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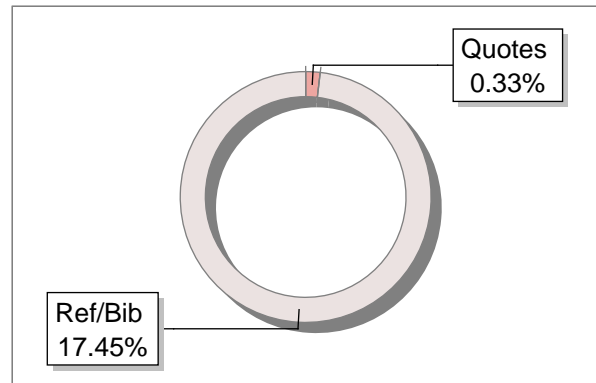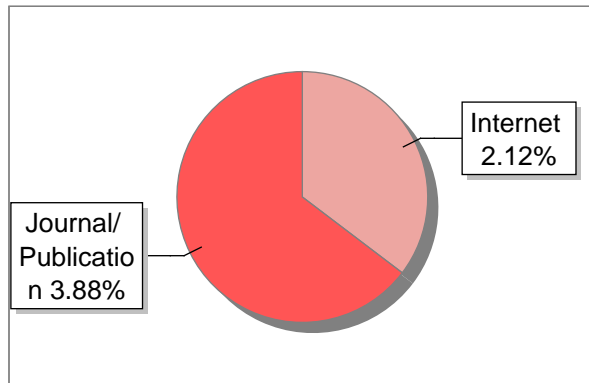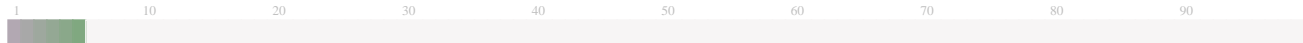|	
Author Name	Enung Hasanah
Title	30-minsiyah,+##default.groups.name.layoutEditor##,+8.+Enung+Galley+95-107 (1)
Paper/Submission ID	1717954
Submitted by	tunggal.pribadi@staff.uad.ac.id
Submission Date	2024-04-30 08:28:34
Total Pages	13
Document type	Article

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Pedagogical Values in Pestalozzi's Philosophy

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Abstract: In globalization, education is the main foundation for developing the potential of human resources in every country. In realizing ideal educational outcomes, it is necessary to create positive pedagogical values that allow students to grow optimally according to their essential potential. One of the educational philosophies that influence modern educational practice almost worldwide is Pestalozzi's philosophy of education. The purpose of this study is to explore the pedagogical values in Pestalozzi's philosophy. This research is a literature study, and it analyzes Pestalozzi's pedagogical values to be developed as positive pedagogic values in schools today. The analyzed documents were open access and peer-reviewed papers, or articles related to Pestalozzi from ERIC, Mendeley, Academia Edu, and CiteSeerX. It was found that ten documents met the requirements and contained data of Pestalozzi's pedagogy. The results showed that the main pedagogical values of Pestalozzi were the pedagogical values of love and moral values. Both values remain reliable as the basis for the development of classroom management by current teachers. Further research on compassion and moral-based pedagogy needs to be conducted.

Keywords: Pedagogy of love; Pestalozzi; student's potential; student center learning.

A. Introduction

Advances in science and technology in the modern era are increasing and actively introduced into the educational process. Therefore, the impact of technology, information, and communication on the younger generation is inevitable (Korostelev et al., 2019). Nowadays, children have been surrounded by digital technology since birth. Since then, their daily lives and practices have been intertwined with social media, smartphones, tablets, and internet of thing (IoT). Digital technology is deeply embedded in the way they live and learn (Supardi & Hasanah, 2020). They have started interacting with digital technology since toddlers or even earlier. Their adult life will surely be embedded and intertwined with digital technology (Iivari et al., 2020). Children's lives that are attached to social media and technology have reduced children's desire to interact directly with other people (Li & Zizzi, 2018).

