they can do.

CONCLUSIONS

Based on the results of the analysis and discussion on improving students' ability to understand narrative texts by making video story telling during the pandemic in grade 9 SMPN 2 Tasikmalaya, it can be concluded that the learning by doing method can improve students' ability to understand narrative texts. There was an increase of 31.4%, this is 11.4% bigger than the original target, which was an increase of 20%. Through the learning by doing method, motivating students to take part in the learning process has increased, so that students become more active and get much better results.

Based on the results obtained from the use of the learning by doing method in learning in inclusive classes, it turns out that the media has made a significant

contribution to increasing students' learning motivation, so that it can improve student learning outcomes. Thus, this method is proven to be able to increase students' understanding of narrative texts and should be used by other teachers, especially in schools that provide inclusive education as an alternative in improving the quality of learning.

There are several things that need to be considered based on the findings obtained from learning using this method to improve learning in the future as follows: for teachers in the field of language studies to develop, for teachers in other fields of study to adapt the content of this method to the material on the related subject, because basically this method is flexible. It can be used for all levels of education units as well as all subject matter. Approaches and guidance to students should be carried out more intensively so that student needs can be properly met, so that the learning outcomes achieved can be more optimal.

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