

TRANSFORMATIVE PEDAGOGY IN PRESENT AND SUBSEQUENT SOCIAL CHANGE

Bambang Afriadi¹, Ryka Kaswati², Awaluddin Tjalla³, Anan Sutisna⁴

bambangafriadi_9913921008@mhs.unj.ac.id¹, rykakaswati_9913921003@mhs.unj.ac.id²

¹²³⁴Universitas Negeri Jakarta

ABSTRACT

Education is one of the critical areas in the development of the country. Education is an essential instrument for bringing about a social revolution, and the attachment of *education to social change* will successfully refer to ideas. Education is changing the way traditions look and approach social issues. Compiling this article using *the systematic review method* is a comprehensive review of labor-intensive activities. It may require evaluating hundreds of articles before identifying studies that meet the specified eligibility criteria. The result of *the systematic review method* that transformative education empowers teachers and learners, namely encouraging teachers and learners to become reflective and critical thinkers who can make meaningful contributions as members of local and global communities

Keywords:

Pedagogy, Social Change, Education

INTRODUCTION

Social change can be referred to as transforming a group's habits, beliefs, laws, and institutions. Social change can occur in two ways: progressive/positive change or aggregated/negative change. In progressive change, society abandons strange habits, such as barbarism, and adopts universally accepted norms (civilization). Global change and the growing importance of transnational flows and networks in all areas of social life are creating new challenges for the social sciences. However, their basic assumptions are related to their origins in Western industrialization and nation-state formation models. There is still considerable national specificity in organizational fashion, theoretical and methodological approaches, research questions, and findings. Instead, the study of social transformation can be understood as an analysis of transnational connectedness and how it affects national societies, local communities, and individuals (Stephen Castles, n.d.) .

Value education is a crucial element to achieve the development of learners as a whole. The way the school handles education is a key element of its effectiveness (David Pérez-Jorge, Josué Gutiérrez-Barroso, Milagros de la Rosa Hormiga, Candelaria de la Merced Díaz-González, n.d.). Anna Stetsenko (2017) argues that education requires serious reconception for "contemporary acute inequality crises, including ever greater gaps in education," to be addressed (Fleer et al., 2019). Transformative education is one in which students are gradually invited to engage in life, reflect on it, and, later, serve our world. Technological advances have improved the quality of distance education and improved e-learning trends. Online tutors and learners become comfortable with computers and the internet. This helps them create a better virtual learning environment. Online teaching is a student-centered methodology that increases students' interest and participation in virtual classrooms. Teaching skills play a significant role in successful interactions with students. Online teaching requires robust network connectivity and computing device systems. Nowadays, mobile apps are more developed because they are easily

accessible to a large population. The mobile version of the hands-on teaching app has helped improve student attendance and enrollment.

Internet resources can uniquely facilitate by helping students obtain the necessary information, promote communication, and enable coordination with others who have similar problems. "Transformative learning involves undergoing deep structural shifts in the basic premises of thought, feeling, and action. It is a shift in consciousness that dramatically and permanently changes how we are in the world. Such a shift involves our understanding of ourselves and our location; our relationship with other human beings and with nature; our understanding of power relationships in interrelated class, racial, and gender structures; awareness of our bodies; our vision of alternative approaches to life; and our feelings about the possibility of social justice and peace and personal joy." - Edmund V. O'Sullivan

Education brings about social change for both individuals and society in general. Teachers are agents of change, education is stimulus, and students are recipients and custodians of change. Transformative pedagogy empowers teachers and learners. It encourages learners to become reflective and critical thinkers capable of making meaningful contributions as members of local and global communities (*Transformative Pedagogy for Peace-Building A Guide for Teachers*, n.d.). Transformative pedagogy encourages students to examine their assumptions critically, grapple with social issues, and engage in social action. At its core, transformative pedagogy encourages professors to do more than just transmit information. Instead, this teaching approach seeks to base and respectfully change students' analytic attitudes and skills to facilitate their growth, regardless of whether the course is delivered through traditional or online formats (Meyers, 2008).

Taylor (2000), for example, groups the generation of distance learning into five (5) generations, namely: (1) correspondence model, (2) multimedia model, (3) tele-learning model, (4) flexible learning model, and (5) more brilliant flexible learning model (The Intelligent Flexible Learning Model). The fourth and fifth generation of PTJJ was born jargon that is very popular in the community, such as e-learning, online learning, and mobile learning, which further promotes the phenomenon of PJJ (Belawati, 2019). Transformative pedagogy is an innovative pedagogical approach that empowers learners to critically examine their contexts, beliefs, values, knowledge, and attitudes to develop spaces for self-reflection, diversity appreciation, and critical thinking. Transformative pedagogy is realized when learning transcends the mind and connects hearts and actions, transforming knowledge, attitudes, and skills (*Transformative Pedagogy for Peace-Building A Guide for Teachers*, n.d.). Online teaching is the process of educating others on a virtual platform. This type of teaching involves live classes, video conferencing, webinars, and other online tools. Online applications are developed and designed to facilitate easy learning and better understanding.