Social relationships and interactions are essential to the learning experience for students (Händel et al., 2020). Social relationships and interactions can directly affect students' socio-emotional perceptions related to stress (worry, tension, excitement, and overload) and social as well as emotional loneliness are significantly different (Yorke et al., 2021). The low level of interaction with the social environment causes children's low emotional social skills (Siddiky, 2020).

The decline in children's social skills as one of the effects of technological development, creating new challenges in education. Education must be able to develop relationships and facilitate the students' socio-emotional development (Sellars & Imig, 2021), through various developments of pedagogical learning designs and strategies that match the children's characteristics. In finding the ideal pattern of education, it is necessary to conduct in-depth studies on the philosophy of education that is relevant to the problem of the decline in the socio-emotional development of children, one of which is the Pestalozzi philosophy of education. According to some research (Børsen et al., 2021; Dimić, 2021; Sorokowski et al., 2021), the application of Pestalozzi's principles in learning can improve students' ability to develop themselves. Therefore, it is important to study the pedagogical values in Pestalozzi's philosophy in depth. This study aims to explore the pedagogical values in Pestalozzi's educational philosophy to build the students' social skills in the era of globalization.

B. Method

This research is a literature review that seeks to reveal the meaning of secondary data related to the problem (Snyder, 2019). Pestalozzi's various works as well as scientific articles discussing Pestalozzi's thoughts became the basis for the findings to answer the questions in this research. The basis for the findings to answer the research questions was based on Pestalozzi's various works and scientific articles discussing it. The criteria for selecting the literature are articles/books containing the party's limitations, full text, and peer-reviewed results. Meanwhile, excluded data are articles/books related to Pestalozzi's thoughts without the full text. And it is not the result of peer review.

The documents were collected through www.eric.ed.gov using the keyword Pestalozzi, it was found that there were 85 article titles about Pestalozzi. Then from those 85 titles, the articles with full portable document format (pdf) and peer reviewed were selected, and it was found 7 articles. Of the 7 full texts on www.eric.ed.gov, there were only 2 articles that meet the requirements and contain data that are in accordance with the research question. Additional documents from www.mendeley.com as much as 6 full pdf documents containing data on Pestalozzi's pedagogy were also included in this study. One full text was obtained from www.academia.edu, plus one hardcopy book on Pestalozzi's thoughts. Therefore, the total documents used as data sources were 10 titles, as listed in Table 1.

The reason for using Eric and Mendeley is that academics have widely recognized these two search engines as credible in the field of education. However,

when a relevant document was found to be used as a data source in Eric and Mendeley and the title did not have a full pdf. That's why the searching on www.academia.edu and www.citeseerx.ist.psu.edu is continued so the full text of the pdf is reached.

Table 1. List of research data source documents

No.	Authors	Title	Year	Publication	Search Engine
1.	T. Rucker	Political Bildung in the Context of Discipline, Instruction, and Moral Guidance.	2014	Journal of Social Science Education	ERIC
2.	T. W. Nussser	Experience Informed Philosophy.	2020	Educational Considerations	ERIC Mendeley
3.	E. A. Leshkovska & S. M. Spaseva	John Dewey'S Educational Theory and Educational Implications of Howard Gardner's Multiple Intelligences Theory.	2016	International Journal of Cognitive Research in Science, Engineering and Education	Mendeley
4.	E. Muloko, R. Limbu, & D. L. Anakaka	The Difference Of The Triangular Theory Of Love In Married Women Judging From The Length Of Marriage	2020	Journal of Health and Behavioral Science	Mendeley
5.	A. V. Dwivedi	Philosophical, Ideological, and Theoretical Perspectives on Education by Gerald L. Gutek.	2016	Alberta Journal of Educational Research	Mendeley
6.	D. Papasterevski & A. Radevski	Restoration of the Elementary School "Johann Heinrich Pestalozzi"-Skopje.	2021	South East European Journal of Architecture and Design	Mendeley
7.	B. R. Eisler	Partnership Education in the 21st Century.	2001	Encounter	Mendeley CiteSeerX
8.	L. Bognar & S. Dubovicki	Emotions in the Teaching Process.	2012	Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje	Mendeley
9.	K. D. Malafantis	The Reception of the Ideas of j.H. Pestalozzi in the Greek Region during the 19th Century.	2021	History of Education and Children's Literature	Academia Edu
10.	M. R. Heafford	Pestalozzi: His Thought and Its Relevance Today.	2016	Routledge	Mendeley

In conducting data analysis, the focus is the values of Pestalozzi's educational philosophy. To find these values, the researcher used thematic data analysis techniques (Williamson et al., 2018) by coding, then collecting similar codes into a theme. Based on the themes, the results of the literature review in this study can be generated.

