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The Mainstreaming of Egalitarian Pedagogy in Sociology Learning Process

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Abstract.

The purpose of this study was to determine the practice of teaching sociology using an egalitarian pedagogy approach in the Practice of Field Experience (PPL) II of Teacher Professional Education Program (PPG) Pre-service at SMAN 1 Masbagik, East Lombok. The method of this research was qualitative research with a phenomenological approach. The subjects of this study were students of the PPL II of PPG Pre-service at SMAN 1 Masbagik, East Lombok. Data collection techniques were observation, interviews, and documentation, while the data analysis technique used was interpretative phenomenological analysis. In the practice of learning sociology at PPL II PPG Pre-service, students as professional teacher candidates applied innovative learning models such as discovery and inquiry learning, Project Based Learning (PjBL), Problem Based Learning (PBL), and Cooperative Learning. These learning models emphasize student-centered learning where students are encouraged to be active, independent, critical, creative, interactive, and collaborative. At this point, the practice of learning sociology prioritizes group discussions, problem solving through case studies and assignments (field studies). Besides applying innovative learning models, students from the Field Experience Practice (PPL) II PPG Pre-service also used an egalitarian pedagogical approach, namely sociology learning which was designed to be more fun and meaningful so as to create learning that is more humane, dialogical, and participatory. Learning here is interpreted as learning together so as to create an egalitarian relationship between the teacher and students in the classroom where the teacher acts more as a facilitator, motivator, and inspirer.

Keywords: pedagogy, egalitarianism, sociology, Teacher Professional Education (PPG)

1. Introduction

In order to prepare human resources in the 21st century, the quality of education is a necessity in producing competitive and superior human resources. The 21st century learning trend emphasizes that teachers must act more as facilitators, inspirers, and motivators who are able to encourage students to learn actively, creatively, critically and collaboratively. Furthermore, teachers in the 21st century must also have digital literacy skills to design creative and innovative learning media. One of the characteristics of 21st century learning is the integration of Information and Communication Technology (IT) in

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learning) [1]. The teacher's ability in using learning strategies will have an impact on 21st century pedagogical practices. Therefore, teachers need to improve personal qualities by enriching knowledge and skills that are relevant to current curriculum needs [2].

Along with the rapid progress of science and digital communication and information technology, accompanied by the strengthening of demands for democracy and equality in various aspects of life, it has not been able to change the mindset of teachers in implementing learning practice. One of the current educational problems in Indonesia is learning activities in the classroom which still prioritize the old paradigm where teachers act as the dominant figure and as main center of learning (teacher-centered learning). The strong grip of the old paradigm adopted by the teacher influences the creativity and independence of students in the learning process. This condition is the target of Paulo Fraire's criticism of the concept of "banking style" education [3]. In the concept of "banking style" education, teachers view themselves as someone who has knowledge and conversely students as people who do not know anything, which hinders creativity and critical thinking skills[4]. Thus, the teacher is considered as the subject of this learning model, while students become the object and are not even considered human beings [5]. This learning model denies the purpose of education which should humanize humans (humanization).

Based on the explanation above, present and future teachers are required not only to be competent in teaching, but also to be capable of facilitating and encouraging the potential of each of their students. Facilitating here does not mean giving assignments and then students are just left without guidance. This is what is currently happening in our classrooms, especially in schools in remote areas. Because of that, mainstreaming egalitarian pedagogy is a solution to get out of traditional learning practices that are oppressive and authoritarian and create inequality [6]. In the context of critical pedagogy, students in the classroom should be encouraged to be actively involved in collective and collaborative actions so that students feel the principles of social justice, equality and empowerment in learning [7]. In terms of critical pedagogy, Freire views teachers not as people who teach but also as people who are taught in dialogue with students through a process where all grow and develop [8]

There are several relevant research results related to egalitarian pedagogy in learning practice, one of them is Sandeep Purao's Towards an Egalitarian Pedagogy for the Millennial Generation: A Reflection which was published in 2014. This research outlines the beginnings of what is known as egalitarian pedagogy for the millennial generation. This effort is based on reflections on two decades of organizational informatics learning practices. This study also outlines some of the basic principles of egalitarian pedagogy

and re-applies teaching in an egalitarian pedagogical perspective as an alternative to learning that is feasible to practice.

Another example of research in egalitarian pedagogy is, Peter L. Sanzen's Egalitarianism and Pedagogy which was published in 1994. The results of this study describe efforts to use alternative learning strategies to move students from passive to active engagement by encouraging them to take responsibility for their own learning. This learning practice is student centered to create an egalitarian classroom. [8] is entitled "Pandalungan Culture as an Egalitarian Educational Media" is also one of the study about this type of pedagogy. This study describes the findings that Pandalungan culture is used as a miniature humanist egalitarianism learning system that can improve cognitive, affective, and pedagogical abilities without losing certain authority. This research resulted in the following findings; first, egalitarian education is a conceptual framework, implementation, and relevant learning implications for improving the quality of education; second, the culture of Pendalungan as well as various other traditions ranging from religious traditions to performing arts teaches a lot about treating society in a relative way; third, egalitarian education greatly determines the behavior of students.

