

Pragmatism Education Philosophy and its Implications for History Learning

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Abstract

This research is motivated because during history learning less space to students because it emphasizes mastery of memorization, but in the philosophy of Pragmatism, students are given the opportunity to develop all the potential they have. This research aims to describe the philosophy of Pragmatism education in history learning. This research uses the literature study method. Literature study is a method that involves reviewing various literatures, such as books, journals, and other written sources related to the research topic. The literature study begins with determining the research topic, searching for relevant literature through various sources, analyzing each source by considering the credibility, relevance, and strength of the arguments offered. In the analysis stage, three steps are carried out, namely data reduction, data presentation, and conclusion drawing. Based on the results of the study of educational philosophy, Pragmatism was born in the 19th century, and the 20th century began to develop. Pragmatism education philosophy emphasizes the importance of practical experience and relevance in the learning process. In the context of history learning, this approach encourages learners not only to memorize facts, but also to understand how historical events relate to their lives today. Pragmatism in history education invites Learners to think critically about past events and analyze their impact on the present. This helps develop learners' ability to connect different historical periods and understand patterns of social change. This research contributes to the field of history education by highlighting the potential of Pragmatism in fostering a more engaging and relevant learning experience.

Keywords: pragmatism education philosophy, self-directed learning, history learning

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INTRODUCTION

It the education system in Indonesia today has progressed significantly compared to the past. This fact is evidenced by the increase in the standard of education of the Indonesian people, namely the 12-year compulsory education program. To improve access for all children to basic education, the Indonesian government enacted a twelve-year compulsory education policy. In addition to improving the quality of education for Indonesian students, improvements are also made to the quality of the Indonesian education system, as evidenced by the existence of the independent curriculum, which prioritizes project-based learning, global understanding, and 21st

century skills, the emergence of the curriculum is a curriculum revision made by the government so that Indonesian people can compete in the international world (Rahayu, 2022). Although Indonesian education has progressed, there are still many shortcomings that need to be corrected, not a few research findings related to the progress of education in Indonesia. The progress of education, one of which is the field of history as a field that can encourage appreciation, creativity, and awareness of nationalism for every student who studies it, is greatly influenced by the progress of the education system in Indonesia (Hamid & Rahmat, 2020). Meanwhile, in reality, history education during its implementation found many weaknesses that occurred in the field. These weaknesses are seen based on aspects of the historical education system itself and a very limited workforce. In addition, another problem that can arise in history education is the lack of awareness about history lessons.

Based on the results of Fikri's research (2022) explains that history education is only an addition to other subjects and is not considered a main subject that must be taught thoroughly to students. This view seems to stem from the belief that history is not important compared to other subjects such as language, math, or science. Some people believe that history only contains information and past events that are not relevant to contemporary life. Then the field findings also explain that history education is often ignored by learners, history subject matter is considered uninteresting and often rote assignments. As a result, history is often considered by students as additional material and is not taught properly to students. In fact, history has an important role in shaping an understanding of the country's identity and learning from past events.

In the field of historical education as well as other fields of education, there are many different schools of thought that attempt to organize education. Some of the schools in contemporary educational philosophy include perennialism, existentialism, pragmatism, humanism, deconstructivism, and essentialism (Jalaluddin & Idi, 2012). In this paper, the Pragmatism school of education in history learning will be specifically discussed. The educational philosophy of pragmatism is a school of thought that has had a significant influence on the development of modern educational theory and practice. Developed by figures such as John Dewey, William James, and Charles Sanders Peirce, pragmatism emphasizes the importance of practical experience, relevance, and usefulness in the learning process. In the context of education, pragmatism encourages a learner-centered approach and emphasizes learning through hands-on experience. When applied to history learning, the philosophy of pragmatism brings about a paradigm shift in the way history is taught and understood. Instead of simply memorizing facts and dates, the pragmatic approach encourages Learners to analyze historical events in a broader context, seek their relevance to current life, and develop critical thinking skills. It aims to make learning history more meaningful and applicable for learners.

Pragmatism's philosophical view of education emphasizes the importance of learner-centered, active and experiential learning. The Pragmatism approach is highly relevant to the way history is taught today as it encourages learners to actively participate in the learning process, learn history through their own experiences, and improve their ability to think critically. Pragmatic history learning sees learners as active participants in the learning process, participating in research projects, group discussions, and field trips (Hita & Carrasco, 2021). Pragmatism philosophy emphasizes that experience, experimentation, and critical thinking are essential to education (Ricky & Triyanto, 2017). The Pragmatic approach to history learning encourages learners to not only memorize facts and dates, but also to analyze, interpret, and connect events to a broader context. This allows learners to gain a better understanding of how and why the events happened, as well as their impact on modern society.

The implications of pragmatism in history learning involve changes in teaching methods, assessment, and learning objectives. Teachers are required to develop strategies that involve learners actively in the learning process, such as discussions, research projects, and simulations

of historical events. In addition, learning evaluation is no longer focused on memorization skills, but rather on learners' ability to interpret, analyze, and apply historical knowledge in a context relevant to their lives. Pragmatism in history learning emphasizes that relevance to the real world is very important. It encourages learners to see connections between contemporary issues and the past. As a result, history learning becomes more meaningful and relevant. By understanding how historical events shape the world today, learners can build critical awareness of the social, political and economic issues they face every day.

