The Contribution of Educational Philosophy in Improving the Quality of Learning at UPT SD Negeri 113 Inpres Laikang Elementary School, Takalar Regency

Wahyuni[1], Abdullah Sinring[2], Syamsu A. Kamaruddin[3], Ibadurrahman[4]
University of Makassar [1,2,3,] University of Eastern Indonesia.
Email: wahyunilaikang@gmail.com, abdullah.sinring@unm.ac.id,
syamsu.k@unm.ac.id, Ibadurrahman1990@gmail.com

Abstract

This study aims to analyze the relationship between educational philosophy and learning quality at UPT SD Negeri 113 Inpres Laikang elementary school through the application of various schools of thought such as progressivism, constructivism, and reconstructionism. The research method used a qualitative approach with a case study design, involving classroom observation, in-depth interviews with teachers, and analysis of learning documents. The results show that the consistent application of educational philosophy encourages increased student engagement, strengthens teacher-student interaction, and enriches learning experiences through student-centered activities. The constructivism approach has been shown to have the most significant impact on student learning outcomes, as evidenced by increased motivation, critical thinking skills, and collaboration. However, the study also identified several challenges, including limitations in teacher training in understanding the basic concepts of educational philosophy and difficulties in integrating it into the curriculum. This study suggests the need to strengthen teachers' pedagogical competencies through continuous training and the development of more applicable educational philosophy-based learning models.

Keywords: educational philosophy, learning quality, constructivism, elementary school

Abstract

This study aims to analyze the relationship between educational philosophy and learning quality in primary schools by UPT SD Negeri 113 Inpres Laikang examining the implementation of various philosophical approaches such as progressivism, constructivism, and reconstructionism. A qualitative methodology with a case study design was employed, involving classroom observations, in-depth interviews with teachers, and an analysis of instructional documents. The findings indicate that the consistent application of educational philosophy significantly enhances student engagement, strengthens teacher–student interaction, and enriches learning experiences through student-centered activities. Constructivist approaches were found to have the greatest impact on learning outcomes, reflected in improved motivation, critical thinking, and collaboration among students. Nevertheless, challenges were identified, including limited teacher training on philosophical foundations and difficulties integrating philosophical principles into curriculum practice.

The study recommends strengthening teachers' pedagogical competence through continuous professional development and promoting more practical learning models grounded in educational philosophy.
Keywords: educational philosophy, learning quality, constructivism, primary education

Introduction

Basic education is an important foundation in shaping children's character and knowledge. In this context, the quality of learning in elementary schools is crucial. Basic education not only provides academic knowledge, but also shapes attitudes and moral values that will influence an individual's development throughout their life. This is in line with UNESCO's (2015) view, which emphasizes the importance of education as a tool for building a better society. Quality education can shape individuals who are not only academically intelligent but also have integrity and empathy for others.

Non-innovative teaching methods are also a major problem. Data from the Ministry of Education and Culture of the Republic of Indonesia shows that many elementary schools still use traditional teaching methods that are sometimes ineffective in attracting students' interest. Monotonous lecture methods and a lack of interaction between teachers and students can make students feel bored and uninvolved in the learning process. This shows the need for a more holistic and innovative approach to primary education in order to increase student engagement.

In facing these challenges, educational philosophy plays a role as a foundation in the development of more effective teaching methods. Through a deep understanding of various schools of educational philosophy, teachers can adapt methods that suit the needs of students and the learning context. For example, the progressive approach, which emphasizes active learning experiences,

However, various challenges arise in efforts to improve the quality of education in elementary schools. One of the main challenges is the lack of adequate resources. Many elementary schools, especially in remote areas, have difficulty providing adequate facilities, such as comfortable classrooms, sufficient textbooks, and teaching aids to support the teaching and learning process. For example, in some areas of Indonesia, there are still schools that use unsuitable buildings and lack access to information technology that can support more interactive learning.

can help students become more involved in the learning process. Williams, M. K. John Dewey (2017) argues that education should focus on student experience and not just on mastery of material.

One example of the application of the progressive approach is through the use of learning-based projects. In these projects, students are given the opportunity to work in groups to solve real problems in their surroundings. For example, students can carry out a project on waste management in the school environment. Through this project, students not only learn about related scientific concepts, but also learn about cooperation, responsibility, and care for the environment.

By understanding and applying the principles of educational philosophy, it is hoped that the quality of learning in elementary schools can be improved. A more innovative and interactive approach to teaching can increase student motivation and make them more involved

in the learning process. Therefore, it is important to explore the contribution of educational philosophy in this context, as well as to identify teaching methods that are influenced by this approach.

In conclusion, basic education plays a very important role in shaping children's

B. Problem Formulation

Based on the background description above, several problems to be studied need to be formulated as follows

1. How can the application of educational philosophy improve the quality of learning at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency?
2. What teaching methods and aspects are influenced by the educational philosophy approach at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency?

