

## PHILOSOPHICAL PERSPECTIVES IN INTEGRATING ELT TO BIOLOGICAL EDUCATION AND LITERATURE STUDY: AN INTERDISCIPLINARY APPROACH

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### ABSTRACT

Philosophy and education have a close relationship. The relationship between the two is inseparable, so sometimes the philosophy of education is called educational theory, and vice versa. The purpose of this article is to analyze how philosophy is viewed in educational practice. The method used is the library study method (library reserch), which is a research activity carried out by collecting data and information with the help of various kinds of materials in libraries and other online media such as reference books, similar previous research results, articles, notes, and various journals related to the problem to be solved. In any science, philosophy is needed because in philosophy we can think deeply about a science, especially in the world of education. The philosophical perspective provides a foundation of thought and conceptual framework for educators in understanding the objectives of the education curriculum, methods and assessments in education. Philosophy can provide various perspectives that can help educators to understand and advance practices in the world of education.

**Keywords:** Education, Education Practice, Perspective, Philosophical

### INTRODUCTION

Education is a humane process, which is known as humanizing human beings. Therefore, we should be able to respect the human rights of every human being. In other words, students are not machine people who can be controlled at will, but they are a generation that we need to help and provide care in every reaction to change towards maturity in order to form a person who is independent, thinks critically and has a good moral attitude. For this reason, education not only forms a person who is different from other figures who can activities of eating and drinking, dressing and having a house to live in, this matter is called the term humanizing humans (Ab Marisyah, Firman, 2019).

The definition of education in a broad sense is Life. This means that education is all learning knowledge that occurs throughout life in all places and situations that have a positive influence on the growth of each individual being. That education takes place throughout life (long life education). Teaching in a broad sense is also a process of teaching activities, and carrying out learning can occur in any environment and at any time (Amirin: 2013).

Literally, the meaning of education is to educate carried out by a teacher to students, adults are expected to children to be able to provide role models, learning,

direction, and improvement of ethics, and explore the knowledge of each individual. The teaching given to students is not only from formal education carried out by power holders, but in this case the function of the family and society is very important and becomes a forum for guidance that can generate and develop knowledge and understanding (Ab Marisyah<sup>1</sup>, Firman<sup>2</sup>, 2019).

Education in the narrow sense of the word is a school. The system applies to people with status as students, namely students at school, or students at a university (formal education institution). The father of education Ki Hajar Dewantara with his famous guidelines, namely, "Ing Ngarso Sung Tulodo" (in front of setting an example), "Ing Madyo Mangun Karso" (in the middle of building and encouraging), Tut Wuri Handayani (behind giving encouragement) and (Febriyanti, 2021).

Education is defined in various opinions and statements. The diversity of opinions is something to be grateful for so that it opens up opportunities to compare various opinions and add to the treasure of knowledge. Some definitions of education can be stated as follows. The Big Dictionary states: Education means the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, the process of action, and how to educate. Experts do not miss putting forward several definitions, including 1) Edward Humrey, "Education means the increase of skill development of knowledge and understanding as a result of training, study or experience" Education is an addition of skills or development of science and understanding as a result of training, study or experience, 2) Ki Hajar Dewantara, "Education is the guidance of all the forces of nature that exist in children so that they as human beings and members of society and achieve the highest possible safety and happiness" 3) Driyarkara, "Education is the humanization of man" This definition shows that education is a systematic effort that aims for every human being to reach a certain stage in his life, namely the achievement of inner and outer happiness.

The importance of education places it in the highest strata of human needs. Education is therefore a barometer of progress and civilization. The progress of a nation can be seen from the nation's level of education. It is not surprising then that the State regulates and makes education as one of the important issues that must be addressed as well as possible. This is the case with Indonesia, where education is one of the State's responsibilities. The Preamble of the 1945 Constitution clearly mandates to "educate the nation's life". This mandate is hierarchically translated into various laws and regulations governing education.

