

The Impact of the Learning Process on the Level of the Student Idealism at the Materialism and Pragmatism Eras

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Abstract: The aim of this research is to explain the impact of the treatment on the level of the student idealism at the materialism and pragmatism eras. The learning process implemented to the student in order to transform the materialism and pragmatism (MAP) toward idealism value (IDE). Research designed by quasi-experimental, conducted by pre-test, treatment and post-test design. The treatment implemented on the student attending the Methodology of Evaluation Research course in Sociology Department. Data were collected by questioner. Respondent comprised of 41 persons. Findings showed that the treatment have positive impact to transform the PAM toward IDE in low level and less significant. The impact of intervention measured from the different of score at the before and after implementing it.

1 INTRODUCTION

The accomplishment of science taught by the teacher actually occurs when he can bring the student to implement a critical way of thinking in any occasion (Freire, 2005). The existence (Solomon, 2005) of student as the actor of change actually recognized when they can give positive contribution to the society, or when to bring it towards a better condition. Idealism term introduced in this paper ultimately is the first perspective that more appreciate the ideas, spirits, hopes, ideals, spiritual, soul, or invisible thing, than just a material one. That existence of attribute should be expected present by the student as the agent of change. It will be able to produce the improvements from the existing situation. In order to achieve the 'new' attribute in class context, the treatment must be given by the learning process. Unfortunately, they tend to be trapped in materialism influence. As the second perspective, it more appreciate the achievement of material existence, or the thing always be measured by the tangible, measureable, objective or empirical reality, than the substance or the un-measureable thing. They also trapped in pragmatism influence. As the third perspective, it more emphasized on the results of effort and its practical outcome. The output measured by a short time indicator. It indicator dominated by the effort to pursue to a momentary interest, than to be achieved in a long run.

2 MANUSCRIPT AND METHODS

Idealism is an idea, mind or soul and the ideal conceptions built on a particular ideology. In this perspective, the reality exists solely in the minds of people. As the first perspective, the ultimate truth relies on a consistency between reality and ideas (Mander, 2012), (Dea, 2015), (Wakefield, 2017).

But Pragmatism as the second perspective, emphasized on the importance of ideas, ideology, or paradigm (Dunham, 2015; Morgan, 2014). The view based on the objective truth, a particular moral order, individualism and utilitarianism (Durkheim, 1983; Lohse, 2017). They also emphasized on the practical, profit, usability or benefit of self, group values, to be pursued in a short time. Beside emphasized on the effort to accumulate the capital (money, land, production machinery) and so on. Pragmatism identified reinforces the ideology of Capitalism (Dunham, 2015; Margolis, 2003). In the notion of capitalism, and dialectical materialism (Moore, 1971), and the reflection of the dialectical materialism (Oizerman, 2017), the actions or behavior of a person in society actually are determined by the money. The strong influence of financial indicator support the growth of materialism paradigm.

Materialism understood as a thought that emphasizes the importance of the material things. Materialism is the idea that placing the ultimate of the material objects - whether in the form of land, houses, cars, but especially in the form of money. Sellars (1962) identified there are three levels of materialism. Belk (1985) offers the scale to measure materialism as an attribute of social life. Kukla (1995), Hunt, Kernan, and Mitchell (1996) states that materialism as human cognition associated with people, ownership and perception. Ann Tsang et al (2014) firmly stated that matter is an important indicator to determine the satisfaction of one's life. Because of the matter often sacrifices moral value, thus making the ideas about materialism, as great value thing that should be pursued in the human life.

Currently the perpetrators are often caught trapped in rupiah coin by 'Malang apple' term, or dollar money by calling it by 'Washington Apple' term. The request money by the goat term is understood as the giving amount of money in ten millions rupiah, and Cow term to declare the money demand of hundreds millions dollars. The issued almost coloring the everyday news in Indonesia. The reality can be traced and returned the explanation that in daily life are colorized by the money problems.

Research designed by quasi-experimental, conducted by pre-test, treatment and post-test design, and the most crucial aspect of experimental design is the specification of treatments (Jackson Michelle and Cox (2013). The learning process decided as the treatment (intervention or stimulus) and the understanding student on the learning topic as the response. The learning process is directed to the transform the materialism and pragmatism toward idealism values. Based on the deterministic or probabilistic measurement, the taxonomy identified consists of five levels of response structure (Wilson, 1989). The treatment implemented on the student attending at the Methodology of Evaluation Research course at the academic year 2016/2017 at semester 6th in Sociology Department, Social and Political Science, Universitas Sebelas Maret. Respondent comprised of 41 persons. Data collected by questioner and analyzed by SPSS 16.