Pragmatism philosophy in history learning supports the development of higher order thinking skills. Learners are encouraged not only to accept existing historical narratives, but also to question, evaluate historical sources, and form arguments based on evidence. This approach helps learners develop critical, analytical and creative thinking skills that are essential in dealing with the complexities of the modern world. Thus, learning history based on Pragmatism not only prepares learners to understand the past, but also to actively participate in shaping the future. Based on the philosophy of education, it is argued that students are human beings with a lot of potential and this potential must be developed in a creative and innovative way through education. Based on this definition, the purpose of education is as a way of building learners' experiences continuously through education that is useful for the provision of learners' lives later. Education does not only teach learners what they need to know; what is more important is to build the ability to think naturally (Nizar & Ramayulis, 2009).

All learners who follow education based on Pragmatism, especially in history education, are asked to continue to improve their own creativity both in terms of learners' insight into historical content and learners' ability to analyze a historical event and the ability to explain a historical event. It is clear that knowledge of history, including the life experiences of historical figures, can greatly help the development of learners because by studying history, learners can take lessons from the events. Based on the results of Fikri's research (2022) shows that the educational philosophy of Pragmatism offers a very appropriate approach to improving learners' historical thinking skills. Through direct experience and active engagement in the learning process, learners can enhance their understanding of historical events more deeply and can consider multiple perspectives. For example, learners can gain a better understanding of how they analyze, interpret and make more meaningful inferences about historical events by visiting historical sites, taking part in dramas, simulations depicting the events, conducting research and group discussions.

Based on field research results from Blegur & Hardiansyah, (2024) explained that differentiated learning based on the educational philosophy of Pragmatism in history subjects in senior high schools has a positive impact on the process and learning outcomes of students. This method allows teachers to customize materials, procedures, and assessments to the needs, interests, and abilities of each learner. As a result, learners show increased motivation to learn, better understanding of historical concepts, and improved critical thinking skills. In addition, research shows that this method helps learners acquire 21st century skills, such as digital literacy, collaboration and communication. In differentiated history learning, learners often work in small groups on tasks tailored to their ability levels, which encourages social interaction and cooperative learning, and the use of technology to locate and present historical information also increases. Based on the background explanation above, the research on Pragmatism Education Philosophy and its implication on history learning lies in the effort to integrate the principles of Pragmatism into more contemporary history teaching methods. This research seeks to bridge the gap between classical educational philosophy theory and modern history learning practices, resulting in a new approach that is more relevant to the needs of learners in the current era. By applying the concept of "learning by doing" and learner-centeredness that is at the core of Pragmatism, this research offers a fresh perspective in viewing history learning not as a mere transfer of knowledge, but as an active process of building historical understanding.

METHODS

The literature study research method was used in this research. Library research is a research method that relies on written sources such as books, journals, articles, documents, and other literature sources as the main data source (Martono, 2010). This method is commonly used in research in the humanities, social sciences, and some branches of natural science. Researchers collect, analyse, and synthesize information from various literature sources to answer research questions or test hypotheses.

The books reviewed consist of: Juita & Yusmaridi (2021); Ramayulis & Nizar (2009); Jalaluddin & Idi (2018); and Zuhairini (2015). While there are 6 journals selected as study materials, namely Adisel & Suryati (2022); Ambarnis (2023); Vega & Triyanto (2017); Sigit & Luluk (2020); Fitri & Sudjarwo (2023); Fikri & Mahdum (2022); Hita & Carrasco (2021); Joseph & Thomas (2023); Meliniasari, Fitri & Jalmo (2023); Blegur & Hardiansyah (2024); and Sopacua & Fadli (2022).

The first step in library research is to identify and formulate the research problem clearly. The researcher then searches for relevant literature using library catalogs, online databases, or other digital sources related to the researcher's study of the philosophy of Pragmatism and its implications for history learning. After collecting the necessary materials, the researcher reads and reviews the literature critically, records important information, and organizes the data obtained. Data analysis in library research involves the process of interpreting and synthesizing information from various sources. The researcher compares and contrasts findings from various literatures, identifies emerging patterns or themes, and draws conclusions based on the analysis. It is important for researchers to be objective and critical in evaluating the quality and relevance of the sources used. Drawing conclusions also serves to build a comprehensive understanding of the research topic (Cooper, 2010). In this study, the research time was carried out from December 2023 to January 2024.

RESULTS AND DISCUSSION

History of the Pragmatism School of Philosophy

Based on historical records, the philosophy of Pragmatism education emerged in the 19th century, but its popularity was only recognized by the public in the early 20th century, marked by developed countries such as the United States, using Pragmatism as a foundation in their education system. The background of the Pragmatism school of educational philosophy comes from opposition to the implementation of education that is considered conventional by society and traditionalist in character. Because traditionalist philosophy is a legacy of ancient philosophy, it is considered ineffective in the formation of true human beings. The people of western countries consider that conventional learning can hinder the progress of a country because it is hindered by the legacy of old values. According to this school, the approach to education through the mental intelligence approach, which has characterized education so far, is not synchronized based on human nature.

The history of the Pragmatism organizational movement began in 1918. This movement took place over two decades in the United States. In its early development, many educators were skeptical of the Pragmatism campaign because they had already examined and interpreted Dewey's earlier philosophy as a view of educational philosophy. Dewey's theory was criticized by the Pragmatists because it promised social change through evolution, which was considered slow, whereas based on the Pragmatists aspired to rapid change to achieve the desired goals. This means that Dewey wants the transformation process to be carried out slowly, while Pragmatism expects transformation quickly.