These questions will be the main focus of this study, with the hope of providing deeper insight into the relationship between educational philosophy and learning practices at UPT SD Negeri 113 Inpres Laikang elementary school. It is hoped that this study can make a significant contribution to improving the quality of learning in elementary schools and provide guidance for teachers in applying educational philosophy in their daily practices.

C. Research Objectives

Based on the background and problem formulation described above, the objectives of this study are as follows:

1. The objective of this study is to examine the role of educational philosophy in the quality of learning at UPT SD Negeri 113 Inpres

character and knowledge. Although there are various challenges in improving the quality of learning, the application of appropriate educational philosophy can help overcome these problems. By adopting more innovative teaching methods and actively involving students, we can create a better learning

environment and prepare a higher quality future generation.

    Laikang Elementary School in Takalar Regency.
2. To analyze the effectiveness of the philosophical approach in achieving the educational objectives set at UPT SD Negeri 113 Inpres Laikang elementary school in Takalar Regency.

By understanding the relationship between educational philosophy and learning practices, it is hoped that ways to improve the learning experience of students at UPT SD Negeri 113 Inpres Laikang elementary school in Takalar Regency can be found.

Literature Review

A. Definition of Philosophy of Education

Philosophy of education is a philosophical study that examines the objectives, values, and methodologies underlying educational practices. Noddings (2013) explains that philosophy of education not only studies the nature of education, but also how certain values shape the direction of the education system. Perennialism emphasizes the importance of classical values and universal truths as the basis for learning, while progressivism prioritizes active, reflective, and student-centered learning experiences (Noddings, 2013). Meanwhile, reconstructionism views education as a means of social transformation through innovation and continuous change. These three schools of thought have made significant

contributions to the development of more adaptive and meaningful learning strategies at the elementary school level. Thus, an understanding of the philosophy of education is an important foundation for designing effective and relevant learning processes for students.

B. Quality of Learning

engagement, in providing intrinsic motivation, and learning outcomes are important indicators that determine the success of the student learning process. In the context of educational philosophy, the constructivist approach, which emphasizes meaningful learning experiences and activities, has been shown to increase student engagement and critical and creative thinking skills. Brusilovsky and Millán (2007) show that the constructivist approach encourages students to build understanding through reflection and social interaction, thereby improving the quality of learning.

C. The Relationship between Educational Philosophy and Quality of Learning

The relationship between educational philosophy and learning quality can be explained through constructivist theory. Piaget (1973) asserts that knowledge is constructed through active experience, so that learning based on progressive philosophical principles has a positive impact on student motivation and understanding. Thus, the application of educational philosophy that focuses on learning experiences, dialogue, and social interaction contributes to improving learning quality. Empirical research supports this view. Topping et al. (2017) found that classes that applied philosophical principles such as dialogue, reflection, and experience-based learning showed a significant increase in student engagement and learning outcomes. This shows that educational philosophy has a strategic role in improving the quality of

The quality of learning in elementary schools refers to the extent to which the learning process meets the needs of students and achieves the established educational goals. Hattie (2009) states that the quality of learning is determined by teacher-student interaction, clarity of learning objectives, feedback, and the use of effective learning strategies. Student

learning, especially at the elementary school level.

Research Methodology

A. Type of Research

This research uses a qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the application of educational philosophy in teaching practices at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency.

B. Research Subjects

The research subjects consisted of teachers and students at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency who had applied various educational philosophy approaches in their teaching. The selection of these subjects aimed to obtain diverse perspectives on the experiences and impacts of applying educational philosophy.

C. Data Collection Techniques

Data will be collected through several techniques, including in-depth interviews with teachers, classroom observations, and curriculum document analysis. In-depth interviews will provide insight into teachers' understanding of educational philosophy and how they apply it in their daily teaching. Classroom observations will help researchers to see student-teacher interactions directly, while curriculum document analysis will provide an overview of the educational policies that underlie learning practices.

D. Data Analysis Techniques

The data obtained will be analyzed using thematic analysis, in which the researcher will identify the main themes that emerge from the data. In addition, data triangulation will be carried out to ensure the validity of the findings by comparing information from various sources.

Results and Discussion

A. Application of Educational Philosophy in Learning Practices

The results of the study indicate that the application of educational philosophy has a significant contribution in shaping more participatory and meaningful teaching strategies at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency. One of the most visible forms of implementation is the use of the constructivist approach in learning activities. In this approach, teachers no longer act as the sole source of knowledge, but rather as facilitators who assist students in building understanding through active and exploratory learning experiences. Project-based learning models, small group discussions, direct experiments, and problem-solving activities are commonly used strategies to encourage students to construct their own knowledge.

