

THE RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION

Khabib Choiriyah^{1*}, Feni Handayani^{2*}

¹ Universitas Ma'arif Lampung, INDONESIA

² Universitas Ma'arif Lampung, INDONESIA

*Correspondence: ✉ email khabibchoi@gmail.com

Abstract

Among the many branches of Islamic religion, philosophy is a science. The critical study of all phenomena of human life and intellect expressed in basic concepts is known as philosophy. Studying philosophy involves stating problems accurately, seeking answers, and offering appropriate justifications and arguments for a particular solution rather than conducting tests and experiments. It is impossible to separate philosophy from its various fields, including the philosophy of education. One of the fields of philosophy that examines the nature of teaching and its implementation is called the philosophy of education. Among the topics discussed are the goals, history, techniques, outcomes, and character of education. Its approach is a critical analysis of the benefits and structures of education. Among the specific criticisms is the interaction between teachers and students during the educational process. In terms of ontology, epistemology, or axiology, educational activities are considered as objects of study in the philosophy of education

Article History

Received: 05-10-2023

Revised: 28-10-2023

Accepted: 02-11-2023

Keywords:

Philosophy;
Relationships;
Education



© 2023 Khabib Choiriyah, Feni Handayani

This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

INTRODUCTION

Education is the main foundation in shaping character, thinking patterns, and human values in societal life. Behind the practice of education that takes place in various forms and levels, there is a conceptual foundation that influences its direction, goals, and methods—namely, philosophy. Philosophy, as the mother of all sciences, plays a crucial role in formulating the basic framework for thinking and responding to fundamental questions about the nature of humans, values, and knowledge that serve as the basis of education. (Ridwanulloh & Nugraha, 2024)

The relationship between philosophy and education is fundamental and mutually reinforcing. Philosophy provides normative and teleological direction to education—what should be achieved, why education is necessary, and how the educational process should be meaningfully implemented. Conversely, education becomes a concrete medium for applying philosophical values into practical life through learning processes, character formation, and cultural as well as social dialogue. (Arifin et al., 2024)

The history of education notes that various schools of philosophy—such as idealism, realism, pragmatism, and existentialism—have contributed to the emergence of diverse educational theories and practices. By understanding philosophy, educators and learners can develop critical, reflective, and ethical attitudes in facing contemporary challenges. In this context, the study of the relationship between philosophy and education is crucial to formulate education that is not merely technical-instrumental but also rich in meaning and human values.

Since the history of philosophy is closely tied to human history, philosophy and human life are inseparable. Philosophy adopted as a worldview is closely related to the human values believed to be true by a society or nation and reflected in that philosophy. As a result, the educational system adopted by a society or nation is closely linked to its adopted worldview. (Simanjuntak, 2021)

This article aims to deeply examine the relationship between philosophy and education, both historically and conceptually, as well as its implications in today's educational praxis. Using a descriptive qualitative approach, this paper invites readers to reflect on the role of philosophy in shaping a humanistic, critical, and transformative educational paradigm.

METHODS

This study uses a qualitative approach with the library research method. Library research was chosen because the focus of this study is theoretical and conceptual—analyzing the relationship between philosophy and education based on the thoughts of philosophers and the development of educational theories. Data were gathered from various relevant literature sources, such as philosophy and education books, scientific journals, academic articles, and official documents.(Darmalaksana, 2020)

Data collection was carried out through a systematic review of both primary and secondary literature that discusses philosophical and educational aspects. Data analysis was conducted qualitatively using a descriptive-analytical approach, explaining the content of the literature and critically analyzing it to find the fundamental relationship between philosophy and education, as well as identifying philosophy's contributions in shaping the foundation, objectives, and practice of education.

Through this method, the article is expected to provide a deep understanding of how philosophy serves as a conceptual foundation for education and how it is applied in contemporary educational contexts.

RESULTS AND DISCUSSION

Philosophy as the Foundation of Education

Education is a process of changing the attitudes and behaviors of individuals or groups to help them mature through instruction, training, actions, and educational methods.(Sutianah, 2022) It is defined as an effort to achieve objectives through practice and guidance. Education is a systematic effort intended to help everyone reach a certain point in life—achieving both inner and outer happiness.(Tiara et al., 2023)

Education is at the top of the human needs list due to its importance. Consequently, it is considered a barometer of progress and civilization. One way to measure a country's advancement is through its level of education. It is not surprising, therefore, that education is a central concern of national policy.(Yusuf, 2022)

For instance, in Indonesia, the state is responsible for education. The preamble of the 1945 Constitution clearly states the need to "advance the intellectual life of the nation." Many laws and regulations related to education define this mission hierarchically. The National Education System Law No. 20 of 2003·(Rahmani, 2022) states that education is a deliberate and planned effort to create a learning environment and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Wasis, 2022).