C. Result and Discussion

One of the modern educational theories that provide assistance to educators and education managers about the form and function of modern schools that involve socio-emotional and underlying principles is the Pestalozzi theory of education

(Isnanto et al., 2020). Pestalozzi's educational theory, also known as the theory, that emphasizes the importance of compassion in the educational process for students.

Johann Heinrich Pestalozzi (1746-1827), the great Swiss educator, not only decisively influenced his home country with his work, but also changed educational practice around the world during his lifetime (Malafantis, 2021). Pestalozzi's educational theory is one of the educational theories that influenced the development of education in the world, especially in the development of modern schools (Leshkovska & Spaseva, 2016). Pestalozzi had an important role in the founding of the modern school, not as a founder and developer but as a pioneer in the massive cultural change that might be called education (Nusser, 2020).

Pestalozzi was not the one who invented the modern school model. He was also not the initiator of the process of cultural transformation that educates this world, because there was Rousseau (1762/1979) who first initiated modern education. (Nusser, 2020). Nevertheless, Pestalozzi can be seen as the main catalyst of the development of modern education in his time because of the contextual conditions including economic, political and ideological events such as the American Revolution and the French Revolution. Pestalozzi became the unrivaled standard of this transformation, reinforcing his fundamental assumptions. Undoubtedly, he was the star of this cultural upheaval. Through his charisma, propaganda, and great rhetoric, he anticipated latent needs that had become uncertain around 1800 and made educational promises that seemed to reassure people.

Pestalozzi criticized educational practices that emphasized memorization and punishment. This triggered the emergence of Pestalozzi method with the "Student-Center" method. Pestalozzi were very interested in family education and believed that the task of educating their children should be left only to mothers. Pestalozzi was convinced of its pedagogy but did not identify the educational production function it has for the formation of the child's personality and free play which is essential for the childhood phase. However, this arises because of the pressure of social and welfare problems. It was determined by the living conditions of the workers of the industrial revolution. There was one institution well-known for providing assistance to poor families in taking care of their children (Perrotta & Pannelli, 2014). Pestalozzi believes that the foundation of education is affection and love that can grow children's potential.

1. Love as the Basis for Understanding Students

The values of compassion are one of the main values in Pestalozzi's pedagogy. Historically, the pedagogy of love and compassion has neither been the focus of mainstream education nor the point of discussion of Pestalozzi's educational thought and theory. However, the pedagogy of love has become a dominant influence on those who want to understand student development in depth, instill autonomy in children, seek social justice, and open up educational opportunities for those who appear to have no opportunity to improve their lives (Sellars & Imig, 2021).

Pedagogy that prioritizes compassion, began when Pestalozzi introduced the principle of education for all. When the top priority of education in his country was for the children of the elite, Pestalozzi advocated education for the poor and emphasized teaching methods designed to optimally strengthen the abilities of students themselves without having to distinguish the origin and economic background of the students' families.

In triangular love theory (Msane et al., 2020; Muloko et al., 2020), love has three components attached to one another; closeness, passion, and commitment. In education, closeness shows the attachment between educators and students. The essence of passion does not lead to romance or physical attraction but describes the motivation to develop humanist pedagogical relationships between teachers and students. The amount of love depends on the absolute strength of these three components and the type of love depends on its strength relative to one another. Pedagogies of love and an ethic of caring not only make students happier, develop a sense of belonging and become more moral, and become democratic citizens, they also have a profound impact on cognition. Pestalozzi knows intuitively what neuroscientists have learned about the brain, sensory influences and experiences in the learning process and the importance of a holistic approach to education (Sellars & Imig, 2021). In this context, Pestalozzi as a philosopher as well as a loving educator did not like the oppression of weak people in education. Pestalozzi believed that children were to be loved, cared for, and have the opportunity to love and care for others, creating and maintaining positive emotions in their educational process.