The Pragmatist movement became widely known in the United States because Pragmatism criticized traditionalists and schools that implemented a boring learning system. In traditional schools, learning emphasizes obedience to teachers, teacher-centered learning so that learning becomes one-way, and there are not a few other useless parts of education that are not in accordance with the times that occur according to Pragmatists (Sadulloh, 2018). In addition, the Pragmatist movement became famous for its message to educators that, "We expect change, as well as faster progress after the first world war." The message was conveyed to educators so that they make changes to the way they teach so that many educators support the Pragmatic movement because the Pragmatism movement in education is a kind of modern vehicle to be taught and meet the needs of the times at that time (Adisel & Suryati, 2022). Starting from the movement in the United States, the philosophy of Pragmatism became a flow that was widely adopted by various countries in the education system because, Pragmatism requires students to be active in learning, able to find, analyze, present information based on what they get, and learning is no longer dependent on teachers or educators. Such learning is the key to answering the challenges of the times that occur.

Pragmatism recognizes the value of pragmatism as evidenced by the fact that no reality is permanent and subject to change. According to this school, education should be seen as the life of each individual, not viewed as a task to mold learners to live life (Meliniasari & Tri Jalmo, 2023). The human intellectual process is always active when understanding emerges from various experiences occurring to the individual. Therefore, education should be focused on creating an environment that helps foster this principle of scholarship so that they can act something useful in the future.

Interpretation of Pragmatism Philosophy in History Learning

The philosophy of pragmatism, which emphasizes the practical value of knowledge, has a significant impact on the way we view and teach history. In the context of history learning, the pragmatic approach encourages learners not only to memorize facts and dates, but also to understand the relevance of historical events in contemporary life. Pragmatic interpretation in history learning emphasizes the importance of linking past events to current issues. This approach encourages Learners to analyze how decisions and actions in the past have shaped our world today, as well as how an understanding of history can help in future decision making.

Pragmatism is a branch of educational philosophy, the best known and most widely embraced in modern education. Pragmatism was a response to disagreement with traditional educational traditions that emphasized educator-centered education, learning about classical Western literature, and mental (psychological) learning. The philosophy of Pragmatism, based on the ideas of John Dewey, has had a major influence on the way we teach history. History learning is now seen as an active attempt to understand and interpret past events in relation to the present and future, rather than a passive process of memorizing dates and facts. Pragmatism emphasizes that experience and the active involvement of learners in the learning process are essential. It can be used in history learning in ways such as group discussions, research projects, and event simulations. The aim of this approach is to encourage learners to make connections between historical events and the world today.

Meanwhile, things that students need to learn based on the needs of the times are not emphasized. This school supports new ideas that are considered better for the progress of education in the future. When analyzing the philosophy of Pragmatism, it is found that its adherents are required to always advance in their views. They must act in a reformative, constructive, dynamic, innovative and active way because the instinct of every human being always wants to change. Humans in essence will not take a situation for granted, but humans will

strive to be better than yesterday because they are of the view that tomorrow's life must be better than yesterday (Jalaluddin & Idi, 2012). A person in life must be able to adjust, be open, intelligent, and tolerant in the life of the nation and state.

Soemanto's opinion Zuhairini, (2015) states that human intelligence is an expertise to learn and utilize everything that has been obtained to solve problems or align themselves with unknown contexts. Therefore, the skills possessed by humans should be improved, because these achievements are the focus of Pragmatism education which develops every potential and ability possessed by each individual and Pragmatism philosophy sees individuals as pure beings and respects their dignity and position as a cast of life so that it needs to be developed through education. In learning, Pragmatism philosophy provides space for freedom and independence to learners both in terms of mental and physical to want to develop their abilities independently (Juita & Yusmaridi, 2021). This makes students' independence increase because they are less dependent on the teacher. So that the flow of Pragmatism philosophy is very appropriate if used in education in modern times. Pragmatic views that are modern make this Pragmatism philosophy oppose an educational system that has orders or is centered on educators. Because authoritarian education will destroy students' desire to learn happily and stop their creative potential physically and mentally.

Pragmatism's perspective on learning history also emphasizes the importance of diverse perspectives. Learners are encouraged to understand that historical narratives are often influenced by social, political and cultural contexts, which helps them develop an open and tolerant attitude towards different opinions. Pragmatism in history learning also emphasizes that the material is relevant to learners' lives. Teachers are required to relate historical events to current issues, helping learners understand how the past affects the present, and how history lessons can be applied to address future problems.

The use of various learning resources in learning history is driven by the Pragmatic approach. In addition to textbooks, learners are encouraged to study primary sources such as original documents, artifacts and first-hand testimonies. More immersive and interactive learning experiences can be generated by incorporating modern technologies such as virtual reality and digital media. Finally, Pragmatism philosophy emphasizes the importance of continuous reflection and evaluation throughout the learning process. Learners are motivated to not only learn historical facts but also consider the meaning and consequences of events. Learner assessment not only improves memorization skills but also enhances their ability to see, interpret and apply what they know in a wider context.

Learning According to the Philosophy of Pragmatism

According to the Pragmatism perspective, education is defined as a means or tool designed to help learners acquire the ability to survive in the midst of life's challenges, thus humans will always progress based on their life experiences (Basri & Lestari, 2019). In addition, the pragmatic principle also explains how education is carried out. In this school of philosophy, education must be able to help students, most importantly when dealing with problems that occur in the public layer, meaning that when students undergo education, the learning must be able to benefit the real life experienced by students.

