Positivism in Philosophical Studies

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Abstract: Positivism is a scientific paradigm rooted in empirical philosophy. As a scientific paradigm, positivism has a very broad influence in various fields of science. August Comte was an 18th century French philosopher known as the founder of positivism. In positivism, everything or phenomenon must be able to be measured positively or definitively in order to be measurable. This applies not only to the natural sciences but also to the social sciences. The role of positivist philosophy in the aspect of learning methods can be seen from two things, namely positivist philosophy plays a role in developing learning methods and positivist philosophical thinking plays a role as a learning method. Of course, various learning development activities are based on data and something empirical in nature. About the role of positivist philosophy in relation to learning strategies, which are expressed through the learning method itself. There are several learning methods used today that follow the scientific method, such as discovery learning, project-based learning, and problem-based learning.

Keywords: Education, Positivism, Philosophy

A. Introduction

Philosophy is a person's attempt to know something starting from curiosity and an attitude of doubt. This curiosity and skepticism then gave rise to scientific theories which ultimately became science. As human thought developed, the idea emerged that the only source of knowledge was the nature of reality. Knowledge must come from empirical facts.

This flow is called the philosophical school of positivism. The research results show that positivist philosophy plays a very important role in the development of science in the modern era. This role is also felt by the world of education, such as its role in developing educational programs, learning methods and the birth of Islamic studies with a scientific approach.

Positivism believes that all objects that are not approached by the method of observation and experiment are merely imaginary creations. Every problem can be

solved with knowledge. Positivism is the basis for most of the development of science, especially natural sciences, therefore the development of curriculum or scientific programs is more dependent on the realization of thinking.

B. Methods

This article uses the article review writing method, which is done by collecting and comparing various kinds of data from journal articles related to positivism in the study of philosophy by collecting 25 research journal articles, using the article review writing method, which is done by collecting and comparing various types of data. The data collection technique used is to collect some data and information from various sources which will later be used as references or references from several relevant sources, ranging from books to national and international journal articles, starting from 2015 to 2023.

C. Results and Discussion

Positivism and post-positivism as scientific paradigms have had a significant influence on the development of science, especially in the field of urban and regional planning. The development of urban and regional planning theory was greatly influenced by the thinking of these two paradigms. Spatial planning and urban planning as a science and planning practice also face relatively the same challenges, namely that there is still very little philosophical reflection on these problems. If the complexity of problems related to the dynamics of urban development requires philosophical reflection so that the science of spatial planning and urban planning can continue to provide benefits for humanity, especially for life in cities. Through research methods, knowledge will continue to be produced and tested so that it continues to develop. History has shown how philosophical ideas have influenced human perspectives in understanding phenomena/symptoms and reality. The importance of models in research lies in the main layer of research methods which motivate researchers to look for the right approach to answer research problems, especially quantitative or qualitative. The choice of research method will result in an inductive or deductive strategy in data collection. According to (Sundaro, 2022).

Some of the paradigms used include the positivist and postpositivist paradigms which have a big influence on research methods. As a scientific paradigm, positivism has a very broad influence in various fields of science. Positivism is a scientific paradigm rooted in the philosophy of empiricism. The teachings of this empirical philosophy influenced the views of positivism. August Comte was an 18th century French philosopher known as the founder of positivism. In positivism, everything or phenomenon must be able to be measured positively or definitively in order to be measurable. This applies not only to the natural sciences but also to the social sciences.

According to (Karmillah, 2020) The modern era, which is rich with scientific discoveries and technological discoveries, cannot be separated from the role or influence of positivist philosophy. On the other hand, positivism also directly raises questions regarding the role of religion in human life. The birth of the European philosophical school cannot be separated from their dark experience with the Church's steadfastness, which also applies to this positivist school. Therefore, discussions of positivism and religious studies are fields that never go out of style. In the Indonesian context, the influence of positivist philosophy can be seen in the development of integrated models in Islamic higher education.

Philosophy is a person's attempt to know something starting from curiosity and an attitude of doubt. This curiosity and skepticism then gave rise to scientific theories which ultimately became science. As human thought developed, the idea emerged that the only source of knowledge was the nature of reality. Knowledge must come from empirical facts.