Pestalozzi described his work in a letter to his wife Anna as "one of the greatest ideas of the time". After less than a year, the six-month trial at Stans was already history. As also was a respite on Mount Gurnigel near Berne. Pestalozzi has gone down in educational history as an orphan (in Switzerland) and as the founder of a new primary school (Rucker, 2014). Children have an enormous capacity for love, joy, creativity, and caring. They have curiosity for understanding, meaning, and innate sense of justice. Above all, children crave love and acknowledgment and if given half a chance, it can reward them abundantly (Eisler, 2001).

Pestalozzi's success in building education pattern with love was even more evident when Pestalozzi worked as a teacher in Burgdorf. In the summer of 1800, he could take over the Burgdorf institution which was planned as a national teacher training school because its appointed director, Johann Rudolf Fischer, had died unexpectedly on May 4, 1800. The new institutional activity gave Pestalozzi the opportunity to continue and tested his experiments developed at Stans.

In "*How Gertude Teaches Her Children*" Pestalozzi explains how he looks at children as subjects over himself. The child's innate abilities must be developed and that they must learn how to think and proceed gradually from observation to understanding for the formation of clear ideas. Although the idea was suspected to mechanize education, Pestalozzi had found an apt description of education for children. Nonetheless, like all simplified definitions, Pestalozzi's ideas must be interpreted correctly.

2. Moral Values are the Main Thing in Pestalozzi's Education

The moral and ethical virtues in Pestalozzi's writings and advocacy for a school environment enriched by emotional love and the virtues of security became a great magnet for the development of modern educational models (Dwivedi, 2016). The authoritarian system in teaching is not the best choice in building children's body and soul. Successful teaching is not based solely on emotion but as Pestalozzi suggests, it is the union of head, heart and hands (Bognar & Dubovicki, 2012).

In the process of developing learning methods, Pestalozzi upholds ethics and morals. Pestalozzi was the first to acknowledge the legacy he received from Rousseau, someone who had been a turning point between the old and the new world of education. It was Rousseau who had condemned contemporary educational methods as unnatural. He realized that nothing could separate a person from the influence of the senses and intellectual life, with great power he broke the chains of thought, and returned the child to himself, and re-educated the child and his nature (Lilley & Heafford, 1967). Hence, Pestalozzi suggested the teachers to start learning to educate by focusing learning activities on children. Even though he respects the teachers' individuality, Pestalozzi still feels that there is a unity of educational knowledge that can be learned and practiced (Papasterevski & Radevski, 2021).

Pestalozzi connects school with life, builds school as community, understands the power of pedagogical practice, and emphasizes moral purpose. Pestalozzi provided a comprehensive model of how this could be achieved, which came to be known as the 'method'. This 'method' cannot be truly understood without acknowledging the spirit of love which underpins its formation and implementation. Pestalozzi had an unshakable belief in the power and potential of childhood and saw his duty as nature's helper to develop in a way that allowed individuals to be reflective, to build on their natural abilities, and to think for themselves (head). In addition, students should be able to identify and become closer to others in society as they shape themselves with their own ideas (hearts) and advance these ideas through their work (hands) (Sellars & Imig, 2021).

3. The Basic Concept of Student-Centered Education in Pestalozzi's Educational Philosophy

Pestalozzi did not see the newborn child as a rough stone on which parents and educators can carve the image they want, but as a seed that already contains the essence of the child's intelligence and personality. The aim of his method is to provide the necessary stimulation to activate the child's basic potential to be fully developed. Thus, according to Pestalozzi's perspective about the influence of heredity and the environment fits the modern interpretation. Heredity has an important influence on mental, personal, and physical characteristics, but this influence can be reversed almost completely, if during the first year of a child's life the environment suppresses his capacity (Heafford, 2016).