The process of the transformation of the materialism and pragmatism toward idealism values in this paper called as the changes (Reeler, 2007), (Heijden, 2015), (Banerjee & Pawley, 2011), Arensman, et al (2017). The first change, are measured by overall changes (Malo, 1995) by Turn-Over that calculated by this formula:

$$\text{Turn-Over} = (B + C / A + B + C + D) \quad (1)$$

The second change are measured by the Net Change that calculated by this formula:

$$\text{Net Change} = (B - C / A + B + C + D) \quad (2)$$

The students as the agents of change should have idealism in the future for the better situation. But they actually trapped in materialism and pragmatism, and followed by the low idealism. It can be measured by the lack of descriptions of (what is desired in the future, the knowledge in the importance of science for the development of science, the priority of innovation), not trained use the critical thinking, and limited creativity. The idealism in the learning process is measured by the willingness of the students to get the main source as a reference in the various of academic writing tasks, and in completing research, as well as when they conducting community service.

The pragmatism in the learning process is measured by the willingness of the students to be able to realize the future desire pragmatically. They tend to embrace the pragmatic sciences, science limited used to get a job for them self. In any occasion, the pragmatism mostly implemented by them. The first when they try to finish the task quickly. The second when they are looking for a fast source (only in Indonesian language, or from a second source or just a translation of another person). The important one for them is passed quickly in their study, and obtaining a quick opportunity to get a civil servant job, by any more efficient way. In completing the task, they just rely on the references source as a second hand references or only select the reference which has been translated. As long as it meets the minimum standard, the important reason for them be able fast passed and conducted by an easy way. The materialism implemented when they achieve their references conducted in efficient in time, does not important how they bring the way to obtain it. They just obtain it from the older siblings in the library. They also conduct it by the copy and paste simple manner from a friend file that has passed, or who have access, or obtain it from the place of photocopy agent. The urgent one, they spent more efficient in the financing study, and accommodation fees, no matter how they take the way to obtain it. Even for short-term fulfillment, they order stamps to address financial responsibilities, which tend to be achieve an administrative rather than substantive.

The pragmatism student in the same time benefited from the emergence of pragmatism of the majority of the lecturers. Due to the increasingly administrative burden of them, the pragmatism

lecturers occurs the first while they implement the teaching and learning process. They tend to rely on the number, efficiency of the study period, the efficiency of time and save energy teaching lecturers by giving the passing grade to the minimum standards in order to be free from the remediation task. The second it occurred while they conducting their research. The third it appeared while they conducting a community service. In addition, the attitude of lecturers who are obsessed by the passionate passion of students. Although the researcher assumption stated that there is not different influence relating the treatment toward the level of IDE and MAP, but the possible opportunities can be explained in table 1.

Table 1: The influence of the Treatment on the level of IDE and MAP.

IDE \ MAP	High level of IDE (H-IDE)	Low level of IDE (L-IDE)
High level of MAP (H-MAP)	1 H-IDE → H-MAP (unexpected interaction effect, when the treatment have limited effect)	2 L-IDE → H-MAP (expected effect of treatment)
Low level of MAP (L-MAP)	3 H-IDE → L-MAP (expected effect of treatment)	4 L-IDE → L-MAP (natural effect or zero treatment)

The quadrant 1 and 3, as the quadrant where the researcher implementing the treatment, but in the quadrant 2 and 4 there is nothing or zero treatment. Considering the quadrant 1 and 3 we can explore the effect of the treatment on the respondent. Its result can be compared with the zero treatment on the respondent, as can be seen in quadrant 2 and 4.

In quadrant 1, can be seen the influence of the treatment H-IDE toward the level of H-MAP. The IDE treatment implemented in this quadrant, but unfortunately it only have limited effect on the MAP level. In this quadrant can be explored more detail why it is happened. In order to answer why the H-IDE treatment have been implemented but followed by H-MAP, might be influenced by the external factors. Those unexpected effect might be relate to the interaction effect, instrumentation, history, or maturation effect, and so on.

In quadrant 2, can be seen the influence of the zero treatment of L-IDE toward H-MAP level. In this quadrant, can be seen the influence of natural effect or zero treatment of IDE toward MAP level.

The theoretically or logically the H-IDE followed by the level of L-MAP.

In quadrant 3, can be seen the influence of the H-IDE treatment toward the level of L-MAP. In this quadrant, found the expected effect, where the H-IDE treatment have influence on the level of L-MAP. In this quadrant can be explained that the H-IDE treatment implemented logically has significant effect on L-MAP.

In quadrant 4, can be seen the influence of the zero treatment of L-IDE toward L-MAP level. The zero treatment only the ordinary learning process by no plan or based on the natural effect. In this quadrant can be explained that nothing plan, theoretically or logically the result is L-IDE followed by the L-MAP level.

3 CONCLUSION

Based on the data collected and analyzed, the researcher found several results below:

This research found that the influence of the treatment in the learning process in order to support the transformation from the materialism and pragmatism values toward idealism value can be calculated from the different scores between the pre test score (before treatment implemented), and the post test score (after implemented it).

