
Knowledge and Perceptions of Elementary School Teacher Education Students on Educational Philosophy

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Abstract

Education is a very vital thing in human life. Educational philosophy is a philosophy that sees education as a process to humanize students. This study seeks to reveal how the knowledge of PGSD students about the philosophy of education and students' perceptions of the philosophy of education. This study uses quantitative methods with descriptive research type. Respondents in this study were 174 students. This study found that the source of knowledge of each elementary school teacher education student about educational philosophy was 60.3 percent, namely social media. Most elementary school teacher education students consider educational philosophy to be an important science. Most of the perceptions about the importance of educational philosophy are because it can provide a complete understanding of science and be able to use the knowledge possessed. Philosophy of Education is very important to be taught to PGSD students who will become educators. For this reason, it is necessary to develop an innovative and creative educational philosophy of education model.

Keywords – Knowledge and Perceptions; Elementary School; Educational Philosophy.



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1. Introduction

Education is a very vital thing in human life. Educational philosophy is a philosophy that sees education as a process to humanize students. Thus, humans are able to continue to develop and be able to actualize themselves in society in their lives with all their potential. Curiosity is a human characteristic. Human curiosity has been able to develop knowledge. To reveal the reality in human life, science becomes very important. Through science, what so far has not been revealed. Science makes humans able to communicate with other humans and increase human dignity.

The educational process is a developmental process that has a purpose. The development process naturally aims to reach maturity. Developing to a level of maturity and maturity is the most natural human potential. Human natural and social preconditions make it possible to achieve this development based on existing potential.

Pre-conditions for achieving this development include: security, food, health, and climate, which are human needs. Philosophy is based on the ability to think, or reason or human logic. The real truth that is sought is something that can be reached by the human mind. Philosophy is related to the activity of thinking. Philosophy gives results to a comprehensive and holistic picture of thought. Philosophical thought is speculative. Philosophical activities include: thinking and contemplating something deeply, without having to make direct contact with the object being thought of. Therefore, the study of the philosophy of Education is very important to do. This study seeks to reveal students' knowledge and perceptions of educational philosophy.

Auguste Rodin is one of the famous sculptors who made the statue of Homo Sapiens, namely a thinking man. Auguste Rodin imagines and illustrates that humans are always thinking. Humans at every moment in their lives, from the time they are born until they die, humans never stop thinking. All problems related to human life cannot be separated from thinking activities, including

trivial things even to the most basic things. Thinking is a characteristic of human nature. Humans become humans because of thinking activities.

The development of science develops based on curiosity. Curiosity is a human characteristic. With science, humans seek to reveal reality, so that humans can interact and communicate with other people and so that humans can solve problems in everyday life. Humans also need a way to be able to relate to other humans. Humans need socialization in order to become social creatures. In life, humans cannot live alone and they need other people.

Humans are different from other creatures. Other creatures have a natural relationship with nature. Meanwhile, human relations with nature must be pursued (Bakker & Zubair, 1990). This shows that in thinking, when humans think about their progress, humans show their human aspects. This progress shows that in the process of thinking humans always try to introspect, improve and develop themselves for progress. Same thing with Education. Education does not only accept what is, but there must be improvement efforts through in-depth thinking processes to make progress.

By understanding philosophy well, humans will be able to develop the sciences that are studied consistently. Philosophy studies the nature of things in a systematic, integrated, comprehensive, and universal manner. The results can be a guide and direction for the development of other sciences. There are several theories that become references in supporting the realization of optimal education so that the philosophy of education can be carried out properly, namely: The theory of science or Epistemology; Ethics or theory of value; and theories about reality or reality and metaphysics; and problems identified in the three disciplines discussed in the philosophy of Education (Arifin, 1996).

Philosophy comes from the words *Philos*, *philore* (love) and *sophos* or *sophia* (virtue, goodness, truth). Science that studies the nature of things, God, humans, and nature. Philosophy means thinking reflectively in order to get answers to basic and universal questions. The answers are compiled

systematically, then tested critically and openly to obtain the real truth. Answers to problems are usually never completed and never perfect.

