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Research Article

A Comparison Of John Dewey And E. D. Hirsch's Thoughts On Determining Quality Educational Goals

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Abstract. This paper explores the views of John Dewey and E. D. Hirsch on determining quality educational goals, and compares the similarities and differences between their approaches. The main objective of this research is to provide a comprehensive understanding of the two prominent educational theorists and their ideas on quality educational goals, and to examine how their approaches differ and overlap. To achieve this objective, the research methodology adopted in this study is a comparative analysis of the two thinkers' views on education. The study begins with a thorough review of the literature on the educational theories of Dewey and Hirsch, followed by a comparative analysis of their approaches. The comparative analysis includes an examination of their perspectives on curriculum development, experiential learning, cultural literacy, and knowledge-based education. The data

collected from the literature review and comparative analysis is then synthesized to develop a comprehensive understanding of the similarities and differences between Dewey and Hirsch's approaches to determining quality educational goals. The findings of this research suggest that while Dewey and Hirsch's approaches differ in their emphasis on experiential learning versus cultural literacy, they share a common goal of providing a quality education that prepares students for active and engaged citizenship. Additionally, both Dewey and Hirsch emphasize the importance of effective curriculum development and individualized learning. Education policymakers and practitioners can draw on the insights provided by this research to develop a holistic approach to education that incorporates the strengths of both Dewey and Hirsch's perspectives.

Key Words: John Dewey, E. D. Hirsch, Educational Goals, Progressive Education Theory, Cultural Literacy

Abstrak. Artikel ini mengeksplorasi pandangan John Dewey dan E. D. Hirsch dalam menentukan tujuan pendidikan yang berkualitas, serta membandingkan persamaan dan perbedaan pendekatan keduanya. Tujuan utama penelitian ini adalah memberikan pemahaman yang komprehensif tentang kedua teoritis pendidikan terkenal ini dan ide-ide mereka tentang tujuan pendidikan yang berkualitas, serta menguji perbedaan dan kesamaan pendekatan mereka. Metode penelitian yang digunakan adalah analisis perbandingan pandangan kedua pemikir tentang pendidikan. Penelitian ini dimulai dengan tinjauan literatur tentang teori pendidikan Dewey dan Hirsch, diikuti dengan analisis perbandingan pendekatan mereka. Analisis ini mencakup perspektif mereka terhadap pengembangan kurikulum, pembelajaran berbasis pengalaman, literasi budaya, dan pendidikan berbasis pengetahuan. Data dari tinjauan literatur dan analisis perbandingan digunakan untuk mengembangkan pemahaman komprehensif tentang persamaan dan perbedaan antara pendekatan Dewey dan Hirsch dalam menentukan tujuan pendidikan yang berkualitas. Hasil penelitian ini menunjukkan bahwa meskipun pendekatan Dewey dan Hirsch berbeda dalam penekanan mereka pada pembelajaran berbasis pengalaman versus literasi budaya, keduanya memiliki tujuan yang sama yaitu memberikan pendidikan berkualitas yang mempersiapkan siswa menjadi warga negara yang aktif dan terlibat. Selain itu, baik Dewey maupun Hirsch menekankan pentingnya pengembangan kurikulum yang efektif dan pembelajaran yang disesuaikan dengan individu. Penelitian ini memberikan wawasan bagi pembuat kebijakan dan praktisi pendidikan untuk mengembangkan pendekatan pendidikan yang holistik dengan menggabungkan kekuatan pandangan Dewey dan Hirsch.

Kata Kunci: John Dewey, E. D. Hirsch, Tujuan Pendidikan, Teori Pendidikan Progresif, Literasi Budaya

INTRODUCTION

The purpose of education is a topic that is constantly discussed and debated in the field of education. Every educational figure has different views on the purpose of education, and each view has its own advantages and disadvantages (Lolang et al., 2023). Therefore, educators and researchers need to pay attention to these various views in order to determine quality and relevant educational goals that meet society's needs (Prayitno, 2023).

In this context, John Dewey and E. D. Hirsch are two educational figures who have different views on determining the purpose of education. John Dewey developed the progressive education theory that emphasizes learning that is useful for daily life and direct experiences of students. Meanwhile, E. D. Hirsch developed the concept of cultural education that emphasizes general knowledge and cultural roots of a nation.