The first process are measured by the overall transformation from the high level of materialism and pragmatism values (H-MAP) or (L-IDE) toward higher idealism value (H-IDE) and the transformation from the low level of materialism and pragmatism values (L-MAP) or (H-IDE) toward the lower idealism value (L-IDE). The process are measured by overall changes, or called as turn-over term that calculated by the formula 1.

The second process are measured of the real transformation from the high level of materialism and pragmatism values (H-MAP) or (L-IDE) toward higher idealism value (H-IDE) and the transformation from the low level of materialism and pragmatism values (L-MAP) or (H-IDE) toward the lower idealism value (L-IDE). The process are only measured by the only net changes are called as net change term that calculated by the formula 2.

This research found that the Turn-Over found 60,98 %, and Net Change found 12,20 %. Findings showed that the treatment conducted through the learning process have positive impact to transform the materialism and pragmatism values toward idealism value, but in low level or not significant.

In case, the treatment in the learning process implemented, but the IDE student remain in low level, can be identified any external factor related to

it. The low effective treatment, or the limitation of its effect can be explained that they are not focus or seriously on study, not present in class or attending lecture, and not clear about the task, and drop-out from the quasi-experiment after the subjects are assigned to the intervention.

In case, treatment in the learning process implemented (H-IDE), but we found the H-MAP, might be explained any external factors to be considered. That factor is the history effect, where the respondent have tutorial about the related subject-matter in another time, by another lecturer before. The interaction effect happened where they have met another student or person to discuss it. The maturation effect is take place where they have much time to discuss about it. Also any instrument limitation as indicated the very simple question in questionnaire must be answered by them. The researcher has difficulties to control the environmental factor effect, and to control the learners constructing their own meaning. The influence of the treatment on the level of IDE in this research can be identified. The first influence of the treatment on the level of IDE based on the assumption that the H-IDE theoretically always followed by the level of L-MAP. The other hand, the L-IDE logically must be followed by the level of H-MAP. So the overall different influence of treatment would be able predicted from the description in table 2.

Table 2. The influence of the Treatment on the level of IDE.

BEFORE \ AFTER	High level of IDE (H-IDE)	Low level of IDE (L-IDE)	Sum
High level of IDE (H-IDE)	A H-IDE → H-IDE (the treatment have limited effect) 7 (17.07 %)	B L-IDE → H-IDE (expected effect of the treatment) 10 (24,39%)	17 (41,46 %)
Low level of IDE (L-IDE)	C H-IDE → L-IDE (unexpected effect of the treatment) 15 (36,59 %)	D L-IDE → L-IDE (the treatment have limited effect) 9 (21,95 %)	24 (58,34)
Sum	22 (53,66)	19 (46,34)	41 (100%)

The score of the influence of the treatment toward the IDE level, can be shown in table 2. In quadrant A, found the treatment have limited effect only on the 7 students or (17.07 %) respondent. The limited effect indicated that before treatment implemented the students have H-IDE, and after treatment they remain have H-IDE.

In quadrant B, found the expected effect of the treatment on the 10 students or (24.39 %) respondent. The expected effect indicated that before treatment the students have L-IDE, and after treatment they have H-IDE.

In quadrant C, found the unexpected effect of the treatment on the 15 students or (36.59 %) respondent. The data indicated that before treatment the students have H-IDE, and after treatment they have L-IDE.

In quadrant D, found the treatment have limited effect on the 9 students or (21,95 %) respondent. The limited effect indicated that before treatment the students have L-IDE, and after treatment they have L-IDE.

Based on the data in table 2, the Turn-Over counted by the formulas 1 found that the treatment have effect on the 60,98 % of the students. But the Net Change counted by the formula 2 found that the treatment have effect on the only 12,20 % of the students.

Based on the research findings and discussion stated before, the following conclusions could be drawn:

1. In case, the treatment was implemented (H-IDE), but we found the H-MAP, it can be explained that we difficult to detect the any external factors effect. The treatment to be concluded as the unexpected interaction effect, where the treatment conducted only obtained limited effect. It might be caused by limited involvement student in the treatment, so we must support them to increase the amount of attending lecture, to suggest to be concentrate or seriously on study, and repeating the a task in any session.
In the next research, we need explore the interaction effect, instrumentation, maturation, a relevant learning about the subject-matter related it effect before it.
2. Relating to the L-IDE and L-MAP level. Because in this condition there is no plan, so we need the clear planning related to the treatment in the learning process.

In this research concluded that the treatment have positive impact to transform the materialism and pragmatism values toward idealism value in low level, as indicated by the less significant increase score as counted by the different score at the before and after

implementing it. The effect indicated in table 2, that the Turn-Over found 60,98 %, and net change 12,20 %. In the next research, we need explore the many factors influencing the negative effect to the overall treatment.

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