



The Concept of Education According to John Dewey and Cornelius Van Til and Its Implications in The Design of Early Childhood Character Curriculum

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ABSTRACT

This research discusses a comparative study between the educational concepts of John Dewey and Cornelius Van Til to find a concept of education that teaches children not only to achieve intellectual intelligence but also to shape the child's character and make the child a person who fears God. This research uses a qualitative method, a literature study research approach (library). Based on the results of the research, the author makes a curriculum design that tends to Van Til's concept of education because in the idea of education according to Van Til, he emphasizes education based on God's Word, which is the basis for building human character and making children as individuals who are not only intellectually intelligent but also intellectually intelligent. The results of this research indicate that there is a sharp difference between the views of John Dewey and Cornelius Van Til regarding education. John Dewey focused education on human intelligence alone. Education must introduce children to who their Creator is so that children live responsibly towards their Creator. Education that intervenes in faith, education that applies Bible integration teaches children moral values and character to become God-fearing individual's fear of God.

INTRODUCTION

Two educational philosophers, namely John Dewey and Cornelius Van Til have their respective perspectives on education about what is needed in education and what is not needed in education. The concept of education according to Van Til is seen from a Christian perspective based on God's Word. We must be educated to know God and to glorify God while the concept of education according to John Dewey is built on the philosophy of pragmatism and progressivism. John Dewey held the view that the supernatural (KBBI, 2022) will only become a hindrance to the further progress of mankind so it needs to be abandoned (Myers, 2017; Stone, 2016; Van Eyghen, 2018). Dewey's entire educational system is a philosophy of pragmatism and progressivism. There is nothing supernatural, nothing absolute. Dewey believed that institutionalized religion was the greatest enemy of civilization. God must be removed from the human mind. If the term Allah is to be defended, it must be used to denote an active relationship between the real and the ideal (Topalli et al., 2013). Dewey is also a pioneer of the philosophy of progressivism which is part of the philosophical flow of pragmatism created by a philosopher named William James, where this philosophical understanding of pragmatism greatly influenced John Dewey's educational concept.

The epistemology of pragmatism states that truth is relative and is determined by the scientific method of the usefulness of something, there is no absolute truth (Tung 2015). Truth in pragmatism is measured by the criteria of whether the concept stated is

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