Education comes from the word "didik", by giving it the prefix "pe" and the suffix "kan", meaning "perbuatan" (things, ways and so on). This educational terminology originally comes from the Greek, namely "pedagogie", which means guidance given to children. This terminology is then translated into English with "education" which means development or guidance. In Arabic this terminology is often translated as "Tarbiyah" which means Education (Ramayulis, 2002). According to Imam Bernadib, philosophy of education is an educational science based on philosophy, or philosophy that is applied in the business of thinking and solving educational problems (Bernadib, 1994).

Based on the opinion of experts, the philosophy of education is a branch of philosophy that studies the nature of education. Educational philosophy views educational activities as objects that need to be studied. There are many definitions of the philosophy of Education. However, it can be said that all of them argue and ask questions about the principles of philosophical thinking in order to solve problems that exist in the field of education. This effort then produces educational theories and methods to determine the motion of all educational activities.

The main branches of philosophy are: Metaphysics (ontology), epistemology and axiology. Metaphysics is a branch of philosophy that studies the nature of the deepest reality of all things, both physical and non-physical. Epistemology is a branch of philosophy that studies the nature of human knowledge. Epistemology also examines in depth the nature of the act of knowing, sources of knowledge, levels of knowledge, methods for obtaining knowledge, validity of knowledge, and truth of knowledge. Meanwhile, Axiology is a branch of philosophy that studies the nature of values. Based on the main emphasis, axiology can be divided into ethics (philosophy of good and bad human behavior) or moral and aesthetic philosophy or philosophy of beauty (Bernadib, 1987).

Philosophy has a relationship with Education. Philosophy examines a reality broadly and thoroughly, in accordance with the characteristics of a systematic and comprehensive philosophy. The concept of the world and the purpose of human life which is the result of the study of philosophy, becomes the basis for setting educational goals. Educational system building and educational practice are implemented and oriented towards educational goals. The relationship between philosophy and the philosophy of education is that philosophy does not only give birth to new knowledge or knowledge, but also gives birth to a philosophy of education. John Dewey argued that philosophy is a general theory of education. Philosophy of education must at least be able to answer the basic questions in education (Tiat, 1968). Philosophy is not the result of research or experimentation, right or wrong cannot be tested with facts. Philosophy is the product of thought. (Sidigzalba, 1992).

Philosophy is the result of thinking in the process of which there are classifications and there are pros and cons. There is an opinion that says that philosophy is a science, while another opinion says that philosophy is not related to science (Sidigzalba, 1992). Although the truths presented by religion may be similar to the truths achieved by philosophy, there are still religions that cannot be equated with philosophy. This difference is due to different ways. On the one hand, religion uses belief, on the other hand, philosophy is based on research that uses human potential, and believes in it as the only measuring instrument for truth, namely human reason (Praja, 1997). However, it is not absolute that philosophy cannot study religion to find its truth. Responding to the problem of truth in philosophy and religious truth in general is interpreted on the one hand as religion using the means of belief, on the other hand philosophy is based on research that uses human potential. If the truth is discussed using the same tools as the human mind and there are differences whose descriptions cannot be reconciled, basically what is being sought can be said to be not the truth. The truth no matter how its form still contains meaning (truth). The form of truth with

that which is not truth will show the difference. The truth embodied in religious teachings and their relationship to philosophical truth is difficult to separate.

2. Method

This study uses quantitative methods with descriptive research type. The number of respondents in this study was 174 students, consisting of 17.2 percent male and 82.8 percent female.

Table 1. Gender

No	Gender	f	%
1.	Male	144	82.8%
2.	Female	30	17.2%
Total		174	100%

Source: Primary data

54 percent of students who were respondents in this study came from schools in rural areas and 46 percent came from urban areas. The data show that there is no significant difference regarding school origin. So that it can be said that there is no tendency from one of the characteristics of the regional category that affects the knowledge and perceptions of elementary school teacher education students regarding educational philosophy.