So that education is used for the sake of running and accepting the new culture experienced by students, education must be able to create a learning environment that is able to create a level or level called "output" for the output of learning. Thus, the people produced from the output will be innovative, competitive, innovative, adaptive, and creative individuals who are able to handle the challenges of their times (Wardoyo, 2013). For this reason, learner-centered learning to create an experience through experimental activities must be supported by the curriculum. The

government, through curriculum regulations, must ensure that the knowledge studied during teaching and learning activities must be useful and can be applied to real life by students so that it benefits society. This style of learning is also required based on the needs of the times, as contextual or constructivist learning and teaching approaches are the basis for learning in the twenty-first century.

Constructivism learning, which is derived from the philosophy of Pragmatism, has several prominent features, including learner-centeredness, focusing on real-life experiences, the use of higher order thinking, solutions, varied assessment, and democracy. To implement educative learning in the 21st century, teachers must provide learners with materials that can increase learners' knowledge and skills in critical thinking (Ambarnis, 2023). Not only that, but teachers must also provide students with complete materials as is done in conventional learning. So that the material taught is not separated from the context of the established syllabus, the selection of topical material must also consider the exposure of historical facts. The critical dialog method is essential in learning in the current era. They are needed to prevent learning from becoming one-way and allow learners to participate and cooperate with each other.

Pragmatism philosophy views learning as a dynamic and practical experience-oriented process. According to this school, knowledge should have use value and be applicable in real life. Learning is not simply a transfer of information, but an active process where learners are directly involved in solving problems and exploring their environment. Pragmatism emphasizes the importance of scientific methods and experimentation in the learning process. Pragmatic philosophers such as John Dewey argue that education should prepare learners to face challenges in the real world. Therefore, the curriculum and teaching methods should be designed to develop critical thinking skills, creativity and problem-solving abilities.

The Pragmatism philosophy of education emphasizes the importance of learning through direct experience and activity. This is in line with the concept of differentiated learning, which adapts the learning process to the needs, interests and learning styles of individual learners. In this context, teachers act as facilitators and help learners construct their own knowledge through exploration and real-life experiences (Blegur & Hardiansyah, 2024). In the pragmatism perspective, teachers act as facilitators who help learners construct their own knowledge. Learning is learner-centered, with an emphasis on group work, collaborative projects, and problem-based learning. Evaluation of learning focuses not only on the end result, but also on the process and learners' ability to apply knowledge in new situations.

Based on the results of Chandra's research (2020) explains that one way to implement the Pragmatism approach with differentiated learning is to provide learner-centered projects or assignments. Teachers can provide projects or assignments that allow learners to research their own interests, apply the skills they learn, and present their results in various formats that suit their learning styles. Learners can actively participate in the learning process and gain a deeper understanding. To meet learners' needs in differentiated learning in line with Pragmatism, teachers can use a variety of teaching strategies and resources. For example, they can offer reading materials with different levels of difficulty, use visual or audio media, or organize group activities that allow learners to cooperate and learn from each other.

The above explanation shows clearly that the ideology of Pragmatism seeks to ensure that students have the capacity and have a forward-thinking outlook, so that they can be considered as a generation that will answer the challenges faced by the demands of today's times (Triyanto, 2017). Thus, the Pragmatic school of philosophy approach may at least fulfill the following points: (a) Teachers create lessons that interest learners. In the use of Pragmatism philosophy, every lesson is intended to create a learning environment that always allows students to think and discover new things. This means that the teaching and learning style used is that students are given the widest possible opportunity to obtain various information related to learning so that they have the desire to find out a

knowledge that can trigger students' interest through teaching and learning activities and in order to increase the potential of students through independent learning. Then the role of the teacher in this case is as a straightener for the mistakes made by students; (b) Learners should interact with the environment, such as through fieldwork or field observation-interview tasks, in addition to reading books. These activities can give learners experience when they get information other than what they read; (c) Through games that challenge learners' thinking, teachers encourage learners' interest; (d) The benefit of building social understanding among learners is that they are encouraged to carry out cooperation among learners through learning activities at school; (e) Education not only prepares learners for adult life, but it is also a continuous process that helps them grow to be better.

Pragmatic educators certainly reject traditional school activities, which perform the following behaviors in teaching and learning activities: (1) Learning conducted by the teacher is too fixated on existing textbooks; (2) No correlation between learning and the reality of real life; (3) Application of punishment and rewards to students to regulate their discipline; (4) Educators who do not provide space for freedom of thought to students; and (5) Passive learning because all knowledge is centered on the teacher. Thus, the Pragmatic school rejects absolutism and authoritarianism as a whole, and recognizes the absoluteness of life (Zuhairini in Jalaluddin & Idi, 2012). If students do not have freedom, then they will find it difficult to develop their creative abilities. The reason for the development of knowledge and creativity from students is because they have the freedom to seek information and express the knowledge they gain based on independent search. Therefore, John Dewey and Soemanto in (Ricky & Triyanto, 2017) tried to find ways to overcome the challenges that hinder educational democracy: (a) Learners are given the space to explore their abilities through freedom in finding information or learning resources that are being studied without having to stick to the sources provided by the teacher; (b) Educators emphasize students to learn through their empirical experience, so that the knowledge that students gain is not based on theory, but is supported by empirical experience; (c) Teachers provide direction on what learners should do when learning, so that learners know what kind of goals will be achieved in a learning activity; (d) Learning should convince learners that life is dynamic to enable them to face the ever-changing world with creative freedom and choose their current way of life.