Law number 20 of 2003 on the National Education System states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills

needed by themselves, society, nation and State. From the above definition, it can be seen that the educational effort seeks to direct all the potential of students to the fullest in order to realize a perfect personality in the future. Expectations for the world of education are very large to bring learners towards the best quality of life (Yusuf M, 2018)

The word philosophy comes from English and Greek. In English, that is philosophy, while in Greek *philein* or *philos* and *sofein* or *sophi*. *Philos*, meaning love, while *sophia*, meaning wisdom. There are also those who say that philosophy comes from Arabic, namely *falsafah*, which means *al-hikmah*. Thus philosophy can be interpreted as "love of wisdom or *al-hikmah*". People who love or seek wisdom or truth are called philosophers (Salahuddin A, 2014). From the above definition there are still several philosophers who define Philosophy. The following are some definitions of philosophy from some philosophers: 1) Plato (427-348 BC). This famous Greek philosopher, student of Socrates and teacher of Aristotle defines philosophy as knowledge that is interested in achieving original truth, 2) Aristotle (382-322 BC). Philosophy is a science that includes the truth about the sciences of metaphysics, logic, rhetoric, ethics, economics, politics and aesthetics. According to him, the science of philosophy is the science of seeking the first truth, the science of everything that exists which shows that there is one who holds as the first mover, 3). Al-Farabi (870-950). The greatest philosopher before Ibn Sina defined philosophy as the science of nature that exists and what is its true nature, 4) Rene Descartes (1590-1650), a major figure of the Renaissance, defines philosophy as a collection of all knowledge where God, nature and humans are the subject of investigation, dan 5) Immanuel Kant (1724-1804), a philosopher who is often called the giant of Western thought, defines philosophy as the basic science and base of all knowledge which includes four issues, namely: a). Metaphysics, answering what we can know, b). Ethics, answering what we can do, c). Religion, answering where our hopes are, d). Anthropology, answering what is called human, and 6). Theodore Brameld, defines philosophy as the persistent efforts of ordinary people and clever people to make life as understandable and meaningful as possible. (Waris, 2014)

Philosophy provides a foundation for thinking and a conceptual framework for educational practice while education becomes a forum for the application of philosophical ideas. Philosophy provides a variety of perspectives that can help educators to understand and advance educational practice. By studying various philosophical perspectives, educators can make more informed and effective decisions about how they teach and what they teach. Essentially, philosophy and education have a close and complementary relationship. With this we writers will discuss a little about the Definition of Philosophy of Education? The Relationship between Philosophy and Education? Philosophical Perspectives in Educational Practice? which will be interrelated with one another.

## METHODS

The method used is the library study method (library research), which is a research activity carried out by collecting data and information with the help of various kinds of materials in libraries and other online media such as reference books, similar previous research results, articles, notes, and various journals related to the problem to be solved. Activities are carried out systematically to collect, process, and summarize data using certain methods to help complete the data. Data collection techniques for research by means of literature studies that examine theories relevant to research problems. Reviewing books or journals related to educational issues, especially related to curriculum development and also Islamic education in Indonesia. The data obtained from relevant sources will be read, analyzed, processed and concluded so that it becomes a conclusion that will be presented at the end of this study (Sari & Asmendri, 2020).

To reach a conclusion, the author first analyzed the data qualitatively. The analysis step consists of the following three stages.

1. Data reduction, at this stage
2. At this stage, the selection of data that is relevant to the research objectives is carried out;
3. Data Presentation, at this stage the author prepares the selected data in order to make it easy to analyze;
4. Conclusion Drawing, at this stage the author draws conclusions inductively based on the available data (Mirshad, 2014).

There are four stages of literature study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research materials (Mertens, 2004). The data collection uses a way of finding sources and constructing from various sources such as books, journals and research that has been done. Literature obtained from various references is analyzed critically and must be in-depth in order to support propositions and ideas.

## FINDINGS AND DISCUSSION

In understanding what the definition of the philosophy of education is, two approaches can be used, namely:

1. Traditional approach
2. Critical approach.

First, the philosophy of education in the traditional sense is the philosophy of education in its pure form. This approach has developed by producing various alternative answers to various kinds of philosophical questions posed in the field of education whose answers are contained in various schools of educational philosophy.

Second, the critical thinking approach. In this approach, the questions asked can be structured and are not bound by time periods and can apply analysis that can reach the present and future. The analysis used is with 2 (two) ways of analysis, namely language analysis (linguistics) and concept analysis. Language analysis is

an attempt to make interpretations concerning opinions about meaning. Language analysis is needed to produce an in-depth review. Meanwhile, concept analysis is an analysis of ideas or concepts. The answers in concept analysis are in the form of definitions expressed by the character (Prasetya, 2002:20).

Understanding the philosophy of education can also be known by studying the relationship between philosophy and education.