This flow is called the philosophical school of positivism. The actual issue of why it occupies an important position in this school is of concern to researchers who want to examine in more detail the role of the positive philosophy school in the development of science and the development of science. The research results show that positivist philosophy plays a very important role in the development of science in the modern era. This role is also felt by the world of education, such as its role in developing educational programs, learning methods and the birth of Islamic studies with a scientific approach. The sciences that emerge from the philosophical process are of course inseparable from the methods, ideas and concepts that emerge in the process of interpreting the philosophy of history. From a historical point of view, philosophy has developed into many types of schools. One of them is the flow of activism. This school believes that the only source of knowledge is nature and rejects everything related to metaphysics. Therefore, this school places a high priority on empirical data for knowledge acquisition. The knowledge gained through this active thinking method makes a major contribution to the educational process.

Philosophy begins with curiosity and an attitude of doubt. People who philosophize will be encouraged to know what is known and what is not yet known. From here the term emerged that philosophy is a humble attitude in which people who philosophize feel that they do not know what exists in nature. He will continue to correct himself how far he reaches about what he doesn't know. He thought that he was on a high peak overlooking the vast valley below. This curiosity then gave birth to scientific theories which eventually became science.

The presence of the philosophical school of positivism is a response to the inability of speculative philosophy, such as the teachings of idealism. This philosophical school really deifies science and the scientific method. Even the scientific method has

been developed by positivist thinking so that the face of novelty in philosophy is increasingly visible.

It cannot be denied that Auguste Comte's thoughts had a great influence on the development of science. Therefore, there was a significant influence between the presence of positivism and the development of science at that time. The main questions raised by positivism relate to methodology.

The role of positivist philosophy in the aspect of learning methods can be seen from two things, namely positivist philosophy plays a role in developing learning methods and positivist philosophical thinking plays a role as a learning method. Of course, various learning development activities are based on data and something empirical in nature. about the role of positivist philosophy in relation to learning strategies, which are expressed through the learning method itself. There are several learning methods used today that follow the scientific method, such as discovery learning, project-based learning, and problem-based learning.

The positivist philosophical movement is a movement initiated by August Comte. This school holds the view that the only source of knowledge is the factual realm. So, this school really prioritizes the scientific method and practical aspects of knowledge. The positive stage is considered the highest stage that humans can reach. Comte's thinking, which considered experimental matters as a source of knowledge, made this school a school that contributed greatly to the development of modern science. This contribution has even spread to the world of education.

There are several things that are highlighted regarding the role of positivism philosophy in the development of the world of education, namely in terms of the curriculum and learning methods used to date and the birth of Islamic studies with a scientific approach (Surawardi & Maulidi, 2022).

Positivism believes that all objects that are not approached by the method of observation and experiment are merely imaginary creations. Every problem can be solved with knowledge. Positivism has a method of gaining knowledge, namely the scientific method through observation and experimentation. As a form of positivist understanding, logical positivism has the same epistemological concept. This school exists with the aim of clearing philosophy of all causes of complexity and ambiguity through analysis of language and expressions, both those used by scientists and the general public.

Positivism is the basis for most of the development of science, especially natural sciences, therefore the development of curriculum or scientific programs is more dependent on the realization of thinking. Analytical philosophy and logical atomism underlie much of the development of educational technology (educational

technology or educational systems) as a field and at the same time as a school of education which has developed very rapidly recently. The concept of positivism that is included in our educational curriculum will inevitably give birth to people whose ideology is more or less positivist. They will be more or less influenced by its teachings, that something must be empirical and measurable. There are concerns that this will lead to a lack of taste because everything must be visible and refer to numbers. Positivism is a philosophical school that views the acquisition of knowledge as based on practical rather than metaphysical questions. Positivism combines sensory experience and reason. For positivism, experiments are needed as a tool to search for as much data as possible so that the mind can arrive at a universal law.

The current of positivism purifies science and the scientific method. This understanding was introduced by Auguste Comte. Comte, with his positivist understanding, divided human stages into three stages, namely the theological, metaphysical and positive stages. And this positive stage is the highest stage of humanity. The theological stage is the stage where humans begin to believe in the existence of supernatural powers in this world. This period is called the darkest period in human life. The metaphysical phase is a transition in human civilization which begins to try to understand something behind the truth and assumes that what exists (truth) in this world is the role of supernatural powers from metaphysical entities (essence, spirit, nature and ideas). The highest stage in human life then is the positive stage, namely the stage where humans think realistically. At this stage practical, practical, practical thinking becomes the basis of knowledge. In the world of education in Indonesia, positivism shows its hegemony when it enters the field of formal education. Positivism brings the influence of quantitative understanding, namely numerical truth.