Using transformative learning strategies can be seen as a methodology that includes lifelong learning, collaborative social learning, problem-based learning, active and experiential learning, and student empowerment. Its role can be recognized as a transformation of learners' values and perspectives so that they can embrace sustainability as a new paradigm or lens for seeing the world and making changes (Bourn & Soysal, 2021). It is essential to discuss the transformative pedagogy of the present when learning patterns change when technology is affecting the world. Coupled with the pandemic situation and after the pandemic, indeed changes in

learning occur. Therefore, this article will be more complete than various literature studies to discuss transformative pedagogy.

RESEARCH METHODS

The method used to assess some of the research results using an evaluation approach is the matching method. The matching method is done by matching and comparing the characteristics of the land with the criteria so that one particular conclusion is obtained. Furthermore, a systematic review is used as a systematic narrative review by selecting what researchers have written on a subject or topic. The aim is to obtain a summary of the existing scientific literature and produce a comprehensive report on the current position of science relating to a particular topic.

RESULTS AND DISCUSSIONS

Networked learning has allowed us to evolve from social networks (like Facebook™, Twitter™, etc.) to professional networks (like LinkedIn™, etc.) to learning networks (like MOOCs, EdX™, and Khan Academy). This new form of community has created opportunities to learn and redefine environments, learners, peers, and instructors. Brainstorming is a great way to make students think and connect knowledge and what they already realize. You can usually do these activities to introduce new topics, evaluate students' understanding of a lesson, and help expand their existing knowledge by collaborating with others.

- a) Ask a problem or question or introduce a new topic to start the session.
- b) Based on learning outcomes, you can group students or let them do brainstorming activities independently. Or you can do it as a class where you collect and record answers on canvas or shared documents as students present their ideas or solutions.
- c) Give students time to present their thoughts and answers. You can call each student's name as you go around the virtual classroom.
- d) Use methods like mind mapping to gather ideas in a more structured way.

Without education, there would be no Social Change; that is what it ed; therefore, education came before the social change. Many reforms were initiated in the social sphere, but reforms were ineffective in practice because society lacked education. Thus, education must bridge the gap. Education can help enhance contemporary knowledge and disseminate data about current facts. Scientific ideas will be spread through education (Pandey, n.d.).

Transformative pedagogy that engages children to be passionate about learning and discoveries. They also cause us to reflect on our practices to become more aware of how we may challenge traditional ways and be taken for granted in doing our work. We live in difficult and challenging times, and there has never been a better opportunity to try and do things differently and learn from the experiences of others in the field (Khine, 2018)(Yelland & Arvanitis, 2018)'.

Mezirow says transformative learning has two fundamental focuses— instrumental learning and communicative learning. Instrumental learning focuses on task-oriented problem solving and evaluating cause and effect relationships. Communicative learning focuses on communicating their feelings, needs, and desires. Both of these elements are important in transformative learning—

students should be able to focus on different types of understanding and see new logical and emotional perspectives to challenge their previous understanding (*What Is The Transformative Learning Theory*, n.d.).

'Transformative pedagogy' according to (Farren, 2019) supports target language teachers in developing a more encompassing professional identity as practitioner-researchers and leaders in schools and society at large. It enhances the socio-psychological teaching and autonomous language learning model by sustaining it on a critical, intercultural, and moral-philosophical basis. I examined factors for autonomous language teaching and learning and factors for 'transformative pedagogy' involving a variety of 'new' literacy in addition to reading, writing, listening, speaking, and oral communication—the aura of 'transformative pedagogy' directs teaching toward learners and learning. Learners are understood as people with an identity as critical and intercultural users of the target language whose interactions are informed by moral values.

Discussion

The new ecosystem of academics needs to focus on cross-institutional, cross-geographical, cross-disciplinary collaboration, which expands relationships beyond traditional four-walled classrooms and traditional campuses. Such collaborations leverage our globalized world and the tools that enable us to create learning experiences together (Dennis Kay & Dailey-Hebert, 2015)

"Every school needs to keep as its goal, not only knowledge through subjects but also the needs of the state. Communities and teachers should strive to meet these needs through encouraging educational programs. Unfortunately, very few schools do more than the minimum amount required of them (*How Does Education Facilitate Social Change? - A Research Guide*, n.d.) (Pandey, n.d.)."