The belief that talent is innate and not imposed does not diminish the importance of parents and teachers as part of Pestalozzi's educational principles. Art

education provides proper training and a satisfying background to develop children's talents to the fullest. Pestalozzi claims that there is an ideal order in presenting material in educational form to children (Heafford, 2016). To build on that rule, it will be very important to reduce to the most basic topics and then build gradually one by one. The progression of topics from the simplest to the most difficult should be divided into as many gradations as possible. To do this does not involve new material but simply laying down sufficiently and interpreting the facts that have already known.

The method aims to find and understand the important elements including fixed points and all instructions in education. The goal is to develop the potential not the elements. By properly grouping similar facts and experiences and arranging them in the right order, it is possible to build a natural progression from the simplest to the most difficult without any gaps. Pestalozzi gives a clear indication of how this progress was shaped.

The progression from the simple to the difficult cannot occur simply by studying the relevant material. If it is used to teach children, then it must consider the psychology of the child. For Pestalozzi, ensuring the right level of difficulty of the material to develop a children ability is the art of a teacher. He insisted that instruction should be based on a children's' understanding, not an adult's understanding. Therefore, education is child-centered and how the mind works and how it develops in children. Pestalozzi proposed an empirical method for developing ways in which educational material should be delivered to the students.

> A teacher must fully master the material that he wants to convey to the students so that students' understanding will be same as the teacher's understanding. He can achieve this, if he studies frequently with the students beside him and thus puts himself not only to gain complete understanding of the subject, but also to observe their own students and their reactions while studying. He will see how he can stimulate and soon become aware of each student's abilities and how he brings them step by step closer to the goals they have set (Lilley & Heafford, 1967).

If observation is the means to find the ideal educational method, the interest shown by the students will be the best indication of the success of each method. For students who are interested in what they can understand and what is presented to them in an interesting form.

> His desire to develop mental powers by training them would be lessened if he only hoped to teach them to think attractive to mental faculties, but only bothered him with their boredom, and subdued and confused them more than stimulated and aroused them with their harmony (Lilley & Heafford, 1967).

Pestalozzi emphasized that all students have the right to education and teaching so that children's potential can grow well. The process of developing student potential will be optimal if children are educated to be able to learn independently and be able to help themselves. Children must be given the opportunity to think

actively through real activities in the learning process (Mondisa & Adams, 2020). This principle is often referred to as the principle of student centered learning (Morel, 2021).

Student center learning introduced by Pestalozzi is not a learning process that focus on assignments, but in practice, a teacher must master teaching materials well and understand the students' characteristics well and treat the students with love. Teachers must also actively direct the education that children go through to produce progress, step by step. According to Pestalozzi, when the teacher presents material to students and asks them to do an activity in the learning process is to know the capacity of every student. Thus, the development from simple to difficult in education is seen as the natural process. It does not take long for the child to adjust himself well to the material presented to him. Instead, he will be taught individual needs in his class.

The analytical aspect of Pestalozzi's theory has been discussed, namely his desire to reduce educational topics to basic elements and then develop in a natural progression from simple to difficult according to the growth and students' capacity. Pestalozzi recognized three basic aspects of education: intellectual education, moral education, and practical education (i.e., physical education). This chapter discusses each of these three aspects. It should be noted that Pestalozzi attempted to break down the educational process into its basic elements to simplify and rationalize it. He emphasized that it is an overarching personality that has been educated:

> Nature forms the child, as an important organic entity with moral, mental and physical capacities. He hopes that neither of these capacities will develop. Where nature has an influence and the child will be kind and will be guided by her, she develops the child's heart, mind, and body in harmonious unity. One development is not only linked to the development of another, but each of these capacities is developed in different ways (Lilley & Heafford, 1967).

Emphasizing that every student has something in common, rather than talking about the differences that separate them, Pestalozzi states that his method can help everyone at every stage of development. By organizing knowledge and experience, Pestalozzi hopes to find an ideal way to teach students and a method that will be used universally. At the same time, it is continuously emphasized that education is for students and not students for education. Pestalozzi points out that the individual needs of students must be considered. Education became more humane and more scientific.