From teaching to assessment, everything is related to quantification. Another thing can also be seen in research patterns at educational and research institutions in Indonesia. Research with a quantitative framework is also increasingly being replicated and developed, even becoming an experimental science tradition that has also spread to the social sciences. Thus, the hegemony of positivism continues to dominate our education. Although it is not wrong, training individuals within a positivistic understanding framework, if not balanced with other approaches, will cause our students to become people who are less sensitive to numbers (Andit Triono, 2020).

The philosophy of positivism is present in the history of the development of human thought and is widely used in the social sciences, including education. The concept of positivism is also related to Indonesian language learning during the *Merdeka Belajar* era which was studied based on the principles found in this school. Freedom to learn implies a socio-cultural view of learning where students have critical

thinking and there are substances that can liberate humans in these terms. Indonesian language learning innovations in the Merdeka Belajar era aim to prioritize the message of unlimited dialogue in a wide field. The concept of positivism in Indonesian language learning during the Merdeka Belajar era was studied based on three foundations: ontology, epistemology, and axiology (Islami & Sauri, 2022).

Educational management practices are influenced by ways of thinking. There are studies on ways of thinking, including ways of thinking or the philosophy of positivism, naturalism, and systems thinking or systems philosophy. Positivist philosophy is a school of scientific philosophy that prioritizes empiricism. Positivism then becomes less popular because it is trapped in conservatism. The philosophy of naturalism is a philosophy that reacts to positivism so that the philosophy of naturalism brings new energy to the field of science. Systems philosophy views objects from a systemic point of view, namely the individual elements of the object so that the resulting product reflects the object as a whole (holism). The world of education, when viewed from systems thinking or a philosophical perspective, will appear as a system consisting of many different components, including: management, teachers, learning processes, physical facilities, finances and networks. Solving educational problems through systems thinking requires mastery of various scientific disciplines. This means that a manager who wants to bring about change (innovation) in an educational organization must master the organization's structure, policies, culture and human resources. This means that every manager or leader must master different knowledge to achieve their educational goals (Crystallography, 2016).

Kuhn rejected the positivist-objective view of thinking and the process of accumulation, evolution and elimination in the development of science. Considering science from a historical perspective or the history of science is the basis for thinking. The history of science must be a teacher of scientific philosophy to understand the true nature of science and scientific activity. Kuhn's views make him a model of non-positivist thinker. The development of positivist science is cumulative, meaning that it continues to develop cumulatively thanks to research carried out by scientists throughout the history of its development. Apart from that, positivism also uses the principle of verification to determine scientific and non-scientific criteria for a theory or proposition (Almas, 2018).

Materialism and positivism in essence do not clearly form the concept of education. Choosing positivism means rejecting educational philosophy and prioritizing educational science. According to behaviorism, what we call mental activity actually depends on physical activity, which is a diverse combination of moving materials. The physical movements that occur in the brain, which we call thoughts, are produced by other events in the physical world, both physical within the human

body and outside the human body. Behaviorism which is rooted in positivism and materialism has become popular in the development of educational theories, especially learning theory, especially what is called "condition theory" developed by E.L.Thomdike and B.F.Skinner. According to behaviorism, human behavior is the result of formation through environmental conditions (such as the example of children and cats above). What is meant by behavior is things that change that can be observed and can be measured (materialism and positivism) (Elvira 2023).

In this in-depth exploration of naturalism and positivism in legal philosophy, we explore two approaches which, although seemingly contradictory, both offer profound insights into the nature, origins and purpose of law. Naturalism, with its belief in law as a product of the natural order of the universe or human nature, provides a framework in which law is seen as a reflection of natural truth, nature or higher morality. This is a perspective that emphasizes the need for laws to reflect universal and eternal moral principles. On the other hand, positivism which emphasizes law as the result of human decisions offers a more pragmatic perspective in relation to current political and social realities.

According to this view, law is determined by what is ordered by legitimate authorities and its legitimacy comes from society's recognition and respect for established procedures. Despite fundamental differences, these two perspectives have several similarities. Both, in their own way, seek justice, truth and order in the law. Each provides a means of understanding and guidance for legal practice, and both have made valuable contributions to the development of legal thought throughout history. When considering contemporary challenges in the world of law, such as issues of globalization, human rights and social change, an understanding of naturalism and positivism becomes important.