The results of the literature review show that philosophy provides ontological, epistemological, and axiological foundations for education. The ontology of philosophy helps answer questions about the nature of humans and the reality that serves as the subject and object of education. Epistemology offers direction on how knowledge is acquired, transmitted, and validated

in the educational process. Meanwhile, axiology provides a value framework that guides education in instilling ethics, aesthetics, and morality in learners.

For example, the idealist philosophical perspective—which emphasizes the development of human spiritual and rational potential—encourages an educational model oriented toward character building and the attainment of intellectual perfection. In contrast, realism stresses the importance of understanding the objective world through empirical experience, thereby directing education toward the formation of factual and scientific understanding. This illustrates that various philosophical schools contribute distinct nuances and directions to educational practice.

Philosophy as a Critique of Modern Educational Practice

There are two methods to understand philosophy of education: the conventional methodology and the critical perspective. First, traditional educational philosophy is the purest type. Various educational philosophical schools offer alternative responses to philosophical issues in education. (Muhibbin & Fathoni, 2021) Analysis of meaning and language plays a role here. Conceptual analysis, in particular, explores ideas or notions and assigns them representational definitions. (Sholikhah, 2020)

Consistent and unwavering thinking on issues that need to be fully explained is what philosophy is; Because education is a philosophical study, according to Van Cleve Morris, it is not only a social tool but also an agent that helps the consciousness of society in pursuing a better future. (Simanjuntak, 2021) One type of philosophy that considers matters related to education is the philosophy of education. Educational theory is another name for the philosophy of education. The discipline of educational philosophy basically offers solutions to problems in the world of education. A philosophical examination applied to the field of education is called the philosophy of education. There are two approaches to building an understanding of the philosophy of education. First, by paying more attention to its philosophy. Second, by making philosophy a tool of analysis for education and education as a dominant force. (Aryana, 2021)

In other words, philosophy of education is the application of philosophy to education. It can also be considered a bold, methodical, and universal approach to education. Both definitions are largely interchangeable because of the autonomy of philosophy and education. What is called autonomous? Because each has its own subject of research or analysis. Each has its own systematics. (Pratiwi, 2022)

Contribution of Philosophy to Educational Goals and Curriculum

The philosophy of education that needs to be considered often arises from the application of educational theory. The appropriate perspectives of the philosophy of education can be covered by educational theory, but they must be reprocessed. (Nasution & Sibuea, 2022) The relationship between philosophy and theory can be used to address many educational issues. Both have a functional relationship. It is also possible to describe the functional relationship between educational theory and philosophy. Educational theory is developed into educational science under the guidance of philosophy. (Sholikhah, 2020) It is also possible to find a relationship between philosophy and educational science. Philosophy has an impact on how other sciences develop.

Philosophy plays an important role in formulating educational goals that are not merely pragmatic, but also transformative. In the philosophy of progressivism, for example, education does not only aim to transfer knowledge, but also to form citizens who are critical, democratic, and

adaptive to social change. In this context, philosophy helps position education as a means to humanize humans (*humanization*), not just a mechanism for the production of labor.

Philosophy, including the philosophy of education, and other sciences have horizontal relationships like this. The relationship between the philosophy of education and other sciences, both upward and downward, is vertical. Examples of this include its relationship to educational science, the history of education, and so on. (Fadli, 2021) All the above mentioned points show how important the philosophy of education is for the expansion and advancement of knowledge. In response to this, al-Syaibani stated: "The philosophy of education has a very significant influence or importance for every educational system that seeks to advance." In a world that is always in conflict with science and technology, education cannot advance if it is not based on a philosophy that is always accompanied by creativity and renewal. As long as education requires philosophy, we will continue to ask "why do we teach, how do we teach it?" (Sholikhah, 2020).

One of the important functions of philosophy in education is its ability to critique educational practices that tend to be mechanistic, technocratic, and dehumanistic. The thoughts of philosophers such as Paulo Freire highlight that education that is not built on critical awareness will tend to perpetuate structural oppression. Philosophy, in this case, plays a role in dismantling the ideological assumptions hidden behind the education system and offering an alternative vision that is more just and liberating.