Based on some of the findings from the research results above, it is necessary to reconstruct the practice of sociology learning process by prioritizing egalitarian pedagogy, namely participatory, open and reflective learning[9]. In the context of egalitarian pedagogy, the priority is dialogue between students and teachers or students and other students in the classroom. There is no feeling of pressure and fear of students to ask questions and present their arguments. This learning condition occurs when the teacher positions students as fun discussion partners. The learning atmosphere in the classroom is designed to be very pleasant so that fully interactive, participatory and humanist learning can occur.

Meanwhile, the main subject that can determine the success of egalitarian pedagogy in learning practices is the teacher. In the context of the implementation of Field Experience Practice (PPL) II on PPG Pre-service program, students are practitioners who are aimed to become prospective professional teachers. Therefore, students who act as teachers in PPL II PPG Pre-service must be accustomed to using an egalitarian pedagogical approach in the practice of teaching sociology.

This research is important because students of PPL II of PPG Pre-service as professional teacher candidates must start getting used to learning that not only emphasizes the 4 C skills (critical thinking, creativity, communication and collaboration) but also learning using an egalitarian pedagogy approach, namely learning that is fun and

meaningful so as to create a more humanist, egalitarian and dialogical relationship between teachers and students.

2. Method

This study used qualitative research with a phenomenological approach. The object of this research was the practice of sociology learning process in the implementation of Field Experience Practice (PPL) II for Teacher Professional Education (PPG) Pre-service, and the subjects were students of PPL II of PPG Pre-service at SMAN 1 Masbagik, East Lombok. Data collection techniques was using non-participant observation, free interviews and documentation. This observation was carried out in the school environment and in the classroom when learning took place. While the interviews were conducted with students, student (practice) tutor teachers and DPL. The results of the observations and interviews were then supported by documentation as secondary data.

The data analysis technique of this research used Interpretative Phenomenological analysis (IPA). The IPA approach aims to explore the subject's meaning to its personal and social life [10] Furthermore, IPA is a method for providing detailed information about the experience given, such as wanting to know what this person's experience is like [11] In the context of this research, IPA is used to understand the experiences of PPL II PPG Pre-service students when implementing sociology learning practices.

3. Results and Discussion

The effort to build a learning process in an egalitarian classroom is not an easy thing. Due to Indonesian culture as whole, people still believe that elders are considered the only source of knowledge, and the purpose of education is to produce obedient and dutiful children or students. Besides that, the conventional learning model which emphasizes that the teacher is the main center of learning (teacher-centered learning) has long been practiced and is firmly rooted in the world of education in Indonesia. In conventional learning practices there is no space for interaction and dialogue so that power relations occur, thus the teacher is very dominant and authoritarian while students are very oppressed and pressured in learning practices.

The mindset of such a learning model is no longer relevant to learning process in the 21st century. Therefore, a change is needed in alternative learning strategies that encourage students from passive learning to active learning. It is believed that effort to implement student-centered learning can create egalitarian classrooms [12].

Therefore, in the implementation of PPL II of PPG Pre-service, students (practitioners) as professional teacher candidates must start learning to apply sociology learning using an egalitarian pedagogy approach.

3.1. Learning practices with an egalitarian pedagogy approach

Before explaining further about egalitarian pedagogy, the researcher wants to emphasize a little that this egalitarian pedagogy is a conceptual framework in sociology learning in the implementation of Field Experience Practice (PPL) II of PPG Pre-service. This egalitarian pedagogy is considered as relevant approach to 21st century learning activities due to its concern to let students to be active, participatory and independent subjects so that learning practices will create egalitarian, familiar and humanist relationships between teachers and students.

There are four stages in the implementation of the PPL II PPG Pre-service, they are the stages of observation, planning, implementation and reflection. In the observation stage, PPL II PPG Pre-service students carried out observations in the school and classroom environment. Observations in the school environment included school administration, school management and leadership, school culture and interpersonal communication between teachers and teachers, teachers and students. While micro-observation in the classroom environment observed the behavior of students in the classroom, the characteristics of students in terms of ethnicity, culture, social status, interests, learning styles and others through a diagnostic assessment.

The results of the observations are then used as material for carrying out activities at a later stage, namely making a Learning Implementation Plan (RPP) and learning tools (teaching materials, media and evaluation tools). The RRP used is the RPP for the independent learning curriculum or what is often known as the "teaching module". The developed teaching modules emphasize higher-order thinking (HOTS) such as analyzing, evaluating, and creating with critical-analytic reasoning.