This allows us to see law as more than just a set of rules; as a system with goals and values, and it must be understood in a broader social, historical, and philosophical context. It is also important to remember that although the debate between naturalism and positivism is often considered to be in conflict with each other, they can work together in practice. For example, ethical or moral principles found in the naturalistic tradition can be used to guide the creation or interpretation of law within a positivist framework. In this way, the two perspectives can complement each other and not exclude each other. Ultimately, naturalism and positivism offer views of law that describe how humans understand their relationships with the world and each other. Both reflect our hopes, fears, beliefs and aspirations as a society. By understanding these two perspectives, we can approach the task of building and understanding legal systems with broader insight, deeper empathy, and sharper justice. In our search for truth and justice in law, we must always try to understand and appreciate the diversity of views and viewpoints, and in this regard, the study

of naturalism and positivism subjectivism in legal philosophy is an important step forward (Kewarganegaraan 2023).

Thinkers who were influenced by Comte's positivism include Hebert Spencer, who saw that social change occurred in parallel, such as changes in species, and that society could be viewed as a system, consisting of interdependent parts (Juwita 2020).

A positive characteristic of Western epistemology is that it is influenced by positivism, a doctrine initiated by Comte. Positivism plays an important role in coloring the intellectual style that is developing today in the direction that Western knowledge dominates the world as empirical, material, causal, quantitative, binary, original, simplified, proportional, verifiable and valueless. This implies that science today is increasingly moving away from ethics and values. An approach that is close to positive is an objective approach (Makki, 2019).

Positive Perspective What is Communication. The positivist paradigm defines communication as a cause-and-effect method that can reproduce the message sender (communicator/encoder), which always modifies the passive information (attitude or behavior) of other people who receive the message (communicator/decoder). Communication occurs based on the choices a person conveys to convey stimuli in order to obtain a response from another person. The linear or one-way communication model is one of the best known and only well understood models (Hartati Rismauli, 2022)

Positivism is a philosophical school of thought that was first developed by Auguste Comte in the 19th century. Positivism emphasizes the importance of empirically observable knowledge and scientific methods in understanding the world. The positivist approach asserts that only through objective observation and systematic scientific methods can one obtain true and objective knowledge about the universe. Positivism rejects the use of speculative, philosophical, or theological methods in the search for truth.

Logical positivism rejects the existence of God as something that can be proven experimentally or stated rationally. According to the perspective of logical positivism, statements that cannot be verified through scientific observation or experiment have no meaning or truth in the context of this philosophy. Therefore, traditional arguments in theology that are based on religious experience, revelation, or religious belief will not be accepted by proponents of logical positivism. The main meaning of this view is that logical philosophy questions the rationality of religious beliefs. Supporters of logical positivism will question the logical and empirical foundations of religious beliefs and demand objective and scientifically verifiable

evidence to consider the existence of God or other supernatural entities (Amalia Yunia Rahmawati, 2020).

Critical education is a part of critical theory that seeks to criticize positivist views in the world of science. In the field of education, positivism argues that research in the field of education and training must be approached using scientific methods, namely objective and value-free. In other words, positivism requires a separation between facts and values in order to achieve an understanding of objective truth about the world of education (Afida, 2016).

Positivism only believes in facts that can be recorded by the senses and used as objects of science. These facts can be tried and tested and only then can they be used as a basis for knowledge. The positivist perspective is very different from the traditional and religious perspective. In fact, in its development, positivism forced religion and metaphysics to "abandon" the basis of human thought in organizing social structures. Before the emergence of positivism, people believed that all of nature, including society, was governed by natural laws that did not depend on human will. All social institutions, their justifications and foundations were previously found in metaphysical and religious concepts. Auguste Comte's positivist philosophy succeeded in describing the evolution of human thought starting from the theological stage based on God's will or proportion, then continuing to the metaphysical stage based on general concepts such as cause and effect or any event. The evolution of reason finally entered a positive phase, where humans could understand themselves and the universe, thereby transforming them into beings who make decisions and become benchmarks (homo mensura). In the positive stage, society is able to gain knowledge based on scientific methods whose results can be verified. Verification is based on specific, accurate, definite and useful factors. The evolutionary development of human reason is in accordance with the development of law starting from irrational natural law based on divine (theological) proportions, continuing towards natural law. Rationality begins with human relationships with general and abstract concepts (metaphysics). Finally, the development of reason has reached a positive stage when humans design and establish positive (positive) laws based on specific, precise, precise and useful philosophical content. Therefore, we can conclude that the development or evolution of human reason is the basis for the development of law. The positive reasoning phase is the basis of positive law. In other words, positivist philosophy influences legal thinking as expressed in the positive legal school.