Although there have been many studies that discuss their views, there are still not many studies that compare Dewey and Hirsch's thoughts in determining quality

educational goals in detail and depth. However, this comparison can provide a better understanding of both views and their implications for educational development. Therefore, this study aims to compare John Dewey and E. D. Hirsch's thoughts in determining quality and relevant educational goals.

This study uses a comparative descriptive method by collecting and analyzing data from various sources, including books and journals that discuss Dewey and Hirsch's views on the purpose of education. The collected data is then analyzed qualitatively to gain a better understanding of their views and their implications for educational development.

By comparing Dewey and Hirsch's views, this study is expected to provide insights for educators and researchers in determining quality and relevant educational goals that meet society's needs. Furthermore, this study can also contribute to the development of better and more effective curricula and learning.

RESEARCH METHODS

This study uses a comparative descriptive method to compare John Dewey and E. D. Hirsch's thoughts on determining quality and relevant educational goals. The study collects and analyzes data from various sources, including books and journals that discuss Dewey and Hirsch's views on the purpose of education.

The data is collected through a systematic literature review of relevant articles and books published in the past decade. The literature review is conducted using electronic databases such as Google Scholar, JSTOR, and ProQuest, and keywords related to the topic, including "educational goals," "John Dewey," "E. D. Hirsch," "progressive education," and "cultural education." The inclusion criteria for the literature review are that the articles and books must discuss Dewey or Hirsch's views on determining educational goals and their implications for educational development.

The collected data is analyzed qualitatively using content analysis. Content analysis is a systematic approach to analyzing textual data, which involves categorizing and interpreting data according to predetermined themes (Kuckartz, 2019). In this study, the data is categorized according to Dewey and Hirsch's views on determining quality and relevant educational goals. The themes that emerge from the analysis are then interpreted to gain a better understanding of both views and their implications for educational development.

Overall, the methodology for this study aims to provide a systematic and rigorous approach to comparing Dewey and Hirsch's thoughts on determining quality and relevant educational goals.

RESULTS AND DISCUSSIONS

John Dewey's Views on Determining Quality Educational Goals

John Dewey was an American philosopher, psychologist, and educational reformer who lived from 1859 to 1952 (Hickman & Alexander, 1998). He was a major figure in the development of progressive education, a philosophy that sought to transform education by focusing on the needs and interests of the individual learner (Little, 2013). Dewey believed that education should not simply be the transmission

of knowledge, but rather a process of inquiry and discovery that allowed students to develop critical thinking skills and problem-solving abilities (Ellerton, 2022).

To achieve these goals, Dewey developed a progressive education theory that emphasized experiential learning and a child-centered approach to education (Mohamed, 2020). He believed that students should be actively engaged in the learning process, through hands-on experiences and problem-solving activities. This approach allowed students to develop critical thinking skills, apply what they learned to real-world situations, and ultimately become responsible and productive members of society.

Dewey's views on determining quality educational goals were grounded in his progressive education theory. He believed that the primary goal of education was to prepare students to be active and engaged citizens who could contribute to society (Williams, 2017). To achieve this goal, Dewey emphasized the importance of developing critical thinking skills, problem-solving abilities, and a sense of responsibility to society (Tarrant & Thiele, 2016).

One of the key principles of Dewey's progressive education theory was experiential learning (Ord, 2009). This approach emphasized learning through direct experience, rather than through the passive acquisition of knowledge (Ultanir, 2012). Dewey believed that students learned best when they were actively engaged in the learning process and could apply what they learned to real-world situations (Huang, 2002). By doing so, students could develop a deep understanding of the world around them and learn how to apply their knowledge in meaningful ways.

Another key principle of Dewey's progressive education theory was a child-centered approach to education. Dewey believed that students should be at the center of the learning process, and that education should be tailored to the needs and interests of each individual student (Shah, 2020). By doing so, students could become more engaged and invested in their learning, leading to greater academic achievement and a deeper understanding of the world around them.

Finally, Dewey emphasized the importance of curriculum development that was focused on the needs and interests of individual students. He advocated for a student-centered approach to curriculum development that integrated different subjects and provided a coherent and connected curriculum. By doing so, students could develop a deep understanding of the world around them and learn how to apply their knowledge in meaningful ways.

