

## Paulo Freire's Critical Pedagogy Analysis Of Educational Transformation

Asep Eka Nugraha<sup>1</sup>, Deki Wibowo<sup>2</sup>, Budi Hendrawan<sup>3</sup>

<sup>1</sup> Primary Teacher Education, Teacher Training School and Melawi Education, Indonesia

<sup>2</sup> Primary Teacher Education, Muhammadiyah University of Kudus, Indonesia

<sup>3</sup> Primary Teacher Education, Muhammadiyah University of Tasikmalaya, Indonesia

E-mail: asepekanugraha81@gmail.com, dekiwibowo@umkudus.ac.id, hendrawan\_budy@umtas.ac.id

### Abstract

*The purpose of this study described critically in several aspects of Paulo Freire's critical pedagogy and its contribution to educational transformation. This study uses a qualitative approach with the literature study method, namely the data collection method by understanding and studying the theory of various literature related to research. This research is based on critical interpretation. This illustrates several aspects of Paulo Freire's book, The Pedagogy of the Oppressed. In addition, several other related sources are also considered as a basis. This research is based on the concept of several key terms, to draw conclusions based on several important Freire messages. The results showed that, (1) Provides a background in critical thinking, the theoretical basis of Freire's critical pedagogy, and his life experience. Freire's critical thinking about the "bank style" education system, which hinders the development of students' creative thinking. This includes the role of oppression and dehumanization of the traditional education system and "bank style", dialogue and awareness, the implementation of education raises problems, praxis as an election in situations, the role of political and cultural factors in changes in education. (2), based on Freire's critical pedagogy, there is a critical interpretation of the current school system education process, practicing teaching strategies based on freedom, curriculum planning, and the possibility of transformation become the role of teachers and students. Therefore, to prepare citizens based on freedom and humanity, it is necessary for students to have a critical pedagogical method that can move forward by building relationships between students and their environment. This requires collaborative and interactive policies and teaching. It is hoped that this research will provide some encouragement for the transformation of the current state of education.*

**Keywords:** Analysis, critical pedagogy paulo freire, educational transformation

### 1. Introduction

Education should give birth to humans who actively participate in changing and creating reality. Education as one of the normative alternatives to obtain knowledge is not denied, whereas on the other hand the definition of education according to some experts should be used as a discussion material (Wisarja & Sudarsana, 2017) Education itself is inseparable from various kinds of criticism as part of the existence of the development of education. In this case trying to understand a conception of education, often trapping someone into the pragmatic-functionalist education flow, where education is only seen from the point of which education is of use value. So far we are caught up in the function of education as meeting work needs, not as a basic material for gaining true knowledge.

The current education system is based on consensus, non-critical and preservation of trust that have been predetermined. (Sudirman, 2019) The face of education that has been running so far has hinted that there has been oppression of students, where the exploitation and coercion of the will of the teacher in the teaching and learning process still dominates. So that students want or do not want to, like it or do not like to accept and undergo education provided by the educator or educational institution they participate in.

Education in critical pedagogy seeks to have a transformative effect on students, the purpose of this approach is to change the attitude of people to see from various social problems. It seems that such an approach is not given a place in the education system. The current education system Indonesia suffers from traditional feudal thinking. (Iddian, 2022) Forms of feudalism in education are very diverse such as, critical students are considered as defiance, the rules only apply to students, while for teachers do not apply, there is a report card ranking, the enactment of favorite schools that become a negative image for the

community, as well as many other forms of feudalism. Freedom of students has not been recognized, the participation of parents and ordinary students in the process of education planning and decision making has been ignored. Learning is not a matter of discovery and discovery, but memorizing the facts that were formed previously. Therefore, critical pedagogy is very important to change the education system.

In pedagogy requires fundamental changes through educational transformation. The problem that is equally relevant is when individualism is emphasized in the expansion of injustice to a greater society. There is a solidarity -based pedagogical need, where disadvantaged social groups are generally given adequate attention. When getting information from various sources, critical thinking is needed to make the right decisions about the reality of the information, who is useful from this information, and what information problems are of concern. In this case, critical pedagogy will be the right tool for changes in education.

Teaching methods are intended to help in dealing with and actively struggling against all types of social oppression and habits and trust. Critical pedagogy is a theory and practice that helps students develop critical awareness. This is related to changing the relationship of power that might oppress and lead to human oppression, this is trying to humanize and empower students. Menurut (Joe L. Kincheloe, 2008) Education is basically political, and all types of pedagogy must know this fact. The vision of education and social about equality must be the idea of all types of education. Freedom of human oppression and struggle must be an important dimension in schools.