Distance education allows these students to overcome distance and time, and the subsequent emergence of newer technologies such as TV and the Internet further narrows the distance between teacher and student. While the current stage of technological innovation enables faster and easier synchronous and asynchronous communication, transactional distance still needs to be considered in online learning (Teaching Online: Foundational Concepts of Online Learning and Practical Guidelines, n.d.)

"One way of thinking about the position of pedagogical subjects available to teachers is through the idea of social and institutional defense against anxiety. Objects such as performance data can be constructed as objects of frightening and dangerous parts that must be separated from the professional self/pedagogical identity of a good teacher (Singh, 2017)"

Transformative pedagogy is defined as activist pedagogy that combines constructivist and critical pedagogical elements that empower students to critically examine their beliefs, values, and knowledge to develop a reflective knowledge base, appreciation of multiple perspectives, and a critical sense: awareness and agency. The data revealed that student participants proved transformative learning, including a reconstructed understanding of social studies and dispositional changes, a growing critique of traditional pedagogy, a growing self-examination and redefinition of self-and teaching roles, an emerging sense of social criticism, and a growing sense of advocacy and social responsibility. The data also reveals that practices that encourage transformative learning include open spaces for dialogical learning and immersion in authentic learning experiences (Ukpokodu, n.d.).

Research by Olivia A. Opera, Isabella Kamere, Violet Wawire concluded that the effective use of transformative pedagogical approaches positively influences behavior change in students resulting in the achievement of a nonviolent school community. The study recommends a review of the curriculum's high school curriculum to adopt a transformative teaching approach instead of teacher-centered learning. The more effective the transformative learning approach applied in public high schools, the better the student behaves so that no or little school riot may be experienced; therefore, it is essential to put it into practice. The paper ultimately recommends that transformative pedagogy should be used to instill the values of peace in learners for peaceful coexistence. Teachers should be trained to instill the values of peace in their respective subjects (Opere et al., 2020).

Learning is essentially the same for both face-to-face and online contexts, but certain aspects must be considered when planning for online learning. First, we have to plan the pedagogical model that we will apply, whether the model is based on cognitivism, constructivism, or others. We will not go into more detail about these learning models on this occasion, but what is essential is that the model we apply must follow the context and characteristics of prospective learners that we are pursuing. The selected learning model will affect the type of learning activities (Belawati, 2019).

Transformative pedagogy has been defined as an educational philosophy that combines social constructivism and critical pedagogy (Tinning, 2017; Ukpokodu, 2019). Educators can teach about sociocultural issues to raise awareness of social ills through high-level reflection focused on equality and diversity. For some, transformative pedagogy is unfortunate because it assumes educator practices can change individuals (prospective teachers) from one thing to another. However, after being informed by postmodern and poststructural ideas, I found the term particularly useful because I see the individual as constantly changing (Lynch & Curtner-Smith, 2020).

If not addressed in accordance with the demands of the situation and conditions, online learning will feel like learning openly but confined in an enclosed space. Narrow wiggle room because it is limited to specific platforms without face-to-face meetings. That is so that there is no sense of alienation; the competence of the material carrier must support it by constantly adjusting to the situation in the context of learning, especially in online classes (Prof. Dr Maximus Gorky Sembiring, 2021)

CONCLUSION

Based on the literature review results, it can be concluded that transformative pedagogy empowers teachers and learners, which encourages teachers and learners to become reflective and critical thinkers who can make meaningful contributions as members of local and global communities. The effective use of transformative pedagogical approaches positively influences behavior change in students to achieve a school community with an excellent social environment. Learning face-to-face and *online* with transformative strategies can be seen as a methodology that includes lifelong learning, collaborative social learning, problem-based learning, active and experiential learning, and student empowerment. So, transformative pedagogy through transformative learning now and in the future is indispensable in the face of social and technological changes that affect the world.