Table 2. School Origin

No	School Origin	f	%
1.	Village	94	54%
2.	City	80	46%
Total		174	100%

Source: Primary data

Data from this study shows that 83.9 percent of students are from public schools and 16.1 percent of students are from private schools. The significant difference regarding the status of the school of origin of the students who were respondents in this study then influenced the knowledge and perceptions of elementary school teacher education students regarding educational philosophy. This is related to private schools which tend to apply exclusive education, where the values of certain groups take root and become an agenda that cannot be separated from the daily activities of all school members. Meanwhile, state

schools operated by the government tend to be public in nature with most of the facilities provided free of charge. The difference in characteristics between the two school statuses affects the knowledge and perceptions of elementary school teacher education students when they are at the college level regarding educational philosophy.

Table 3. Home School Status

No	Home School Status	f	%
1.	Public School	146	83.9%
2.	Private School	28	16.1%
Jumlah		174	100%

Source: Primary data

Data were collected using structured interview guidelines, namely questionnaires. After the data is collected, it is classified according to the topic being studied. After that, the data were analyzed and concluded.

3. Result and Discussion

This study shows that each elementary school teacher education student's knowledge of educational philosophy is not singular. This means that students' understanding of educational philosophy is very complex.

Table 4. Student Knowledge About Educational Philosophy

No	Student Knowledge About Educational Philosophy	Yes		No		Total
		f	%	f	%	
1.	Philosophy that studies the nature of implementation and education includes the objectives, background, methods, results, and nature of education	120	69%	54	31%	174/100%
2.	The science that applies the structuralist critical method	12	6.9%	162	93.1%	174/100%
3.	Science that studies specifically educational policy, human resources, curriculum and learning theory and other aspects of education	55	31.6%	119	68.4%	174/100%
4.	The science of the principles of philosophical thinking in order to	104	59.8%	70	40.2%	174/100%

solve problems that produce educational theories and methods to determine the motion of all educational activities

Source: Primary data

There are various variations of student knowledge about educational philosophy. The data in table 4 shows that the knowledge and perception of students regarding the philosophy of education is the highest, namely philosophy which studies the nature of implementation and education including the objectives, background, methods, results, and nature of education with a percentage of 69 percent. The knowledge and perception of students about the philosophy of education is the science of the principles of philosophical thinking in order to solve problems that produce educational theories and methods to determine the motion of all educational activities by 59.8 percent. Educational philosophy is also understood as a science that studies specifically educational policies, human resources, curriculum and learning theory and other aspects of education with a percentage of 31.6 percent. Finally, 6.9 percent of students think that educational philosophy is a science that applies structuralist critical methods.

Table 5. Sources of Knowledge and Perceptions of Philosophy of Education

No	Sources of Knowledge and Perceptions of Philosophy of Education	Yes		No		Total
		f	%	f	%	
1.	Book	39	22.4%	135	77.6%	174/100%
2.	Social Media	105	60.3%	69	39.7%	174/100%
3.	Mass media	16	9.2%	158	90.8%	174/100%
4.	Television	4	2.3%	170	97.7%	174/100%
5.	Ddiscussion Forum	23	13.2%	151	86.8%	174/100%
6.	Educational Institutions (Teachers/Lecturers)	91	52.3%	83	47.7%	174/100%

Source: Primary data

Based on table 5, this study shows that the largest source of knowledge for each elementary school teacher education student regarding educational philosophy is social media, which is 60.9 percent. This was followed by 52 percent of teachers/lecturers delivered in educational institutions, 22.9 percent of books,

13.1 percent of discussion forums, 9.1 percent of mass media and 2.3 percent of television.

Based on table 6, this study shows that most elementary school teacher education students consider educational philosophy to be an important science. The highest perception of the importance of educational philosophy is because it can provide a complete understanding of science and be able to use the knowledge possessed with a percentage of 82.8 percent. The next perception is important, because it can form qualified and professional educators with a percentage of 55.7 percent. As many as 55.2 percent of students also consider educational philosophy important because it can provide a foundation of responsibility for educators about the nature of each learning practice. As many as 40.2 percent of students consider educational philosophy important because it can build a critical mindset in their scientific attitude. As many as 39.7 percent of students consider educational philosophy important because it can provide an overview of the desired life orientation in the future. As many as 36.2 percent of students consider educational philosophy important because it can help solve problems or dilemmas of daily life appropriately. Finally, as many as 25.3 percent of students consider educational philosophy important because it can develop a spirit of tolerance in every difference of opinion (plurality). The data of this study shows that there are 0.6 percent of students who consider educational philosophy to be unimportant because of the fear of being too ideological which can mislead reason.