The role of students according to Marx (Muqoddam, 2018) Must have awareness that starts from personal awareness to the collective awareness of students. Because, collective awareness can bring them into human education patterns. Students must dare to criticize all adverse educational policies, especially schools where students learn. Students have the right to participate in education by participating in formulating the learning process in the classroom. That is, students have the right to voice something they want in the process of learning in class. (Mahmoudi et al., 2014) From Marxism's review, the first Frankfurt school in Europe to introduce critical pedagogy. In the 1970s, Freire criticized the existing education system based on formality and narrative in nature and introduced the concept of critical pedagogy as an alternative. (Wattimena, 2018) Criticism of important parts of critical pedagogy. In this sense, the criticism of a comprehensive investigation of a social phenomenon, including culture, institutions, ideologies and patterns of existing social relations. Simply can be said, according to Giroux, (Wattimena, 2018) Critical pedagogy want to criticize all forms of oppression that occur in society, both in the form of economic, political, education and cultural oppression. The most obvious example is a matter of criticism of education.

Freire's critical pedagogical concept causes radical changes in the education system. Emphasis is placed in the empowerment of marginalized communities and students who are oppressed from narrative education. Therefore, education must be able to free individuals from all forms of exploitation. Learning must start from the problems of students and not just from solutions. Various studies and experiences say that students who do not recognize themselves and the environment of their own students, are only limited to being produced by educational institutions (schools). From these conditions a number of questions arise, namely (1) whether the education system can increase critical thinking. (2) Is it able to create education that frees students, especially in class. The purpose of this study analyzed several aspects of Freire's critical pedagogy and educational transformation to the education system.

## 2. Method

This study uses a qualitative approach using the literature study method, namely the data collection method by understanding and studying theory from various literature related to research. (Creswell, 2009) Qualitative research is focused on the processes that occur in the study. Library study according to (Zuchri Abdussamad, 2021), In connection with theoretical studies and other references related to the values, cultures and norms that

develop in the social situation under study, besides that literature studies are very important in conducting research, this is because research will not be separated from scientific literature. Data collection by finding sources and merconstruction from various sources such as books, journals, and existing research. Analysis method uses content analysis and descriptive analysis. Library materials obtained from various references are analyzed critically and in depth in order to support propositions and ideas. This research is based on critical interpretation. This illustrates several aspects of Paulo Freire's book, *The Pedagogy of the Oppressed*. In addition, several other related sources are also considered as a basis. This research is based on the concept of several key terms. Efforts have been made to draw conclusions based on several important Freire messages.

### **3. Results and Discussion**

#### **1) Critical Pedagogy of Freire**

Freire has done extraordinary jobs in the development of critical pedagogy. Paulo Freire, a world-famous educator, was born (1921-1997) in Brazil. His childhood was spent in poverty. He works with poor workers and gain experience in poverty. Freire became a grammar teacher while still in high school. Even then his intuition pushed him towards dialogical education where Freire tried to understand the expectations of students Bentley (1999). These experiences make him believe that ignorance, illiteracy, and passive culture are the result of applicable economic conditions, social and political trends in society, which express their views on education. In this context, Freire presents the theoretical and practical outline of critical pedagogy.

Analyzing society through a combination of religious liberalism and Marxist thought, Freire calls it critical consciousness (Freire, 1970). People who are aware of analyzing the world around him and acting collectively based on what he has achieved after he analyzes. The combined form of such work is called praxis. Through his book *"Pedagogy of the Oppressed"*, Freire criticized education as a "bank style" system that slapped the creative potential of students. In the book Freire explains that people never learn to think critically about their situation. In its perspective, the "Conventional" (Conventional) (Conventional) education system is one of the most important instruments for maintaining passive culture. He tried to prove the fact that it was only possible to free people from passive culture, unclear and ignorance through education and awareness. Therefore, Freire suggested that teachers to prioritize the freedom of individuals as free as possible in all aspects of humanity, respect the freedom of students, and teach with participatory learning. Freire initiated the empowerment process based on policies in utilizing the creative potential of students. In this view, that education must make students optimistic and improve relationships, but the critical approach must be strengthened.