Field findings show that this approach provides space for students to develop curiosity and critical thinking. Students are better able to connect learning concepts with real situations in their environment, thereby increasing the relevance of the material being studied. In addition, teachers report that the classroom atmosphere becomes more dynamic because students are engaged in meaningful interactions, both with their peers and with teachers. This condition is in line with the view that constructivist learning can significantly increase student motivation and activity Johnson et al., (2014). Thus, it can be concluded that It can be concluded that the application of educational philosophy, particularly through the constructivist approach, helps to create a more communicative and collaborative learning environment.

B. Analysis of the Effectiveness of the Philosophical Approach

Based on the results of interviews with teachers and observational analysis during the learning process, the application of educational philosophy principles has been proven to have a positive impact on learning effectiveness. Teachers involved in this study stated that there was a clear improvement in classroom interaction, particularly in terms of student participation. Many students who were previously passive or shy in expressing their opinions became more confident in expressing their ideas and asking questions to teachers and peers.

In addition to improvements in communication activities, teachers also observed developments in students' problem-solving and creativity skills. During discussion- and project-based learning activities, students worked in groups more often and were involved in joint decision-making. These activities not only helped students understand concepts more deeply but also strengthened their social and collaborative skills. Field observations also showed that classes that applied a philosophical approach tended to have higher levels of student

engagement, with indicators such as more stable attention, enthusiasm in following instructions, and seriousness in completing tasks.

These findings are consistent with the literature, which states that educational approaches based on progressive philosophical principles can improve the quality of learning interactions and support the achievement of learning

C. Challenges in the Application of Educational Philosophy

Although this study shows that the application of educational philosophy brings many benefits, there are a number of challenges that teachers still face in integrating these principles into learning practices. One of the main obstacles identified is the limited understanding of teachers regarding the basic concepts of educational philosophy. Many teachers admit that they do not yet have

adequate theoretical foundation, making it difficult to translate philosophical principles into practical and relevant learning strategies.

In addition, time constraints and a heavy administrative workload also hinder teachers from developing innovative teaching methods that are in line with educational philosophy principles. Teachers feel that curriculum and school administration demands often take up most of their attention, leaving limited time to evaluate and design philosophy-based learning. Another challenge is the lack of supporting resources, such as training materials, learning modules, and workshops focused on strengthening teachers' philosophical understanding.

To overcome these obstacles, stronger support from schools and education policymakers is needed. Providing regular training, developing teacher learning communities, and increasing access to literature and learning resources based on educational philosophy are strategic steps that can be taken. With this support,

objectives more optimally. Thus, the effectiveness of the philosophical approach in learning is not only seen in academic learning outcomes but also in the development of students' soft skills, which are needed in the long-term learning process.

teachers can improve their professional capacity and be able to apply the principles of educational philosophy more effectively in learning.

Conclusion and Recommendations

A. Conclusion

This study shows that educational philosophy has a strategic role in improving the quality of learning at UPT SD Negeri 113 Inpres Laikang Elementary School in Takalar Regency. The application of philosophical principles, particularly through the constructivist approach, has been proven to create a more active, participatory, and meaningful learning atmosphere. Teachers function as facilitators who encourage students to construct knowledge through direct experience, discussion, and collaboration.

However, this study found that teachers still face a number of obstacles, particularly limited theoretical understanding of educational philosophy and a lack of supporting training. Therefore, institutional support, professional training, and access to learning resources are important factors in strengthening the implementation of educational philosophy in learning.

B. Recommendations

1. Teachers need to deepen their understanding of educational philosophy through training, workshops, and independent study in order to effectively apply

philosophical principles in the classroom.

2. Schools are expected to provide an environment that supports learning innovation, including active learning facilities, flexible academic policies, and continuous professional development programs.

3. For policy makers, the government and education agencies need to strengthen policies that encourage philosophy-based learning approaches and provide relevant curricula and training modules for teachers.

4. For further research, it is necessary to conduct follow-up studies that examine the application of educational philosophy in specific subjects or in the context of digital learning in order to gain a more comprehensive understanding of its impact.

REFERENCES

Brusilovsky, P., & Millán, E. (2007). User models for adaptive hypermedia and adaptive educational systems. In P. Brusilovsky, A. Kobsa, & W. Nejdl (Eds.), The Adaptive Web. Springer.

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

Johnson, R. C. (2014). Five facts about value-added exports and implications for macroeconomics and trade research. Journal of economic perspectives, 28(2), 119-142.

Noddings, N. (2013). Philosophy of education (4th ed.). Westview Press.

Piaget, J. (1973). To understand is to invent: The future of education. Grossman.

Topping, K., Buchs, C., Duran, D., & Van Keer, H. (2017). Effective peer learning: From principles to practical implementation. Routledge.

UNESCO, B. C., & Garrrafa, V. (2015). Social inclusion in the political context of bioethics.

Williams, M. K. (2017). John Dewey in the 21st century. Journal of Inquiry and Action in Education, 9(1), 7.