REFERENCE

- Afriadi, B. (2022). Management Of Behavior Problems At School. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 8(1), 29–34. <https://doi.org/10.21009/JISAE.V8I1.26589>
- Afriadi, B., & Dahlia, D. (2021). Teacher Supervision Using Teacher Competence Assessment In The Assessment Of Learning Implementation Components In Primary School Jurumudi 5 Tangerang State. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 7(1), 55–63. <https://doi.org/10.21009/JISAE.V7I1.21461>
- Afriadi, B., & Dudung, A. (2021). Evaluation Of Teaching Skill Practice Programs, In The State University Education Development Institution Jakarta. *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 7(2), 120–129. <https://doi.org/10.21009/JISAE.V7I2.23781>
- Belawati, T. (2019). *Pembelajaran on-line (kesatu)* (Issue December 2019). http://repository.ut.ac.id/8813/1/EBOOK_PEMBELAJARAN_ONLINE.pdf
- Bourn, D., & Soysal, N. (2021). Transformative learning and pedagogical approaches in education for sustainable development: Are initial teacher education programmes in england and turkey ready for creating agents of change for sustainability? *Sustainability (Switzerland)*, 13(16). <https://doi.org/10.3390/su13168973>
- David Pérez-Jorge, Josué Gutiérrez-Barroso, Milagros de la Rosa Hormiga, Candelaria de la Merced Díaz-González, M. S. M.-M. (n.d.). *Values education as a tool for social change from an socio-educational approach*. Retrieved March 14, 2022, from <https://www.journalijdr.com/values-education-tool-social-change-socio-educational-approach>
- Dennis Kay, K. S., & Dailey-Hebert, A. (2015). Transformative perspectives and processes in higher education: Concluding thoughts. In *Transformative Perspectives and Processes in Higher Education*. https://doi.org/10.1007/978-3-319-09247-8_14
- Farren, P. (2019). 'Transformative Pedagogy' in Language Teacher Education. *Second Language Acquisition - Pedagogies, Practices and Perspectives*. <https://doi.org/10.5772/INTECHOPEN.89470>
- Fleer, M., Adams, M., & Gunstone, R. (2019). Transformative pedagogy: Dinka playgroups as spaces for cultural knowledge productions of Western science. *Cultural Studies of Science Education*, 14(4), 1045–1069. <https://doi.org/10.1007/s11422-018-9908-7>
- How Does Education Facilitate Social Change? - A Research Guide*. (n.d.). Retrieved March 14, 2022, from <https://www.aresearchguide.com/education-facilitate-social-change.html>
- Indriasari, B. A., & Afriadi, B. (2020). The Analysis Of 4th Grade Student Textbook Based On The 2013 Curriculum On The Theme Of Pahlawanku With The Subtheme Of Perjuangan Para Pahlawan (Lesson Six). *JISAE: Journal of Indonesian Student Assessment and Evaluation*, 6(2), 124–132. <https://doi.org/10.21009/JISAE.V6I2.15036>
- Khine, M. S. (2018). Computational thinking in the stem disciplines: Foundations and research highlights. *Computational Thinking in the STEM Disciplines: Foundations and Research Highlights*, 1–325. <https://doi.org/10.1007/978-3-319->

93566-9

- Lynch, S., & Curtner-Smith, M. (2020). Faculty members engaging in transformative PETE: a feminist perspective. *Sport, Education and Society*, 25(1), 43–56. <https://doi.org/10.1080/13573322.2018.1560255>
- Meyers, S. A. (2008). Using Transformative Pedagogy When Teaching Online. *College Teaching*, 56(4), 219–224. <https://doi.org/10.3200/CTCH.56.4.219-224>
- Opere, O. A., Kamere, I., Wawire, V., Opere, O. A., Kamere, I., & Wawire, V. (2020). Transformative Pedagogy as a Way of Mitigating School Violence in Public Secondary Schools in Nairobi, Kenya. *Open Journal of Social Sciences*, 8(7), 35–52. <https://doi.org/10.4236/JSS.2020.87004>
- Pandey, P. (n.d.). *Education and Social Change: An Interrelationship | Adamas University*. Retrieved March 14, 2022, from <https://adamasuniversity.ac.in/education-and-social-change-an-interrelationship/>
- Prof. Dr Maximus Gorky Sembiring, M. S. (2021). Pedagogik Transformatif Pembelajaran Daring. In *Universitas Terbuka : Katalog Dalam Terbitan (Versi RDA) Nama*.
- Singh, P. (2017). Performativity, affectivity and pedagogic identities: <https://doi.org/10.1177/1474904117726181>, 17(4), 489–506. <https://doi.org/10.1177/1474904117726181>
- Stephen Castles. (n.d.). *Studying Social Transformation*. Retrieved March 14, 2022, from <https://www.jstor.org/stable/1601283>
- Teaching online: foundational concepts of online learning and practical guidelines*. (n.d.). Retrieved February 19, 2022, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7481046/>
- Transformative pedagogy for peace-building A guide for teachers*. (n.d.).
- Ukpokodu, O. (n.d.). *The Practice of Transformative Pedagogy, Journal on Excellence in College Teaching*, 2009. Retrieved March 12, 2022, from <https://eric.ed.gov/?id=EJ883725>
- What Is The Transformative Learning Theory*. (n.d.). Retrieved March 12, 2022, from <https://www.wgu.edu/blog/what-transformative-learning-theory2007.html#close>
- Yelland, N., & Arvanitis, E. (2018). Transformative pedagogies in early childhood education: <https://doi.org/10.1177/1463949117734979>, 8(2), 111–113. <https://doi.org/10.1177/1463949117734979>