Freire seeks to change the oppressed people and prevent them into the object of education from becoming the subject of their government and emancipation (Aliakbari & Faraji, 2011). By remembering this, students must act in a way that allows them to change their society, which is carried out very well through emancipatory education. Through problematic education and questioning problems in the lives of students, students learn to think critically and develop critical awareness that helps them improve their lives and be responsible for them, the steps needed to build a greater and more just society and evenly. Dengan demikian, sering dikatakan bahwa (Aliakbari & Faraji, 2011) Critical pedagogy challenges all kinds of dominance, oppression and subordination to free the oppressed. As stated by (Keesing-Styjes,2003), Critical pedagogy is an academic reaction to inequality and power relations that exist in the school system. Thus, the fundamental goal of education is to achieve critical awareness that allows individuals to prepare for the basis for their progress.

#### **2) Criticism of the Education System " Bank style"**

Criticism of the education system (Freire,1970) against the concept of education "bank style" (traditional) and emphasizes problematic education. Because the "bank style" education begins with the illusion of humans as an object, it cannot encourage development.

According to him, education "bank style" suffers from narrative diseases. So the extraordinary special characteristics of narrative education only have the wealth of the sound of words, no longer their changes. "Bank Style" education creates a situation of oppression in society and acts as a means of oppression. In this system students are handled such as empty writing and information is accumulated by the teacher.

The focus point of Freire's critical pedagogical on critical thinking is based on objective reality in that person's life (Burbules, N dan Berk, 1999). Different strategies, methods, problems, attitudes have been presented by Freire need the exchange of thoughts and beliefs through dialogue in which teachers and students have critical cooperation in the process of learning activities. Freire states that education must begin by completing paradoxes from students and teachers, including the contradiction pole owned by teachers and students, Freire accepts that awareness is an indication of progress, such progress is the main output of a good critical instruction plan.

Of course, following the narrative -based methods in the process of damaged teaching and learning activities in the education system and also inhibit in terms of social progress and critical thinking among students (Freire, 1970) States that: (a) Teacher teachers and students are taught. (b) The teacher knows everything and students don't know anything. (c) The teacher thinks and students only remember the content of knowledge. (d) The teacher speaks and students listen simply. (e) The teacher makes disciplinary rules and students follow them. (f) The teacher chooses and imposes his choice, and students order them. (g) The teacher acts and students imitate their actions. (h) The teacher chooses its own contents, and students adapt to him. (i) The teacher is confusing because of the authority of knowledge with his professional authority, which he determines as the opposite of the freedom of students. (h) The teacher is the main subject of the learning process, while students are only mere objects.

In the "bank style" education system, more students work to collect deposits entrusted to them, the less they produce important sensations that will emerge from their arbitrariness as a transformer of the situation. The more they fully accept the forced passive role, they are more adapted to the world in general and the view that divides will exist in reality. According to (Freire, 1970), people who consciously or mistakenly use the "Bank Style" approach fail that their own decline is a logical anomaly about reality. Thus, Freire refers to the metaphor of the traditional way to handle education as an educational model "Bank Style" Because it resembles like saving cash at the bank. This model changes the oppressive structure of society where the oppressed and the oppressors become divided, this recommends as a determination of reality, is a way to continue the arbitrary treatment politically and neutralize freedom.

### **3) Implications for Educational Transformation**

#### **(1) Educational Process**

Freire states that the education process is not neutral, education functions as a tool to motivate the reconciliation of generations into existing system logic, or becomes a practice of freedom, the means with which people are critical of reality and how to put interest in changes in reality they get (Freire, 1970). Freire added that this did not depend on the educational content offered or on the good intentions of the educator but the educational process itself determined here.

Therefore (Freire, 1970) suggests that the nature of liberation education is based on dialogue. He distinguishes the "bank style" education from dialogue based education and based on teacher problems is the pillar of knowledge. They know everything and students don't know anything. The teacher collects information in students and never asks the questions they know. Students in this model are recipients of information, accept, memorize, and repeat. They were not asked to link knowledge with current problems and injustice in the community to improve society, he got a passive role in this process.

Questions raised by (Freire, 1970) in the education system and teaching process in the 60s are as important in countries like today. In the teaching process, students are treated

like a machine that is not thought of. Some information determined by the curriculum is provided through one-way communication. Students memorize limited information, write in the exam, and are declared to know him. But students have not been able to understand the true problems in their lives. In other words, someone has become literate but has not become educated. To change this situation, the educational process must start from the experience of students, and real life problems. For this, the critical method is based on collaboration with the active participation of students and the role of educator facilitators in the learning process may be a basic condition. Therefore, in the educational process, teachers must accept the freedom of students, and make a dialogue strategy as a teaching medium.