4. Implementation of Pestalozzi's Pedagogical Values of Love in Indonesian Education

The general principle of Pestalozzi method which emphasizes that education must be student-centered; carried out based on love; done step by step; slowly but surely; starting from easy things to complex things; without any noticeable jumps; as a shoot grows into a tree whose growth is subtle, but the result is visible; and develop all aspects of physical, attitude, and knowledge comprehensively. This principle is in

line with the motto of Indonesian education initiated by Ki Hadjar Dewantara, namely "*tut wuri handayani*" which can be interpreted that good education is education that provides opportunities for students to grow according to their potential, while the role of teachers and parents is to provide encouragement and direction. This principle is in line with the learning principle that is being promoted in the *Program Guru Penggerak* (Teacher Initiator Program), namely learning that favors children (Enriquez & Oliver, 2021).

Tut wuri handayani emphasized Ki Hadjar Dewantara's argument who believed that in the educational process, the role of parents was only as a guide, not a determinant. Every student already has their own potential, the parent is only responsible to guide it to actualize the optimal potential. Ki Hadjar believes that education is a guide, not a demand. Ki Hadjar Dewantara (1977) also emphasized that education is a life guide. Education is a guidance in the students' life. The purpose of education is to guide all natural forces in the children, so that they as humans and as members of society can achieve the highest safety and happiness. Education cannot be separated from two things, namely nature and nurture, but nurture is only given to develop the nature (talent) of the child, not to shape the child according to the wishes of the parents.

Ki Hadjar Dewantara stated that education is a guide for the growing children in their life. It is stated in "*Keluarga*" Magazine Vol. I No. 1, 2, 3, and 4 November-December 1936 and January-February 1937. Ki Hadjar Dewantara (1977) also mentions that education is to impose spiritual values, which are cultured, to each new generation. It is not only in nurture, but also with the aim of advancing and developing culture, leading to the sublime life of humanity. This is in line with Pestalozzi's educational concept.

The concept of Pestalozzi's education is in line with the principles of humanist education which show that:

a. The purpose of education and the educational process comes from the child (student). Therefore, the curriculum and educational objectives adjust to the needs, interests, and initiatives of the students.

b. Students are active individuals not passive. Students have desire to learn and will do learning activities if they are not frustrated by adults or rulers who impose their desires.

c. The teacher's role is as an advisor, mentor, study buddy, not class master. The teacher's job is to help students learn, so that students have independence in learning. The teacher acts as a guide who carries out activities to seek and find knowledge with students. There should be no authoritarian learning, where the teacher as the ruler and the student adjusts.

d. School as a small form of the wider community. Education should not only be limited as an activity in the classroom which is limited by four walls and separated from the wider community. Meaningful education is if education can be used in people's lives.

e. Learning activities should focus on problem solving, not just teaching subjects. Problem solving is part of life activities, therefore education must build student progress to solve problems. Educational activities are not as providing information or data from teachers to students, which are limited as activities to collect and recall static knowledge.

f. The school climate must be democratic and cooperative. Life in society always lives with other people, so everyone must be able cooperate with others (Dwiningrum, 2017).

However, in the reality of traditional education, students are often prohibited from talking, moving places, or cooperating with other students. A democratic climate in the classroom is needed so that students can live democratically in society (Sidik, 2016). These values are the principles of learning in the principle of independent learning in the current Indonesian education system.

D. Conclusion

Pestalozzi's enthusiasm for education as a way of life and not just preparation for life led to unrealistic expectations of his day, but instilled in young people the abilities for attention, reflection, self-regulation, and continuous learning. The educational values in Pestalozzi's pedagogy of love remain relevant in the current educational situation, that students are the center of learning activities in the educational process they are going through. Thus, educators need to open their hearts and minds, so that they can better understand and educate the students with love and affection. Pestalozzi's pedagogy of love is a whole-child approach that emphasizes developing all aspects of a person, including the head, heart, and hands.

Based on this literature review, it shows that a pedagogy that emphasizes compassion and morals can be a solution to overcome students' social problems. Therefore, further research on pedagogy based on compassion and morals needs to be developed to overcome students' social problems.

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