Based on the point above, the role of the teacher is considered the main in creating the expected learning conditions, therefore the teacher's knowledge and teaching skills are required to be able to carry out the learning process based on Pragmatism. In this situation, the teacher acts as a director, guide, and straightener for learning activities, the rest of the students play the main role in teaching and learning activities. Progressivism has a significant influence on education in Indonesia today, most importantly in terms of the reality of the actual implementation of education. Where education should be implemented based on aspects of learner expertise and prepare students to take and overcome challenges in the community environment (Melinasari & Tri Jalmo, 2023). This is in accordance with the definition of education in Indonesia, which means a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Education is the process of improving the various potential that everyone has. These include academic abilities, social relationships, talents, interests, physical abilities, and historical abilities. Therefore, it is clear that progressivism plays an important role in the education system in Indonesia. Children have gained independence and freedom from this school. Learners gain freedom, both intellectual and skill-based, so that learners can explore their abilities freely.

Implications of Pragmatism Philosophy in History Learning

Pragmatism in its implications for learning emphasizes giving students empirical experience to build individuals who always explore knowledge, practice, and examine, related to educational goals (Utomo & Ifadah, 2020). Education is used as a means of providing experience to students, useful for solving problems faced every day. In the situation of teaching and learning activities, activities to provide experience to students must of course be in accordance with the context of the material being studied and real. Thus, teachers are required to have the competence to channel their abilities in order to train their students to be able to solve problems that arise when living the realities of real life and learning materials must have use value with the lives lived by students. Thus, the goal of Pragmatism education must enable learners to acquire the ability to communicate or establish relationships with various groups of people for the sake of a continuous improvement of a person.

Problem solving skills are a tool that can be used by individuals to find, analyze, and solve every problem when living everyday life. So that the purpose of education is to equip individuals to have skills and skills, so that they can solve the dynamics of new problems, when undergoing community activities and to communicate with a community condition that is considered dynamic (Rani, 2021). In terms of education in Indonesia, the goals set by Pragmatism are almost the same as the current national education goals. Based on this opinion, education based on Pragmatism is in line with the goals of education in Indonesia. Based on Law No. 20 of 2003 concerning the National Education System, which stipulates that the purpose of education is to develop human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. If we narrow it down to history education, which is part of the domain of value education, history education plays a significant position when shaping the character and personality of an individual. The theory behind the approach of learning with history is that history serves as a perspective or means (connector) for learners to gain understanding, experience and information about various events that occur or exist around them through learning in the past. As their perspective, history helps to create creative images and ideas about the substance of the object and the way it is presented (Juita & Yusmaridi, 2021).

To be able to achieve the above expectations, awareness of history as described, can only be applied using Pragmatism, which argues that each learner must have the ability to develop independently and become a person who has superior individual strengths. In connection with this matter, Dewey in (Jalaluddin & Idi, 2012) said that the philosophy of Pragmatism helps a person prepare for the future, through teaching and learning activities carried out by students.

Pragmatism education philosophy emphasizes the importance of learner-centered, active and experiential learning. In history learning, this approach provides opportunities for learners to be directly involved in the process of discovery and exploration of important events in history. The differentiated learning approach allows teachers to accommodate the different needs, interests and learning styles of each learner, so that they can learn history in different ways (Joseph & Thomas, 2023). Research project is one of the approaches that can be used to apply Pragmatism philosophy in learning based on historical materials. The teacher can divide them into small groups. Furthermore, each group is given the task to investigate a specific historical event, collect data from various sources, and present the results of their research in an innovative way, such as making a documentary film, historical drama, or virtual exhibition.

Pragmatism philosophy emphasizes that active and experiential learning is essential in education. This means encouraging learners to engage directly with historical materials rather than just passively receiving lessons (Meliniasari & Jalmo, 2023). History teachers who follow the principles of Pragmatism will create activities that allow learners to explore, analyze and interpret

historical information on their own. In addition, the Pragmatic approach to history learning emphasizes the relevance of the material to learners' real world. Instead of just concentrating on memorizing facts and dates, teachers will attempt to relate historical events to current issues. This increases learners' interest in historical material as it helps them understand how the past affects the present and future.

Problem solving and project-based learning are key strategies in the Pragmatic approach. In these activities, learners may be asked to investigate a particular historical event, analyze primary sources, or even create a simulation of the event. These activities build critical thinking, research and cooperation skills that are essential for gaining a deeper understanding of history. In addition, Pragmatism encourages learning history through an interdisciplinary approach. Teachers can combine history lessons with other subjects, such as art, literature or social sciences. This approach helps learners understand the broader context of historical events and how history relates to different aspects of human life.

This philosophy emphasizes that different perspectives are essential to understanding history. Pragmatic teachers will encourage learners to study different perspectives on historical events, including voices that may have been ignored in traditional historical accounts, so that they can gain a deeper and more critical understanding of history. In Pragmatic history learning, authentic assessment is more important than standardized tests. Learners may be asked to complete research projects, analytical essays, or multimedia presentations that demonstrate their in-depth knowledge of history (Maulidan & Darmawan, 2024). This method assesses not only factual knowledge but also critical thinking skills and historical understanding.

In history learning, Pragmatism encourages the use of modern resources and technology. To make learners' learning experience richer and more engaging, teachers can utilize digital archives, virtual museums, or interactive apps. In addition, technology can enable learners to cooperate with people from all over the world, which allows them to exchange opinions with people from all over the world (Adisel & Suryati, 2022). Then, the philosophy of Pragmatism emphasizes that the teacher functions as a facilitator, not as the main source of knowledge. This means in history learning that teachers assist learners in the process of finding and analyzing information, encouraging them to question critically and find their own answers. This method enhances the ability to learn independently, which is essential for a sustainable understanding of history.