## **(2) Practicing Freedom-Based Teaching Strategies**

Someone basically wants freedom, a person can determine his own direction and position. In Freire's view, education is the practice of freedom, and education must be an activity of freedom (Freire, 1970). Therefore, the teacher must understand the methods and how to maintain the opportunity for freedom to students in the educational process. Through this method, teachers and students participate in the learning process in many ways, and meaningful learning occurs. This can empower teachers and students. Thus the teacher must use this method based on questions that ask during teaching and learning activities. Ask questions about problems in the life situation of students, and let students think critically. With this, students can create new life values for themselves. Such teaching and learning activities really give students the opportunity to make self-choice and self-testing. (Arifin, 2020) Traditional education patterns will not be able to see children as living things that grow in their experiences and then developed in a living environment in accordance with their basic potential. Therefore, education needs to be held through the practice of democratic freedom. All students are encouraged to provide participation in shaping the values that govern life together. The purpose of the school is to arouse a critical attitude of life and be able to develop it.

## **(3) Changes in the Curriculum Planning Process**

The curriculum must be based on different learning experiences and the meaning of learning. Likewise, the curriculum must also overcome social problems. The purpose of education is to develop in appropriate knowledge, skills, attitudes, and human values, independence, self-awareness, and self-realization in relationships related to various aspects of life. Therefore, when planning the curriculum, teachers or curriculum developers must think in depth about how students will achieve the expected educational goals.

Curriculum planning is based on the idea that there is no single method that can work for everyone. Therefore, the curriculum is designed to use the experience of students and the reality of their lives (Degener, 2001). In Freire's view, curriculum planning is a process that is fully oriented towards students who begin with the expectations and desires of students. He accepted that curriculum development is a sustainable process that can be achieved through the reciprocal participation of educators and students. Although the intellectual role in curriculum planning is also important. They must participate in the process of development and transformation of the curriculum through critical dialogue in the selection of work problems and the division of labor appropriately.

Based on this perspective, curriculum development is not a upward process and all those involved in the education and learning process must play their role in educational planning in the best way. From this point of view, (Shim, 2008) said that education is a means to make people aware, while people who maintain the status quo hinder their mental progress due to political and social conditions. In this context, critical awareness is seen as the starting point of the process of forming the curriculum from the freire perspective. (Freire, 1970) states that it is necessary to concentrate on reality in the regions to adjust education to the reality in the country. In fact, they have tried to focus on educational planning on the fact that any curriculum must be based on the current reality of the lower

class of society. He considers that education is a political activity that aims to analyze social relations. Such analysis develops the political awareness of the people. Therefore, curriculum planning must be able to bring backward community in society into the main stream of education and make them aware of their political rights.

Based on the perspective of the Freire curriculum, the process of expanding and developing knowledge with simultaneous work and practical participation in economic efforts is carried out. When the development of quantitative and qualitative education based on critical awareness can be effective in broader development and the expansion of individual and collective life, educators of school associations and educational plans with work and economic production processes. It must also be associated with the political situation and cultural heritage. Freire education focuses on the oppressed education. He believes that the oppressed person does not have the power of critical thinking for various reasons. Freire proposed various steps for the community where the silent culture was dominated and the oppressed people lost their rights. Knowledge of these steps is important for curriculum development. Freire emphasizes education to help someone become blind rather than being ready to use. Therefore, the curriculum must include experience and life techniques for every time students are based on traditional skills. In addition, they must be able to think critically and creatively, to have useful life skills while being able to live a human life with freedom.

#### **(4)Changes in the Role of Teachers and Students**

According to the Freire approach, educators are a problem for students. Freire shows that the teacher must be involved in the continuous reconstruction of their own curious path, opening the door for the study habits that control everyone in the classroom. Dewey (Kilpatrick,1953) In fact, learning through problem solving and practical applications allows students to play a more active role in determining their experiences and positions in society. (Mclaren,2011) Teachers must empower students by creating awareness about reproductivity about the status process that is not equivalent to school education and offering social institutions. Therefore, teachers must have the knowledge, skills, and ability to criticize and change the inequality that exists in society. In this case, teachers are transformative intellectuals, transformative intellectual roles are related to learning from students, assessing their ideas, and participating in the dialogue process (Macrine, 2020).

According to Freire (Godfrey, 1998), class experience with the help of teachers, must create relationships where students must act as active agents in learning and develop critical awareness, enable students to develop legitimacy, help evaluate, justice and rights in the situation education and their lives. Therefore, teachers must be able to know the opinions of students in the educational process, then make interactive teaching, and avoid a way out when class discussions are disrupted. Degener (Peeters et al., 2014) The teacher also has an important role to create an open and equal environment, students must be involved in deeper self -selection about their position in class and the implications of their authority.