Positivism rejects everything that has no reality as an object of study in science. These facts must be collected using scientific methods, especially natural science methods (physics). Events or data must be quantitatively measurable, meaning they can be measured, measured and weighed (Syarifuddin, 2017).

Philosophers differ in the way they acquire knowledge. Among the schools that emerged were positivism, post-positivism, critical theory, and constructivism. Positivism is the first scientific paradigm that emerged in the world of science. Positivism is a philosophical school that views natural (empirical) science as the only source of true knowledge and rejects the epistemic value of everything that is philosophical or metaphysical.

Positivism can also be said to be a school of thought according to which philosophy only aims and arises from positive events, namely events experienced by humans. Positivism teaches that truth is rational, has empirical evidence, and can be measured. "Measurability" is an important contribution of positivism. Positivism believes that a proposition only has meaning if the proposition can be proven true or false, using logical or empirical verification. Meanwhile, post-positivism is a subjective way of thinking. Assumptions about reality: there are many realities (plural realities), truth is subjective and depends on the context of values, culture, traditions, habits and beliefs, natural and more human. According to critical theory, representative knowledge is knowledge that can provide new information, and at the same time has general and universal application. In contrast to positivism theory which tends to limit human knowledge to something that is positive in the sense that it is not imaginary, can be captured by human reason and is positive in the sense that the symptoms appear clear and empirically precise and are truly necessary for humans (Solehudin 2021).

The source of positivism values believes that knowledge is limited to observed facts and human interactions. This source is also considered completely scientific if it is supported by evidence. Positivism believes that empirical observation will ultimately lead to a complete understanding of reality (Alfatoni, 2022).

The philosophy of positivism concerns human actions in social phenomena which are hereinafter called social facts. These facts are then studied objectively through observation and can be linked to other social events so that existing trends can be identified (Safira & Supriyanto, 2022).

Basically, in a law there is still a lot of debate regarding the meaning of the law and the timeliness of the law, so that many new legal schools have emerged, one of which is called legal positivism, which emphasizes that law is a set of regulations that regulate a legal state. and written down in a law book. Positivism in the modern sense is a philosophical system developed by Aguste Comte from 1978 to 1857, where the meaning of positivism is a way of thinking that only recognizes positive facts and all kinds of phenomena that can be observed, as well as objective relationships between events and legal reality. decide all this. The verifiable principle of positivism states that "the sciences that can teach us that reality are only empirical sciences. This means science that specifically observes real situations to

find out the laws. In positivism we also talk about formal science which regulates the philosophical, theological and ethical systems that are the subject of science (Mashadi & Ridwan, 2022).

Modernism encourages the use of reason and common sense. Thoughts or works based on the relationship between use and common sense are greatly admired. This triggered the rapid progress of science and technology during the Age of Enlightenment. The development of science and technology which is based on observation and practical experience is believed to bring many benefits, because it is based on objective, empirical evidence, and everything is explained based on the relationship of one symptom to another, and no longer because of causes. genetics. Lessons from religious scriptures Science (especially natural sciences) and the scientific method were greatly admired. The view began to develop that what is true is what is real (concrete). This view was the basis for the birth of the philosophy of positivism, which developed very rapidly in the 18th – 19th centuries.

The philosophy of positivism is based on something real, real, concrete and not on a metaphysical system. Positivism believes that natural science is the only universal science. Based on these assumptions, although there are differences between natural phenomena and social phenomena, it is assumed that studying social phenomena using natural scientific methods is always possible. The dominance of the positivist paradigm in the natural sciences as applied in the social sciences gives rise to a way of thinking as if social phenomena must be understood neutrally, objectively and objectively, and the "formula" is always the same everywhere. Modern legal science is strongly influenced by the emergence of the positivist paradigm in modern science. Modernity not only has an impact on science and technology but also brings changes to human life and also social sciences (Setiawan, 2020).