1. Progressive Education Theory

John Dewey's views on determining quality educational goals were grounded in his progressive education theory. This theory emphasized that education should be a process of inquiry and discovery that focused on the needs and interests of the individual learner. It sought to transform education by shifting the focus from the passive acquisition of knowledge to an active, experiential approach that emphasized critical thinking and problem-solving skills.

The progressive education theory also emphasized the importance of a child-centered approach to education. Dewey believed that students should be at the center of the learning process and that education should be tailored to their needs

and interests. This approach encouraged students to take an active role in their learning and to develop a sense of responsibility for their own education.

2. Experiential Learning

Another key principle of Dewey's progressive education theory was experiential learning. This approach emphasized learning through direct experience, rather than through the passive acquisition of knowledge. Dewey believed that students learned best when they were actively engaged in the learning process and could apply what they learned to real-world situations.

Experiential learning also helped students to develop critical thinking skills and problem-solving abilities. By engaging in hands-on activities and problem-solving exercises, students could learn how to analyze information, develop solutions to problems, and apply their knowledge in meaningful ways.

3. Curriculum Development

Dewey also emphasized the importance of curriculum development that was focused on the needs and interests of individual students. He advocated for a student-centered approach to curriculum development that integrated different subjects and provided a coherent and connected curriculum. This approach helped students to develop a deep understanding of the world around them and learn how to apply their knowledge in meaningful ways.

Curriculum development also played a crucial role in helping students to achieve the goals of progressive education theory. By tailoring the curriculum to the needs and interests of individual students, educators could help students to become more engaged and invested in their learning. This, in turn, led to greater academic achievement and a deeper understanding of the world around them.

Overall, John Dewey's views on determining quality educational goals emphasized the importance of active, experiential learning, a child-centered approach to education, and a curriculum that was focused on the needs and interests of individual students. His ideas have had a profound impact on education, and his legacy continues to influence educational practices today.

E. D. Hirsch's Views on Determining Quality Educational Goals

E. D. Hirsch is an American educator and literary critic who has made significant contributions to the field of education, particularly in the area of cultural literacy (Eaglestone, 2020). Hirsch is known for his views on determining quality educational goals, which emphasize the importance of a content-rich curriculum (Sahm, 2016). Hirsch argues that educational goals should focus on providing students with a broad and deep knowledge base. He believes that a strong foundation of shared knowledge is essential for students to become literate and engaged citizens (Provenzo & Apple, 2015).

Hirsch's approach to education is often referred to as "cultural literacy" because it emphasizes the importance of a shared cultural knowledge base (Maine et al., 2019). He argues that students must be exposed to a broad range of cultural experiences and knowledge in order to become fully engaged and productive members of society.

To achieve this shared foundation of knowledge, Hirsch advocates for a coherent, content-rich curriculum that emphasizes the core concepts and skills of various subjects (Pondiscio, 2014). He argues that a strong emphasis on foundational knowledge in subjects such as history, literature, science, and mathematics is essential for students to develop the critical thinking and problem-solving skills needed for success in college and beyond.

Hirsch also advocates for a return to traditional teaching methods, such as direct instruction and rote memorization. He argues that these methods have been unfairly dismissed in modern education, and that they are essential for helping students to develop a strong foundation of knowledge and skills (Hirsch, 1999).

Critics of Hirsch's approach argue that it places too much emphasis on memorization and rote learning, and that it does not provide students with the critical thinking and problem-solving skills needed in today's complex world. They argue that a more experiential and student-centered approach, like that advocated by progressive education theorists like John Dewey, is needed to prepare students for the challenges of the 21st century.

Despite these criticisms, Hirsch's approach to education has gained popularity in recent years, particularly in conservative circles. His emphasis on foundational knowledge and traditional teaching methods has resonated with many educators and policymakers who believe that modern education has become too focused on "soft skills" and not enough on core knowledge and skills.