Curricularly, philosophical thinking contributes to the development of content, methods, and evaluation of learning. A curriculum based on philosophical values will be more holistic, contextual, and in favor of developing human potential as a whole. Education is not only oriented towards cognition, but also affective and psychomotor, in line with the view of humanistic educational philosophy.

Thus, philosophy is not only theoretical but also practical—inviting educators to reflect on the goals, processes, and impacts of education in real life. Without a philosophical dimension, education risks losing its human orientation.

CONCLUSION

Philosophy is a combination of Greek and English words. While in Greek it is *philein* or *philos* and *sofein* or *sophi*, in English it is called philosophy. *Sophia* is the word for wisdom, while *Philos* denotes love. The Arabic word *falsafah*, meaning *al-hikmah*, is also cited by others as a source of philosophy. Definitions of philosophy include "love of wisdom or *al-hikmah*." A philosopher is a person who admires or pursues knowledge or truth. The process of changing the attitudes and behavior of a person or group of people in an effort to help them develop as human beings through instruction, training, and educational methods is known as education.

Philosophy that considers educational issues is known as philosophy of education. Educational theory is another definition of philosophy of education. The discipline of philosophy of education primarily provides answers to problems in the world of education. Applying philosophical analysis to the study of education is known as philosophy of education. There may be a relationship between educational science and philosophy as well. The development of other sciences is influenced by philosophy. This is a horizontal relationship between other sciences and philosophy, especially philosophy of education. Because it interacts upwards or downwards with other sciences, such as educational science, history of education, and so on, philosophy of education has a vertical relationship with these fields.

REFERENCES

- Arifin, M. Z., Ernas, M. I., Haris, A., & Mansur, R. (2024). Aliran-Aliran filsafat pendidikan Islam dan implikasinya terhadap pendidikan Islam era kontemporer. *Journal of Contemporary Islamic Education*, 4(1), 13–25.
- Aryana, I. M. P. (2021). Urgensi pendidikan karakter (kajian filsafat pendidikan). *Kalangwan Jurnal Pendidikan Agama, Bahasa Dan Sastra*, 11(1), 1–10.
- Darmalaksana, W. (2020). Metode penelitian kualitatif studi pustaka dan studi lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Fadli, M. R. (2021). Hubungan filsafat dengan ilmu pengetahuan dan relevansinya di era revolusi industri 4.0 (Society 5.0). *Jurnal Filsafat*, 31(1), 130–161.
- Muhibbin, A., & Fathoni, A. (2021). *Filsafat Pendidikan*. Muhammadiyah University Press.
- Nasution, A. F., & Sibuea, N. (2022). Analisis Hubungan Filsafat dengan Pendidikan Jasmani dan Olahraga. *All Fields of Science Journal Liaison Academia and Sosity*, 2(2), 323–337.
- Pratiwi, S. N. (2022). *Filsafat Pendidikan*. umsu press.
- Rahmani, I. (2022). Pelaksanaan Hak Dan Kewajiban Warga Negara Indonesia Di Dalam Bidang Pendidikan Tinjauan Dari Pasal 31 Undang-Undang Dasar Tahun 1945. *Pamulang Law Review*, 5(1), 77–84.
- Ridwanulloh, M., & Nugraha, M. S. (2024). LANDASAN EPISTEMOLOGIS DALAM PENGEMBANGAN KURIKULUM PAI PADA MATA PELAJARAN AL-QUR'AN HADITS MTS. *Esensi Pendidikan Inspiratif*, 6(2).
- Sholikhah, M. (2020). Hubungan antara Filsafat dengan Pendidikan. *Tabyin: Jurnal Pendidikan Islam*, 2(2), 27.
- Simanjuntak, J. (2021). *Filsafat pendidikan dan pendidikan Kristen*. PBMR ANDI.
- Sutianah, C. (2022). *Landasan pendidikan*. Penerbit Qiara Media.
- Tiara, Z. D., Supriyadi, D., & Martini, N. (2023). Manajemen Sumber Daya Manusia dalam Lembaga Pendidikan. *J-MAS (Jurnal Manajemen Dan Sains)*, 8(1), 450–456.
- Wasis, S. (2022). Pentingnya Penerapan Merdeka Belajar Pada Pendidikan Anak Usia Dini (Paud). *Pedagogy: Jurnal Ilmiah Ilmu Pendidikan*, 9(2), 36–41.
- Yusuf, M. (2022). Pendidikan Karakter Dalam Perspektif Filsafat Pendidikan Islam. *Jurnal Al-Hikmah*, 61, 74.