In differentiated learning in history, teachers can assign tasks or projects with different levels of difficulty according to each learner's ability. Teachers can give more difficult tasks, such as analyzing multiple perspectives or interpreting history from primary sources, while teachers can provide guidance or additional resources for learners who need support. Learners not only gain factual knowledge through differentiated learning in history materials, but also acquire critical thinking, problem-solving, creativity and collaboration skills. They can gain a better understanding, actively engage in the learning process, and discover how the historical material relates to their own lives. This approach allows each learner to develop according to their own potential and learning style, thus creating an inclusive and motivating learning environment (Magableh & Abdullah, 2022).

Learning based on the philosophy of Pragmatism in learning history will certainly not work if it is not supported by the curriculum used. The curriculum, when viewed from a Pragmatic perspective, can be interpreted as rules for guiding, teaching, conducting research trials, and being a guide for educators in preparing an organized and systematic learning plan. This view considers the curriculum as a collection of rules in carrying out education which is useful as a way of processing an individual to become a person who is expected to benefit the community, nation and state, then teaching and learning activities can be carried out by educators in schools and outside schools.

The expected learning experience according to the Pragmatic view is to correlate the material in this case is history with the context of students' daily lives, in order to help them see the connection between what they learn and their daily lives and give them motivation to continue to improve themselves (Maulidan & Tarunasena, 2024). Such a learning context is called a learning experience. So, the role of the curriculum must be present as a reference, guide and regulation for an educator, in order to explore the various potentials of all individuals, as well as a means of conveying valuable experiences and the essence of life, through teaching and learning activities to students. This explanation is in accordance with the idea of long-term education in the Indonesian curriculum (Sadulloh, 2018).

Pragmatism says that the curriculum should be focused on human life experiences in interaction with a complex environment (Zulkarnain, 2017). However, Pragmatism does not say that lessons should be taught separately, but instead says that lessons should be integrated in one unit. In terms of curriculum, Pragmatism has a different view towards strict rules in limiting learners during learning activities. This is because students are at the center of teaching and learning activities, they are required to be able to independently dig up information related to the historical events they study, then students must be able to convey narratives of the information they get, thus asking for learning for students will grow, so that the curriculum moves from the needs of students, meaning that it must be in accordance with the interests and desires of students (Rohmatika, 2020).

The role of the curriculum in the philosophy of Pragmatism is very much needed, but there are other aspects that are considered main when carrying out teaching and learning activities, namely the implementation of learning, in this case the role of an educator. According to the perspective of Pragmatism, there is a difference between the role of educators and the role of students in teaching and learning activities, because the concept of Pragmatism when applied to learning, makes students the center of learning activities, meaning that they are the ones who deliver the material when implementing learning, while the role of teachers in the flow of Pragmatism is to help, guide, and direct students.

In Pragmatic education, teachers must be different from traditional teachers in terms of personality, training, and teaching methods. It is very important for Pragmatic educators to understand how to encourage learners to have opinions, plan and complete projects because the Pragmatic level focuses on these learning outcome activities. Furthermore, since the basic concept of Pragmatic learning activities is centered on teamwork, teachers must understand the stages of group work. According to Pragmatism, the teacher's job is to supervise the activities of learners and students and create an ideal learning environment. The natural rights of learners must be respected and honored by the teacher.

The presence of favorable environmental factors and circumstances

One of the factors that contribute to the process of developing a responsive curriculum is the presence of favorable atmosphere and conditions. This component consists of various aspects, such as skills and career advancement, accessibility of financial resources, measurable results, adaptability in modifying or abandoning the old curriculum, educational ideas, and work structures that are already stable, as well as the existence of suitable for work. This component highlights the clear interdependence between organizational development and curricular development. Scholars have underscored the importance of organizational adaptability, lasting learning, and the provision of space for constant modification within the institutions involved in curriculum development, which includes its rules, structure, boards, and panels, (Vreuls et al., 2022).

Representatives of the institution

In conclusion, the Representative has been identified as a contributing component. This factor includes various dimensions, such as an individual's self-confidence in their capacity to carry out tasks and achieve success, adaptability, a clear mindset, expertise, openness to change, skills to lead, and readiness to maintain stable and strong values of truth, tradition, or skill practice. Representativeness, which refers to the ability of individuals to actively and seriously design their abilities against challenging conditions, serves as a basis and is important for making responsive curriculum creation procedures more effective. Banegas et al., (2024) Stating teachers' understanding of curriculum development is essential for them to be agentically involved in curriculum change. Therefore, the authors suggest that understanding curriculum development may involve teacher knowledge of key elements in curriculum design such as needs analysis, learning outcomes, teaching materials, pedagogical approaches, evaluation, or environmental constraints.

There is a distinct correlation between Representatives and other elements, as the significance of Representatives is underlined in a wide array of subjects relating to other factors mentioned by experts. Although teachers and trainers are practical educators to develop and strengthen students' interpersonal skills (Ajambo et al., 2022). These findings suggest that Representatives (teacher and trainer) play an important role in overcoming institutional barriers faced by curriculum developers as they seek to create responsive curricula.