In the implementation stage, sociology learning practices use innovative learning models such as discovery and inquiry learning, Project Based Learning (PjBL), Problem Based Learning (PBL) and Cooperative Learning. These learning models place more emphasis on student-centered learning (student center learning) where students are encouraged to be active, independent, critical, creative, communicative and collaborative. The teacher gives freedom to students to explore and find meaning in studying sociology learning topics. At this point, learning activities prioritize group discussions,

problem solving through case studies and assignments (field studies), of course based on the needs and characteristics of students (differentiated learning).

The application of these innovative learning models is very relevant to the characteristics of sociology as part of the social sciences and humanities so that learning must be contextual, controversial, and help students think critically in solving real problems in life [13]. Education aimed at developing critical awareness must pose problems so as to stimulate critical thinking, reflection, and action to change injustice and inequality [5]. Thus through innovative learning models in sociology learning students are invited and accustomed to analyzing, evaluating, and making the right decisions about the problems around them.

Besides using innovative learning models, sociology learning is also designed using an egalitarian pedagogy approach, namely learning that is more fun and meaningful so as to create teacher-student relationships that are more humanist, dialogical and participatory. In the practice of learning using an egalitarian pedagogical approach, classrooms are designed where students sit in groups and in a face to face setting which allows them to learn more actively and have fun. This is intended so that learning is more cooperative, participatory and open so as to create equality between students and teachers or students with other students in the classroom. Learning practice like this will also create egalitarian communication, openness, kinship, compassionate service between teachers and students.

In learning practice, the teacher conveys teaching material that is raised from real problems faced by students in their community so that theoretical material can be correlated with their lives [14]. Therefore, in the practice of teaching sociology with an egalitarian pedagogy approach, students are given the freedom to be creative and argue in class discussions. Each group is faced with a particular problem or case to be analyzed and discussed with the group. The cases discussed are of course actual social problems that occur around their environment.

During class discussions, the teacher accompanies each group in turn if students experience difficulties or problems in learning. Besides that, students are accustomed to respecting the opinions of their friends and giving each other input related to the learning topic being discussed. In this learning process, the teacher occasionally does ice breaking by asking one of the students to sing or dance to lighten the class atmosphere so that it remains dynamic and fun. After that the discussion activities continued. In this learning practice, PPL II of PPG Pre-service students as teachers act more as facilitators, motivators and companions in learning with students. Because learning is interpreted as learning together or collective learning [15].

Thus, the practice of learning with an egalitarian pedagogical approach makes the relationship between teacher and students more engaged, not distant, and very communicative and fun. So, to create an egalitarian classroom, that is, there is equality and equality between teachers and students, students and other students.

Moreover, the learning practice with an egalitarian approach seeks to create a democratic classroom. Learn without coercion and pressure. Learning practices like this also emphasize that the teacher is not the only source of learning but social life, social activities and the social environment in society can be a source of learning. Therefore, in PPL II PPG Pre-service activities, students who act as teachers must become agents of change in learning, who can change the old paradigm with a learning paradigm that emphasizes egalitarian pedagogy.

The concept of egalitarian pedagogy has relevance to educational democracy. The concept of educational democracy is an educational process that emphasizes an egalitarian culture built from a critical paradigm to carry out democratic demands. In democratic education, students have the right to express their views and feelings, question existing ideas and beliefs, and cooperate with other parties. Therefore, a democratic class is a learning process that encourages students to think for themselves and contribute to the decision-making process both in the classroom and in the school community [16].

The conceptualization of educational democracy is an educational process that has an egalitarian cultural embryo built with a critical paradigm that meets the requirements of democracy (openness, kinship, partnership) (15). Therefore talking about a culture of equality (egalitarian culture) cannot be separated from the ideology of critical education.