According to some experts, it is as follows:

1. John Dewey

Views education as a process of forming fundamental basic abilities, both concerning the power of thought and the power of feeling, towards human nature. Philosophy in this case can be referred to as a general theory of education. The task of philosophy and education is in line, namely both advancing human life;

2. Thomson

Thomson says that philosophy means "looking at the whole problem without any limits or implications". Philosophy is a form of thought that is consequent, uncompromising about things that must be revealed thoroughly and roundly;

3. Van Cleve Morris

Stating, education is a philosophical study, because it is actually not only a social tool, but also an agent that serves the conscience of society in fighting for a better tomorrow (M. Arifin, 2005).

4. Philosophy of education

Is a philosophy that thinks about the problem of education. Philosophy of education is also defined as educational theory. Philosophy of education is a science that is essentially the answer to questions in the field of education.

Philosophy of education is the application of a philosophical analysis of the field of education. Making sense of the philosophy of education may be pursued in two ways. First, with a more dominant emphasis on the philosophy. Second, by positioning education as the dominant and philosophy as a tool to analyze the education. Thus the philosophy of education can be understood as the application of philosophy in education. It can also be understood as thinking radically, systematically, and universally about education.

These two definitions can be used mainly because each of them, both philosophy and education, has autonomy. Why is it called autonomous, because both have an object of study or object of study. Each also has its own systematics. Philosophy and education are actually two terms that have their own meaning. However, when combined, they will become a new and special theme. The philosophy of education cannot be separated from the science of philosophy in general. The philosophy of education views educational activities as the object of study. There are many definitions of the philosophy of education but ultimately all say and ask about the rules of philosophical thinking in order to solve educational problems. This effort then results in educational theories and methods to determine the motion of all educational activities. Philosophy of education is a philosophical science that studies the nature of the implementation of education. The material

studied includes the purpose, background, method, results, and nature of education. The method is done by critically analyzing the structure and benefits of education. Philosophy of education seeks to think about educational problems. One that is criticized concretely is the relationship between educators and students in learning. One of the things that is often discussed today is education that touches on aspects of experience. The philosophy of education seeks to answer questions about education policy, human resources, curriculum theory and learning and other aspects of education.

Many experts define the philosophy of education, but all agree that the philosophy of education implies critical, systematic and radical thinking about various educational problems. Various definitions of the philosophy of education have been put forward by experts. According to Al-Syaibany, the philosophy of education is an organized thought activity that makes philosophy a way to organize, harmonize and integrate the educational process. According to Jhon Dewey, the philosophy of education is a fundamental formation of basic abilities, both concerning the power of thought (intellectual) and the power of feeling (emotional), towards human nature.

According to Imam Barnadib, the philosophy of education is a science that is essentially an answer to questions in the field of education. For him, the philosophy of education is the application of a philosophical analysis of education. According to an American philosopher, Brubacher in Arifin said, the philosophy of education is like putting a carriage in front of a horse, and philosophy is seen as a flower, not as the sole root of education. The philosophy of education is free-standing with the advantage of having a connection with general philosophy. However, this connection is not important, but what happens is an integration between philosophical views and philosophy of education, because philosophy is often interpreted as a theory of education at all stages.

## DISCUSSION

The Relationship between Philosophy and Education Philosophy and education have a close relationship. The relationship between the two can only be distinguished, not separated. The relationship between the two is so close that sometimes the philosophy of education is called educational theory, and vice versa. For example, in the United States the theory or science of education is called the Philosophy of Education or Briefly the relationship between the two can be formulated as follows:

1. The philosophy of education provides its philosophical views to educational theory, especially its views on humans, learners, educational goals, and how to learn.
2. Educational theory as an autonomous discipline, often encounters problems that require the help of educational philosophy. Sometimes the views of philosophy of education can change the theory of education.
3. If an educational theory cannot be philosophically justified, especially in relation to life and human beings, it will result in irresponsible treatment.
4. The implementation of educational theory often provides new materials for the philosophy of education to ponder.

Educational theory can cover the views of educational philosophy that are suitable for it, although these views must be reprocessed (Daniel, 1995). From the above explanation, it can be seen that there is a close relationship between the two. Both influence each other. In accordance with the above formulation, it can also be said that the problem of educational problems at both the philosophical level and the theoretical level can be answered by the relationship between the two. The functional relationship between philosophy and educational theory can also be described as follows:

1. Philosophy, in the sense of analyzing philosophy is one of the approaches used by educational experts in solving educational problems and compiling educational theories. Philosophical views - including the flow of philosophy - will affect the building of the theory.
2. Philosophy serves to provide direction so that educational theory that has been developed, has relevance to the real world. The theory that was developed after being directed by philosophy in accordance with current life.
3. Philosophy gives direction to the development of educational theory into educational science (Zuhairini et al, 2004).