Table 6. Perception of Educational Philosophy

No	Perception of Educational Philosophy	Yes		No		Total
		f	%	f	%	
1.	It is important, because it can form qualified and professional educators	97	55.7%	77	44.3%	174/100%
2.	Important, because it can help solve problems or dilemmas of daily life appropriately	63	36.2%	111	63.8%	174/100%
3.	It is important, because it can provide a complete understanding	144	82.8%	30	17.2%	174/100%

	of science and be able to use the knowledge possessed					
4.	Important, because it can build a critical mindset in scientific attitude	70	40.2%	104	59.8%	174/100%
5.	Important, because it can provide an overview of the desired life orientation in the future	69	39.7%	105	60.3%	174/100%
6.	Important because it can develop a spirit of tolerance in every difference of opinion (plurality)	44	25.3%	130	74.4%	174/100%
7.	It is important, because it can provide a foundation of responsibility for educators regarding the nature of each learning practice	96	55.2%	78	44.8%	174/100%
8.	It is not important, because there is a fear that is too ideological which can mislead reason.	1	0.6%	173	99.4%	174/100%

Source: Primary data

Based on table 6, this study shows that most elementary school teacher education students consider educational philosophy to be an important science. The highest perception of the importance of educational philosophy is because it can provide a complete understanding of science and be able to use the knowledge possessed with a percentage of 82.8 percent. The next perception is important, because it can form qualified and professional educators with a percentage of 55.7 percent. As many as 55.2 percent of students also consider educational philosophy important because it can provide a foundation of responsibility for educators about the nature of each learning practice. As many as 40.2 percent of students consider educational philosophy important because it can build a critical mindset in their scientific attitude. As many as 39.7 percent of students consider educational philosophy important because it can provide an overview of the desired life orientation in the future. As many as 36.2 percent of students consider educational philosophy important because it can help solve problems or dilemmas of daily life appropriately. Finally, as many as 25.3 percent of students consider educational philosophy important because it can develop a

spirit of tolerance in every difference of opinion (plurality). The data of this study shows that there are 0.6 percent of students who consider educational philosophy to be unimportant because of the fear of being too ideological which can mislead reason.

Contemporary society has believed in the existence of education, ranging from its general nature to its specific nature. This is further strengthened by developing measurement methods and analytical methods, which can be trusted to produce valid data. This is usually referred to as “What is there can be lived because it can be measured” (Barnadib, 1987).

The workings and results of philosophy can be used in solving problems in human life. Education is one of the most important aspects of human life because with education, it raises human dignity. Education requires philosophy, because educational problems are not only related to the implementation of education, which is only limited to human experience. However, in education there are problems that are complex, deeper, and broader, which are not only limited to experience and factual facts, and do not allow science to reach them.

4. Conclusion

This study concludes that students consider educational philosophy to be very important. The biggest source of knowledge for each Elementary School Teacher Education student about educational philosophy is social media at 60.9 percent. Most elementary school teacher education students consider the philosophy of education because it can provide a complete understanding of science and be able to use the knowledge they have with a percentage of 82.9 percent.

Knowledge which is the product of thinking activities is a benchmark for the enlightenment of civilization in which humans find themselves and live life more perfectly. Humans develop various tools to improve the quality of their lives by applying the knowledge they have acquired. It is the process of discovery and application that has produced the axes and stones of ancient times until today's

digital era. Humans can not be separated from the reach of his mind that characterizes human nature. Science develops from curiosity which is a characteristic of humans. Science is a special human effort to uncover and uncover reality, in order to enable humans to interact, communicate and socialize with fellow human beings and to increase human dignity. Therefore, the philosophy of Education is very important to be taught to PGSD students who will become educators. For this reason, it is necessary to develop an innovative and creative educational philosophy of education model.

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