As for the use of teaching materials, the practice of learning in class can no longer only refer to the *an-sich* subject book. It is even more ironic if the teacher continues to reproduce past knowledge by continuously repeating teaching material that is no longer relevant to present and future needs. For this reason, sociology teachers must be creative, innovative and must enrich relevant readings or references in the context of developing sociology teaching materials. At this point, the development of sociology teaching materials must be contextual, meaning connecting learning topics with the real world. In other words, sociology learning materials are based on social problems experienced by students (problem based learning). The development of these teaching materials is important as part of the pedagogical competencies that must be owned by a teacher while at the same time increasing the teacher's knowledge so that explaining learning material becomes more in-depth and comprehensive. Thus the teacher's efforts in developing teaching materials must have broad and in-depth knowledge, not relying
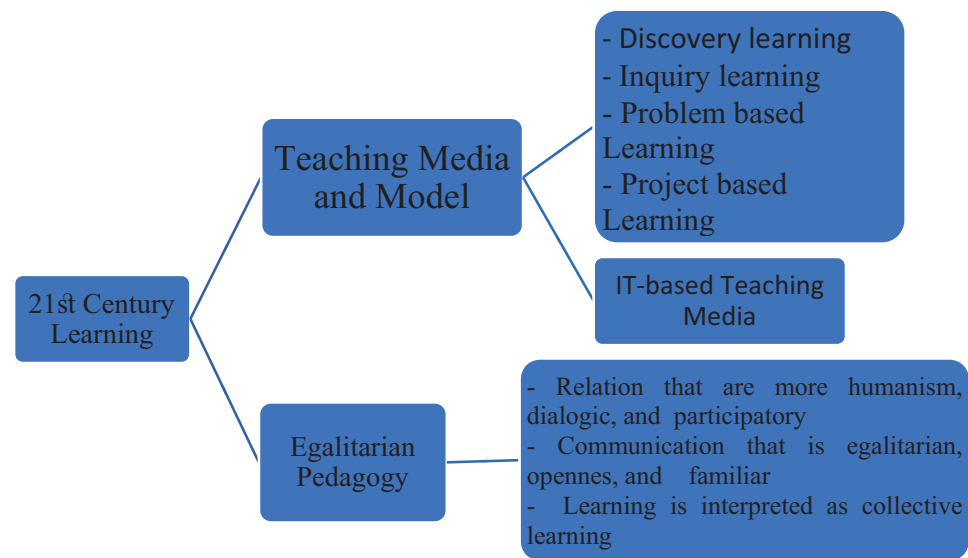
Figure 1: 21st Century Learning Practices with Pedagogy Egalitarian Approach .

on just one reference source or textbook so that the teacher's scientific mastery of sociology learning material is very qualified.

Besides that, in supporting the practice of learning sociology that is active, communicative and fun, pre-service PPL II PPG Pre-service students utilize digital technology by designing creative and innovative learning media to help students understand the learning themes being taught. For example, PPL II PPG Pre-service students made PowerPoints, learning videos, posters or even made game cards, kahoot, I spring and canva. The use of digital technology in sociology learning is relevant to 21st century learning which can encourage higher quality, meaningful and future-oriented learning. Therefore, in the era of the 21st century, teachers are not only charismatic but also able to adapt to developments in information and communication technology [14]. In child development psychology that equality and respect for someone will have a significant effect on learning [8].

Furthermore, when the learning practice has been completed, PPL II PPG Pre-service students as the ones who practice as well as who have prospect as professional teachers carry out the reflection stage with their friends, tutor teachers and field supervisors (DPL). This reflection is a step for self-assessment in the learning practices that have been implemented whether the learning practices that have been implemented are in accordance with the plan and whether the learning outcomes have also been achieved. In addition to self-reflection, students in practice also receive constructive input from their group mates, supervisors and tutors as materials for improvement in the next stage.

4. Conclusion

One of the current educational problems in Indonesia is learning activities in the classroom which still prioritize the old paradigm, namely the teacher as the dominant figure who is the main center of learning (teacher center learning). This happens because in the culture of Indonesian society they still have the belief that elders are considered the only source of knowledge and the purpose of education is to produce obedient and dutiful children. This ultimately affects the creativity and independence of students in the learning process.

Due to this matter, mainstreaming egalitarian pedagogy is a solution to get out of traditional learning practices that oppress and create inequality. In the implementation of pre-service PPL II PPG Pre-service, students (practitioners) as professional teacher candidates have started to learn to apply an egalitarian pedagogy approach in sociology learning. Egalitarian pedagogy is considered as the relevant approach to student-centered in 21st century learning by emphasizing active, participatory, creative, collaborative and humanist learning

In the practice of learning sociology in the implementation of PPL II PPG Pre-service, students as practitioners apply innovative learning models such as discovery and inquiry learning, Project Based Learning (PjBL), Problem Based Learning (PBL) and Cooperative Learning. This learning model places more emphasis on group discussions, problem solving through case studies and assignments (field studies) which place more emphasis on student-centered learning. The application of these innovative learning models is very relevant to the characteristics of sociology as part of the social sciences and humanities where learning is contextual.

Besides that, sociology learning is also designed using an egalitarian pedagogy approach, namely learning that creates teacher-student relationships that are more humane, dialogic and participatory so as to create a more enjoyable and meaningful learning atmosphere. In this context, learning is defined as "learning together". Besides that, learning using an approach like this will also create egalitarian communication, kinship, compassionate service between teachers and students in the classroom. Whereas the teacher, in this case PPL II PPG Pre-service students, only acts as a facilitator, motivator and companion in learning.

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