Horton dan Freire (Bell et al., 2004) Suggest, teachers must have authority for the subject of students, but students must be given the opportunity to express their views when interacting in class activities. (Aliakbari & Faraji, 2011) In critical pedagogy, educators communicate with students about society and culture so that they can critically change various aspects of the culture they learn. (Freire, 1970) Furthermore, the efforts of educators need to be adjusted to students to be involved in critical thinking and achieving humanization. The teacher must help students to understand the reasons behind the facts. In addition, the teacher is very concerned by releasing knowledge that helps students understand relationships, privileges, deviations of meaning, manipulate social conditions, and help students who are oppressed by identifying with students.

Giroux (Mariani, 2022) Students are those who actively participate in the teaching learning process they are with the teacher, improve the curriculum, and they share their ideas and learn to challenge the assumption that they must be involved in social criticism to create public space where citizens can learn using power over their own lives. According to Moore (Aliakbari & Faraji, 2011) Students contribute to curriculum decisions and determine

the field of study and reading material. Critical students are those who can accept, reject, or suspend an assessment of their claims. They can also provide good reasons for their minds and improve their own processes and others.

There is a relationship between the teacher and students, namely the teacher is students and students are a teacher (Freire, 1970). Therefore, students are not recipients of knowledge, but students become creators (Aliakbari & Faraji, 2011) Freire also emphasized that no one taught others, and no one studied alone, people teach each other, mediated by the world. Freire suggested that students must develop the power of knowledge to critically understand how students are in the world and where students are, they see the world not as an unchanged reality, but as a reality in the transformation process.

(Freire, 1970) Students as creatures in the process of being-as unfinished creatures. Unfinished characters from students and the transformative nature of reality require that education becomes a sustainable activity. Students are not always only listeners, but students as investigations about the things they learn, this is important students dialogue with the teacher. Therefore, students must face problems related to the students themselves. Students need to accept challenges and prepare to respond to these challenges, in students' responses, new challenges must be challenged by new understanding and committed to it. Therefore, cooperation and existence between students and educators in learning seems necessary to improve our current education system.

#### 4. Conclusions

From the theoretical and practical point of view, Freire is one of the most famous and effective educators in terms of critical education. Freire rejected traditional education methods and introduced problem -based learning as a critical dialogue in changing the structure and education system. Students are considered as the main core of education and have active participation in choosing educational processes and subject problems. In addition, to teach, Freire only recommends dialogue, which requires critical thinking, can cause critical thinking. Freire proposes to make a person's life problematic to realize that someone needs another situation without being oppressed and can really achieve such a situation.

Freire curriculum development is a horizontal process, by means of teachers, students, and even parents must participate in curriculum development. The main purpose of Freire is libertarianism, so the formation of the curriculum must have correspondence with traditional and cultural context. Based on the view of curriculum development, schools cannot be separated from the economy and productive and political institutions, this approach can be effective for transformation in the education planning system and curriculum from preschool levels to tertiary institutions. Thus, the teacher needs to realize the relationship between the situation of students and teaching strategies. Teaching strategies are related to the experience of students, freedom, and development of human quality. Whether someone becomes a slave or as a citizen who seems to depend on the education system. On the other hand, education must be the spearhead of social justice and fight any disorder. Educational outcomes are social transformation and liberation tool, the education process is construction and reconstruction of knowledge, therefore, teachers must be with students. Get students to learn from one another and continue to learn. Education cannot be meaningful without proper knowledge about social, political, economic and cultural aspects.

In things like that need to be included in the curriculum with the participation of students, because only students can constructively criticize various aspects that can increase student aspirations for fatalism and injustice and inequality, this is important to emphasize the selection methods in the education process. This allows students to make and use their own decisions about the students themselves. Furthermore, the approach and teaching environment in schools to increase student participation in class, improve the field of education and improve student learning achievement.

In short, in the current education system, the pedagogical problem raised by Freire is still there. There is a need to change traditional thoughts and politician methods, educational

policy makers and teachers in a constructive way. Freire pedagogy requires students to analyze their own situation and a teacher can help students. This requires collaborative and interactive policies and teaching in overcoming educational problems. Likewise, the need for effective critical thinking implementation for student academic liberation. This must also be a commitment of justice -based value for policy makers and practitioners/educators.

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