1. Cultural Literacy

Hirsch's approach to education emphasizes the importance of cultural literacy in achieving educational goals. Cultural literacy refers to the shared knowledge base of a society that is necessary for individuals to communicate effectively and participate fully in social, economic, and political life. Hirsch argues that a lack of cultural literacy can be a barrier to academic success and social mobility, particularly for students from disadvantaged backgrounds.

Hirsch's approach to cultural literacy involves a shared knowledge base that includes a broad range of cultural experiences and knowledge, including literature, history, science, and the arts. This knowledge is essential for students to develop critical thinking and problem-solving skills, as well as the ability to communicate effectively and understand diverse perspectives.

2. Knowledge-Based Education

Hirsch's approach to education emphasizes the importance of a knowledge-based curriculum that provides students with a strong foundation of knowledge and skills. He argues that a content-rich curriculum is essential for developing the critical thinking and problem-solving skills necessary for success in college and beyond.

Hirsch's knowledge-based curriculum focuses on core concepts and skills in various subjects, such as history, literature, science, and mathematics. This approach emphasizes the development of foundational knowledge and skills, rather than the acquisition of discrete facts or skills. Hirsch believes that a strong emphasis on foundational knowledge is essential for students to develop a broad

range of skills, including critical thinking, problem-solving, and communication skills.

3. Curriculum Development

Hirsch's approach to curriculum development emphasizes the need for a coherent, content-rich curriculum that emphasizes core concepts and skills. He argues that a strong emphasis on foundational knowledge is essential for students to develop a strong foundation of knowledge and skills.

Hirsch's approach to curriculum development involves identifying core concepts and skills in various subjects and developing a curriculum that emphasizes these concepts and skills. This approach emphasizes the development of a shared knowledge base and the acquisition of critical thinking and problem-solving skills.

In summary, E. D. Hirsch's approach to determining quality educational goals emphasizes the importance of a shared cultural knowledge base, a knowledge-based curriculum, and a coherent, content-rich curriculum that emphasizes core concepts and skills. By providing students with a strong foundation of knowledge and skills, Hirsch believes that education can empower students to achieve academic success and become engaged, productive members of society.

Comparison of Dewey and Hirsch's Views on Determining Quality Educational Goals

Differences

Dewey and Hirsch have different views on determining quality educational goals. Dewey believed that educational goals should be determined by the needs and interests of the learners, while Hirsch believed that educational goals should be based on a common body of knowledge that all students need to learn.

One of the main differences between Dewey and Hirsch's views is their approach to curriculum development. Dewey believed in a student-centered approach to curriculum development, which emphasized the importance of understanding the individual needs and interests of each student. This approach would involve tailoring the curriculum to the interests and needs of the students, allowing them to explore their passions and develop critical thinking skills. In contrast, Hirsch believed in a content-centered approach to curriculum development, which emphasized the importance of students mastering a common body of knowledge.

Another difference between Dewey and Hirsch's views is their perspective on the purpose of education. Dewey believed that education should prepare students for life and encourage them to think critically and creatively. He saw education as a means of developing individuals who could make informed decisions and contribute to society. In contrast, Hirsch believed that education should provide students with a common set of knowledge and skills that they would need to succeed in their chosen fields.

Finally, Dewey and Hirsch had different views on the role of the teacher in education. Dewey believed that teachers should act as facilitators, helping students to explore their interests and develop their critical thinking skills. He saw the teacher

as a guide who would help students to discover their own paths and interests. In contrast, Hirsch believed that teachers should act as authorities on the subject matter, providing students with the knowledge and skills they need to succeed in their chosen fields.

1. Curriculum Development

Dewey and Hirsch have differing views on curriculum development. Dewey believed that the curriculum should be student-centered and that it should be tailored to the needs and interests of individual learners. He believed that the curriculum should be flexible and that it should be responsive to changes in society and culture.

In contrast, Hirsch believed in a more standardized approach to curriculum development. He argued that there is a core body of knowledge that all students should learn in order to become well-educated individuals. This body of knowledge is often referred to as cultural literacy and includes important historical, literary, and scientific concepts.

2. Experiential Learning

Dewey emphasized the importance of experiential learning, which involves active engagement in the learning process. He believed that students should have hands-on experiences that allow them to explore and discover knowledge for themselves.