A strong correlation between representation and the favorable environment becomes apparent in the subject matter and influence of these elements. In line with these observations, (Özel, 2022) describe specific transformation mechanisms intricately connected with the socio-political environment, in which the active involvement of stakeholders assumes a major influence on the formulation of the educational curriculum. It is recognized that the driving force behind change is in the representation and innovation of an institution. This proves that change can only be generated externally through breakthroughs that can affect many parties, both the world of education and the world of work, which ultimately results in a profound transformation. Mulpeter et al., (2023) points to the fact that curriculum development is more likely to succeed if strong consultations with teachers, parents, and other investment bodies are carried out.

The researchers uncovered a range of complex issues at the organizational level, including social, cultural, and political aspects, faced by curriculum developers. Challenges emerge as complex socio-political issues when stakeholders participate in the curriculum development process. This occurs in rigid and unyielding institutional and organizational contexts, where curriculum developers may lack the necessary skills to carry out their duties or feel burdened by various activities and responsibilities (Bens, Kolomitro, and Han 2021; Vreuls et al. 2022). The following are the elements of curriculum development: developing curriculum renewal strategies, identifying graduate attributes, mapping learning pathways, auditing learning outcomes and developing and updating curricula and implementing programs. Dynamic elements include awareness raising and capacity development, internal and external collaboration, and ongoing monitoring and evaluation (Alghamdi, 2023).

Realizing complex problems, various approaches are needed to improve the efficiency and effectiveness of vocational education learning. McGrath (2022) points to extensive literature on general discussions but also highlights the lack of writing on effects on vocational education curricula. Cedefop (2022) also recommends conducting additional research to improve understanding of the fundamental mechanisms associated with creating adaptive curricula. As Print, (2020) for proposing five principles in curriculum development, namely: First, the principle of relevance; internally that the curriculum has relevance among the components of the curriculum (objectives, materials, strategy, organization and evaluation). While externally that

these components have relevance to the demands of science and technology (epistemological relevance), the demands and potential of learners (psychological relevance) and the demands and needs of community development (sociological relevance).

Second, the principle of flexibility; In curriculum development, strive for what is produced to have a flexible, flexible, and flexible nature in its implementation, allowing adjustments based on situations and conditions of place and time that are always evolving, as well as the ability and background of students. Third, The principle of continuity; namely the existence of continuity in the curriculum, both vertically, and horizontally. The learning experiences provided by the curriculum must pay attention to continuity, both at the grade level, between levels of education, and between levels of education and the type of work. Fourth, the principle of efficiency; Namely striving so that curriculum development can utilize time, costs, and other existing resources optimally, carefully and precisely so that the results are adequate. Fifth, the principle of effectiveness; namely striving for curriculum development activities to achieve goals without wasteful activities, both in quality and quantity

Vreuls et al. (2022) stated that further review is needed on the factors that support curriculum developers. This study aims to analyze the perspective of experts on the process and supporting factors that have a significant influence on regional, national, and international institutions in discussions that discuss the structure of vocational education curriculum in the future. The processing of these supporting factors can include three phenomena. The first phenomenon is substantive and includes several elements of the curriculum, such as objectives, content, and resources. The second phenomenon is related to social and political aspects, including political and social developments that are fundamental in curriculum development. The third phenomenon involves the practical aspects of designing, improving, and implementing curriculum development. This study uses social and political as well as technical-professional approaches to investigate important supporting variables related to the creation of responsive curricula from a process-oriented point of view.

The vocational education curriculum is a structured program designed to teach learners about science, relevant skills, and competencies necessary for their careers. In addition to specific knowledge and skills, the curriculum also includes broader goals such as being an active citizen, a responsible personality, and sufficient well-being. Creating such a curriculum requires a process or action aimed at focusing on redesigning, producing and implementing education within formal rules or based on the world of work.

Typically, these procedures are long and complicated (Vreuls et al. 2022) and those who work with schools know very well, just having great ideas and plans does not mean that curriculum development will be workable (Schroth, 2023). When faced with fast-paced developments and expectations in the general public and work environment, time is very limited (Vreuls et al. 2022). The relationship between vocational schools and the world of work is strained due to the rapid development of public knowledge and sophisticated technology. Cedefop (2021) states that feedback channels, both official and unofficial, from VET to the demands of the world of work are becoming more important to be responsive.

According to Vreuls et al. (2022), responsiveness relates to the extent to which vocational education can immediately adapt to shifts in the world of work and produce individuals who have the necessary skills and knowledge to obtain employment in the workplace. Emerging curricula, in which educators design unique learning experiences according to industry interests and needs, can provide opportunities for higher-level professions to explore the world in meaningful ways, (Trifonas & Jagger, 2024). Therefore, the process of developing a responsive curriculum is a cycle that requires a re-evaluation of initial procedures and requires a mindset and approach that ensures sufficient quality assurance (Vreuls et al. 2022). Collaboration with industry experts and

the application of agile and participatory curriculum creation methods are required for this process. These models provide many opportunities to quickly adapt to advances in the field.

Based on the study of Vreuls et al. (2022) emphasizing the importance of stakeholder involvement in the curriculum development process, it is highly recommended that in order for curriculum developers to run effectively, in this case it is necessary to further identify the factors that influence the responsive curriculum development process. When researchers make informed choices is a very difficult task (Gericke, 2022). Especially considering the fact that these factors have a huge impact on the design choices made by developers and curriculum implementation. The complexity of this issue arises from the implicit nature of the various aspects that contribute to the development process and the understanding of developers, which includes the choices they make and the resulting instructional design (Bouw, Zitter, & de Bruijn, 2021). Gaining insight into these characteristics can assist curriculum developers in contemplating and forecasting the difficulties associated with each stage of growth and equip them with practical alternative approaches.