In its development, post positivism includes social positivism, evolutionary positivism, and critical positivism. The three positivisms above are discussed in Auguste Comte's positivism in terms of epistemological analysis and ethical values towards science. Positivism comes from empiricism. Positivism is: that science is the only valid knowledge and historical facts that can possibly be an object of knowledge. Therefore, positivism rejects the existence of any force or subject behind events, rejecting the use of any methods other than those used to study events. Aguste Comte was a figure of positivism who believed that the senses were important for gaining knowledge, but they had to be sharpened with tools and strengthened through experimentation. If we look at the ethical value of science, we can say that although the paradigm is positivist, the subject matter is empirical, namely the type of knowledge designated by science and can be measured logically and with empirical evidence (Nugroho, 2016).

Positivism is Auguste Comte's most famous vision. Positivism is basically positive, meaning it is realistic and everything must be based on existing facts. In this positivist vision, everything must be seen from existing facts, without going beyond the limits of these facts. It's different if we view positivism meaningfully, especially as a worldview that uses science. The positivist view is a school of thought that considers all knowledge to come from natural science rather than considering it as the other two stages which are still speculative. To understand the meaning of Auguste Comte's positivism, it is better to first understand what the word "positive" means. Something positive is something that is real as opposed to something that is imaginary. Positive is useful and vice versa is not helpful. Positivity is the quality of certainty, not doubt. Positive is something clear and precise, not something vague. Positive points indicate a structured and orderly direction. With these positive characteristics, postism here means seeing something in terms of objective and empirical knowledge so that the knowledge becomes valid (Wulansari, 2021).

Qualitative research has its own characteristics, including positivism, post-positivism, critical theory, and constructivism. This model will be explained briefly in this section. This model has additional relevance in the field of qualitative research as a methodology. Positivism: In the fields of sociology, anthropology and other social sciences, the term positivism is very closely related to the term naturalism and originates from the thoughts of Auguste Comte in the 19th century. Comte believed that positivism was a way of understanding the world based on science (Kaharuddin, 2021).

In its development, empiricism developed into several different schools, namely positivism, materialism and pragmatism. Positivism is directly related to the development of human scientific thought and patterns, which we know better as positivist epistemology. In the 19th century, a philosophy emerged called positivism, which comes from the word "positive". This philosophy is rooted in what is known, realistic, and positive. Therefore, metaphysics is rejected. What we know positively is everything that is visible, every symptom. Therefore, positivism limit's philosophy and science to the realm of phenomena. What we can do is accept all the truths that appear to us as appearances or symptoms for what they are. Positivism is directly related to the development of human scientific thought and patterns, which we know better as positivist epistemology. The philosophy of positivism is a modern philosophical school that was born in the 19th century. The foundation of this philosophy was laid by Saint Simon and developed by Auguste Comte. Positivist epistemology has its own advantages, the most important of which is progress in the fields of science and technology. And its application in society is very broad, especially in social research. Social research methods are better known as survey methods (Khamaludin, 2021).

The flow of positivism desired by Comte has two main goals, the first is the scientific foundation of sociology or what he called "social physics" and the second is the coordination of all active collections of knowledge. Comte expressed this thought in his work entitled "The Path of Positive Philosophy". As the founder of positivism, Comte inherited the understanding of the "law of three stages" or the law of three stages which describes the stages of human development starting from the theological, metaphysical and positive stages. Positivism or positive philosophy is filled with rationalism and empiricism. This underlies the use of the positivist paradigm in the social sciences, especially at a time when natural science methods are developing rapidly and spreading (Heru Nurgiansah, 2020).

D. Conclusion

The positivism philosophical movement is a movement initiated by August Comte. It cannot be denied that Auguste Comte's thoughts had a great influence on the development of science. Therefore, there was a significant influence between the presence of positivism and the development of science at that time. Positivism is a philosophical school that views the acquisition of knowledge as based on practical questions rather than metaphysical questions. Positivism combines sensory experience and reason. For positivism, experiments are needed as a tool to search for as much data as possible so that the mind can arrive at a universal law. Positivism only believes in facts that can be recorded by the senses and used as objects of science. These facts can be tried and tested and only then can they be used as a basis for knowledge. The role of positivist philosophy in the aspect of learning methods can be seen from two things, namely positivist philosophy plays a role in developing learning methods and positivist philosophical thinking plays a role as a learning method. Of course, various learning development activities are based on data and something empirical in nature.

E. Acknowledgement

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