Hirsch, on the other hand, believed that a more traditional approach to learning, such as through reading and memorization, is more effective. He argued that students should be taught important facts and concepts in a structured way so that they have a solid foundation of knowledge upon which to build further learning.

3. Knowledge-Based Education

Hirsch emphasized the importance of a knowledge-based education, in which students are taught a core body of knowledge that is essential to becoming well-educated individuals. He believed that this knowledge includes important historical, literary, and scientific concepts that are necessary for understanding the world.

Dewey, while also valuing knowledge, emphasized the importance of critical thinking and problem-solving skills in addition to the acquisition of knowledge. He believed that education should be a process of inquiry and discovery that focused on the needs and interests of the individual learner.

Overall, Dewey and Hirsch had very different views on determining quality educational goals. While Dewey emphasized the importance of student-centered education, Hirsch believed in a content-centered approach. While Dewey saw education as a means of developing critical thinking skills, Hirsch saw education as a means of providing students with a common set of knowledge and skills.

Similarities

John Dewey and E. D. Hirsch had divergent views on education, but there were also some similarities in their ideas on determining quality educational goals. The

following sections discuss in detail the similarities between Dewey and Hirsch's views on determining quality educational goals.

1. Importance of Curriculum Development

Both Dewey and Hirsch placed great emphasis on the development of curriculum in determining educational goals. Dewey's progressive education theory emphasized the need for a child-centered curriculum that was tailored to the interests and needs of individual students. Dewey believed that a curriculum should be flexible and evolve with the changing needs and interests of students. According to Dewey, curriculum should not be seen as a static list of subjects to be covered but rather as a dynamic process of learning that should be responsive to the needs of students.

On the other hand, Hirsch emphasized the importance of a knowledge-based curriculum that focused on the acquisition of core knowledge and skills. Hirsch believed that a strong foundation of knowledge was necessary for students to be successful learners. He believed that a knowledge-based curriculum would help to level the playing field and ensure that all students had access to the same knowledge and skills. Hirsch also emphasized the need for a coherent curriculum that was aligned with state and national standards.

2. Importance of Critical Thinking Skills

Both Dewey and Hirsch recognized the importance of critical thinking skills in determining educational goals. Dewey's progressive education theory emphasized the development of critical thinking skills through experiential learning and problem-solving activities. Dewey believed that students should be active participants in their own learning and should be encouraged to question and think critically about the material they were learning.

Hirsch, on the other hand, believed that the acquisition of core knowledge and skills was necessary for the development of critical thinking. Hirsch argued that without a strong foundation of knowledge, students would lack the background knowledge necessary for critical thinking. Hirsch believed that once students had acquired a solid foundation of knowledge, they could then apply critical thinking skills to that knowledge.

3. Importance of Active Learning

Both Dewey and Hirsch believed that education should be an active process. Dewey's progressive education theory emphasized the importance of active, experiential learning that focused on the needs and interests of individual students. Dewey believed that students should be encouraged to explore and experiment with the world around them.

Hirsch believed that students should actively engage with the material they were learning in order to develop a deep understanding of it. Hirsch believed that students should read widely and deeply and should engage in active reading strategies such as note-taking, questioning, and summarizing.

4. Importance of Assessing Learning Outcomes

Both Dewey and Hirsch recognized the importance of assessing learning outcomes in determining educational goals. Dewey believed that assessment should be an ongoing process that focused on the growth and development of

individual students. Dewey believed that assessment should not be used solely for accountability purposes but rather as a tool for improving instruction.

Hirsch emphasized the need for standardized assessments to measure student progress and to ensure that all students were receiving a rigorous education. Hirsch believed that standardized assessments were necessary to ensure that all students were acquiring the same core knowledge and skills. Hirsch also believed that standardized assessments could help to close achievement gaps and ensure that all students had access to a high-quality education.

Overall, while Dewey and Hirsch had differing views on education, they shared a commitment to improving education and ensuring that students received a high-quality education. Both Dewey and Hirsch recognized the importance of curriculum development, critical thinking skills, active learning, and assessing learning outcomes in determining educational goals.

Implications for Educational Development

The comparison of Dewey and Hirsch's views on determining quality educational goals has significant implications for educational development. By understanding the similarities and differences between their perspectives, educators can better identify and integrate effective educational practices into their curriculum development.