The relationship between philosophy and education can also be interrelated. Philosophy affects the growth of other sciences. This is the horizontal relationship between philosophy including the philosophy of education with other sciences. Philosophy of education has a vertical relationship with other sciences when related downward or upward, such as the relationship with the science of education, the history of education, and so on (Prasetya, 2002). The above shows that the philosophy of education has a significant value for the growth and development of science. In connection with this also al- Syaibani (1979) said: "The philosophy of education has a huge influence or importance for any educational system that seeks to advance.

Education will not grow, develop and advance if it is not based on a philosophy that is always accompanied by renewal and inventiveness in a world that is always fighting with science and technology. As long as we still ask: "why do we teach, how to teach it, as long as education requires philosophy". According to Ali Saepullah as quoted by Jalaludin (1997), the philosophy of education and educational theory have a supplementary relationship as follows:

1. Activities to formulate the basics, goals of education, concepts about human nature, and conception of the nature and aspects of education.
2. Activities to formulate educational systems or theories that include educational politics, educational leadership, educational and teaching methodologies, including patterns of acculturation of education with society.

Philosophical Perspectives in Educational Practice Philosophy of education views educational activities as objects that are studied, both ontologically, epistemologically, and axiologically.

## 1. Ontologically

Ontology is an epistemology that shows the meaning of thinking that focuses on the basic structure that exists, regardless of any legitimacy,

regardless of whether or not it can be observed and or analyzed by humans. Ontology can also be called Metaphysics which means discussing the nature of nature and the nature of the world where humans live. Metaphysics addresses issues that are abstract and beyond concrete life. The view if education is, metaphysics is related to the formulation of educational theory and practice in various ways. The subjects, experiences and skills contained in the curriculum reflect the concept of reality believed in by a society that supports the existence of a school. For example, the lessons of history, geography, chemistry and others depict certain phases of reality to the students.

## 2. Epistemology

Epistemology is a branch of philosophy that examines the nature of human knowledge. In particular, in epistemology, in-depth studies are carried out on the nature of the act of knowing, sources of knowledge, levels of knowledge, methods for obtaining knowledge, validity of knowledge, and truth of knowledge. Epistemology addresses the basic and very general concept of the process of knowing, so it is closely related to teaching and learning methods. For example, an idealist holds the belief that the process of knowing or cognitive process is actually a process of recalling ideas that already exist and are latent in the human mind.

The appropriate learning method is the Socratic dialog. With this method, the teacher tries to stimulate or bring latent ideas into the consciousness of the student subject by asking questions that lead to the emergence of these ideas in dialog. When viewed in education, from the teacher's point of view, one thing that is very clear and important in the study of epistemology is the existence of different types of knowledge. These types of knowledge are revelatory knowledge, intuitive knowledge (intuition), rational knowledge, knowledge, and knowledge.

Empirical knowledge, authoritative knowledge. So, it can be seen that in educational activities it is very close to epistemology because education is always related to the provision of knowledge by educators, and its acceptance, and its development by students. In every knowledge delivered by teachers with various disciplines, each has its own epistemological basis.

## 3. Axiology

Axiology is a branch of philosophy that discusses theories of value and tries to describe what is called goodness and good behavior. Part of axiology is ethics and aesthetics. Ethics refers to the philosophical study of moral values and human behavior. Aesthetics is concerned with the study of the values of beauty and art. The axiology of education is reflected in the formulation of educational goals. When people design education, then he must start by formulating the goals to be achieved. The purpose of education is based on the values that are believed to be trying to realize real action. Thomas Armstrong says that the purpose of education is to support, encourage, and facilitate the development of students as a whole human being. It can be interpreted that according to Armstrong education should be based on the values of life that is

holistic so that education to be realized is holistic education as well. So, in axiological philosophy education is seen that the axiological basis of education science is the concept of value that is believed to be the basis or basis in the theory and practice of education.

## CONCLUSION

In any science, philosophy is needed because in philosophy we can think deeply about a science, especially in the world of education. Philosophical perspectives provide a foundation and conceptual framework for educators in understanding the goals of the education curriculum, methods and assessments in education. Philosophy can provide various perspectives that can help educators to understand and advance practices in the world of education.

With the preparation of this article, it is hoped that we can gain knowledge about "philosophical perspectives in the world of education" Thus the subject matter of this paper, of course the author realizes that there are still many shortcomings contained in this paper. Therefore, we expect constructive criticism and suggestions so that this paper can be refined again. Hopefully the paper that we have compiled can be useful for readers.

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