Researchers describe four different modes of change: (1) relocation, which involves changing existing rules with new rules; (2) incremental, which requires adding new rules without replacing existing ones; (3) shifting, which involves shifting the external conditions of a rule, thereby changing its impact while formally maintaining the same rule; and (4) incorporation, which involves the interpretation and implementation of rules in new ways while formally remaining unchanged. When proponents of existing circumstances have substantial authority to resist change, curriculum planners are more likely to choose indirect adjustments to the curriculum, such as incremental changes and slowly shifting changes, rather than arguing for relocation or combined change. According to (Özel, 2022), when educational institutions give stakeholders a significant degree of autonomy in curriculum development, allowing them to incorporate their own principles, attitudes, and habits, the likelihood of deviation and conversion increases.

Current studies investigate the characteristics that facilitate the process of building responsive curricula and assess the significance and practicality of these factors. Six important aspects that provide support have been identified: a clear vision of education and learning practices, a continuous and iterative curriculum development process, effective cooperation, active stakeholder involvement, favorable environment and conditions, and the presence of representatives from the institution. In addition, the experts involved in the study provided illustrative comments to clarify the clear relationship between the aforementioned criteria and their significance in promoting responsiveness in the curriculum building process. Based on the findings mentioned above, we argue that in order to grow the curriculum in an adaptable and responsive way, it is imperative to give fair consideration to each of these aspects. As per Vreuls et al. (2022), the compiler provides suggestions to start this development process by building a collective vision and forming a proficient team consisting of stakeholders from inside and outside the organization.

It is recommended that curriculum development teams engage in an iterative process of creating a sustainable curriculum (Vreuls et al., 2022) in a supportive atmosphere that facilitates mandate organizations and empowers developers to advocate for change. Bukari et al., (2023) Presenting the results of developing an elective curriculum, this program equips students or higher professions with the knowledge and skills needed in their respective industries as planned. Nonetheless, as time goes by and technology advances as it happens in the industry, some courses require review to meet industry standards.

However, based on the findings of the constituents, it shows that the main focus is on representatives rather than vision, which arises as a result of environmental problems. The

central position of representation in conducive environmental factors becomes clear through the statements of participants and the presence of these factors in other factors, such as statements of changing existing habits and changing long-standing mindsets, habits, or practices.

The relationship between a continuous and iterative curriculum development process, effective cooperation, a favorable environment, and elements of a representative is closely observed, while vision and stakeholder engagement appear to be activities that have been independent. The different positions of these components may indicate that they are well defined and separate but may also imply that simply identify a number of relationships between these criteria and other factors that constitute their existing (conventional) curriculum creation process (Leeman et al., 2020; Savira et al, 2023).

The curriculum of vocational and higher professions has significant relevance due to its association with increased production and employability, as well as effectively adapting to global competition. To address the ongoing debate over future structure, educational significance, and possible deterioration of vocational curricula and higher professions, researchers suggest that for these curricula to evolve and offer efficient competencies to all professions in the future, it is imperative to embrace a proactive approach to curriculum development. Thus, they can guarantee the provision of education of superior quality (Loumpourdi, 2024). As a result, curriculum designers must have the ability to immediately acknowledge and adapt to the rapid transformations intrinsic to the Fourth Industrial Revolution. However, according to this study, one could argue that traditional curriculum creation procedures often fail to gain the desired level of flexibility.

To illustrate, curriculum developers face barriers at the organizational level such as inflexible frameworks (which may be legal, institutional, or both), limited stakeholder participation in the development process, and a dearth of autonomy among designers and instructors. The primary means by which employers engage in the application phase is through the facilitation of work-based learning (OECD, 2023) However, employers may also participate in various other aspects, including ensuring the quality of work-based learning, establishing cost-sharing agreements, providing necessary equipment and instructors, and incorporating a workplace component into student evaluations.

It is suggested that to show the level of application of curriculum development, the position of stakeholders is at different levels in an organization. The first step in the transformation of vocational education towards a more adaptable model at the institutional level, involves addressing broader contextual factors and challenging the perspectives of governments and many stakeholders who are inflexible and lack a solid foundation. In addition, it is imperative to reevaluate the qualifications of teachers at the college/school level; They should no longer be considered merely as a basis for curriculum development, but rather as points of reference and means to ensure quality control. Lastly, at the department or team level, it is critical for team leaders, curriculum developers, and teachers to set direction when given significant authority in curriculum development. In short, when innovative, industry-based curricula are created collaboratively across organizational boundaries, there is an opportunity to address forces that typically hinder progress in public sector education (Stevenson, 2020).

CONCLUSION

The philosophy of Pragmatism emphasizes the importance of forward movement in learning, promoting innovative, constructive, dynamic, active, and reformative characteristics. It recognizes human instincts for change, urging individuals to keep pace with evolving times to address life's spiritual and physical needs effectively. In education, Pragmatism underscores

practical experience and relevance, urging learners to not just memorize historical facts but understand their significance today. Through project-based learning, hands-on experiences, and diverse historical sources, learners engage actively, fostering critical thinking and problem-solving skills. By linking history to real-life issues, encouraging collaborative learning, and embracing differentiated instruction, Pragmatism enriches history education by making it more contextual, meaningful, and equipping learners with essential skills for future challenges. The hope is for future researchers to delve deeper into the application of Pragmatism in education within the framework of the current independent curriculum.

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