One implication is that educators should recognize the importance of combining experiential and knowledge-based approaches to education. While Dewey emphasized the importance of experiential learning and Hirsch focused on knowledge-based education, both recognize that effective learning involves both aspects. This implies that a balanced curriculum should incorporate both approaches to foster critical thinking skills and promote the acquisition of knowledge.

Another implication is the importance of tailoring education to the individual learner. Dewey believed in a child-centered approach that emphasized the needs and interests of the student. In contrast, Hirsch emphasized the importance of a common cultural literacy to ensure that all students have a shared foundation of knowledge. The implication is that educators should strive to find a balance between individual needs and shared knowledge in order to create an effective educational experience for all students.

Additionally, the comparison highlights the role of curriculum development in shaping educational goals. Both Dewey and Hirsch recognized the importance of developing a curriculum that promotes the acquisition of knowledge and skills. However, they had different ideas about the specific content of that curriculum. This implies that educators should carefully consider the content and structure of their curriculum development in order to create a program that effectively prepares students for the challenges of the future.

The differences and similarities between Dewey and Hirsch's views on determining quality educational goals have significant implications for educational development. These implications can be discussed in the following ways:

1. Curriculum Development

Dewey and Hirsch's views on curriculum development differ significantly. Dewey emphasized the importance of a child-centered approach to education, where the curriculum is tailored to the needs and interests of the individual learner. In contrast, Hirsch emphasized the importance of a knowledge-based education, where a core body of knowledge is essential for all students to have, regardless of their individual needs and interests. These different views on curriculum development have implications for how educational programs are designed and implemented. Dewey's approach would require a more flexible and individualized curriculum, while Hirsch's approach would require a more standardized and uniform curriculum.

2. Experiential Learning

Both Dewey and Hirsch recognized the importance of experiential learning, but they had different views on how it should be implemented. Dewey believed that experiential learning should be a central component of education, where students learn through inquiry and discovery. Hirsch, on the other hand, believed that experiential learning should be used to reinforce the knowledge that students have already acquired through direct instruction. These different views have implications for how educational programs are designed and implemented. Dewey's approach would require a more hands-on, student-centered approach to learning, while Hirsch's approach would require a more teacher-directed approach.

3. Cultural Literacy

Hirsch's emphasis on cultural literacy has significant implications for how educational programs are designed and implemented. Hirsch believed that all students should have a core body of knowledge that includes cultural literacy, which involves knowledge of the literature, history, and art of Western civilization. This approach has been criticized for being Eurocentric and neglecting the contributions of other cultures. Dewey's approach, which emphasized the importance of the individual learner's needs and interests, would require a more inclusive approach to cultural literacy that acknowledges the contributions of all cultures.

Overall, the comparison of Dewey and Hirsch's views on determining quality educational goals highlights the need for a balanced and student-centered approach to education that incorporates both experiential and knowledge-based learning. It emphasizes the importance of tailoring education to the individual needs of the student while also promoting a common foundation of knowledge. Finally, it underscores the crucial role of curriculum development in shaping educational goals and preparing students for success in the future.

CONCLUSION

A comparison of John Dewey and E. D. Hirsch's thoughts on determining quality educational goals highlights the fundamental differences in their approaches to education. While Dewey advocated for a child-centered, experiential approach that emphasized critical thinking and problem-solving skills, Hirsch emphasized the

importance of a knowledge-based education that focuses on the accumulation of cultural literacy. Despite these differences, there are also important similarities between Dewey and Hirsch's views. Both agreed that education should aim to develop students' abilities to think critically, and that it should be grounded in the needs and interests of the individual learner. Additionally, both recognized the importance of effective curriculum development in achieving quality educational goals. In terms of implications for educational development, the comparison of Dewey and Hirsch's views suggests that there are multiple paths to achieving quality educational goals, each with its own strengths and limitations. Education policymakers and practitioners should take a holistic approach to education, drawing on a range of perspectives and best practices in order to provide students with the best possible educational experience. Overall, the comparison of Dewey and Hirsch's views on determining quality educational goals provides valuable insights into the complexities of education and highlights the need for ongoing dialogue and collaboration in the field.

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