

The Philosophy of Realism in Education

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Abstract: Realism is a philosophical teaching which considers that a truth is a real picture or a real copy of the world of reality from an idea that exists in someone's mind. The goal of the philosophy of realism is to understand and recognize the existence of an external world that is objective and independent of the human mind. The philosophy of realism believes that the external world has a real existence and can be accessed through human observation and experience. Another goal of the philosophy of realism is to develop a better understanding of the world and avoid errors in the interpretation and understanding of reality. In the educational context, the philosophy of realism aims to develop education that is based on experience and objective observation, so that students can understand the world better and more accurately.

Keywords: Education, Philosophy, Realism, Views

A. Introduction

Realism is a broad philosophical school that includes attitudes close to materialism on the one hand and objective idealism on the other. Realism is the view that sense objects are real and exist independently of each other, not depending on knowledge or perception of other senses. What we know or become the object of experience does not influence or change the nature of the object. Things exist and we may be aware of them or not, but that doesn't change the nature of things. The actual object may be related to consciousness, but the object is not created or changed by being known by the subject (Titus, 1984: 335-336) (Sutono, 2011).

In educational philosophy, realism is defined as a school of educational philosophy based on three categories of metaphysics and epistemology: that the external world exists independently of our existence, and that reality can be known by the human mind. Metaphysical Conceptions In the sense of realism, reality is understood as something objective, consisting of matter and form, and based on natural laws. Objective things are things that are outside human consciousness, for example the existence of objects such as tables, chairs, animals, doors, trees, water and the sun. These objects can also be damaged because objectively they are also subject to

natural laws. Studying the properties of objects that objectively follow the laws of nature in school lessons is the same as studying scientific problems.

Epistemological concepts are philosophical studies concerned with questions of knowledge, including questions of truth. Many questions in epistemology include: What is the nature of knowledge? How is knowledge gained? and several other fundamental questions related to the study of the relationship between subject and object. In matters of educational philosophy, epistemology not only has a lot to say about curriculum issues, learning styles and learning methods, but also tells us about sources of knowledge. This means, does the absolute source of knowledge only come from teachers, or are there other sources of knowledge? Realism asserts that one's knowledge is gained through sensation and abstraction. Sensation in this case is the use of a person's five senses to discover knowledge for himself. A person can use his five senses to perceive various real objects outside himself and continue with the abstraction process, namely the process of taking general impressions and storing those impressions in consciousness.

From a practical point of view, education actually means the study or learning of scientific fields, through which definitions and classifications are obtained. History, science, and mathematics are bodies of knowledge. Once you know this, you will begin to understand more things about the world in which we live. Knowledge is the best way to learn about the environment, nature and our daily lives.

This realist view is very different from the idealist view which uses metaphors. In the idealist point of view, students can be seen as microcosmic selves (microcosms) that are close to the absolute self. Since the individual self is an extension of the absolute self, it has the same properties in an undeveloped form. In the classroom, realists use a variety of methods to help students conduct experiments and gain knowledge. Laboratory demonstrations are also often used as a learning method which is considered very effective in providing knowledge to students. The teacher's role is as a facilitator by conveying a set of basic ideas and then providing opportunities for students to practice the subjects and material being implemented.

For adherents of this realism, class discussion activities are also very important. Once again, the basic ideas of the realist view are very different from what idealism teaches. Idealism expects students to always have the desire to be perfect. In a world where reality is focused on ideas and psychological thinking, intelligence is the microcosmic mind and therefore the most important aspect of a student. Since true knowledge can only be obtained through reason, serious educational efforts must be made at the level of reason.

Based on this, the real goal of education is to focus on the intellectual development of students. In fact, realism rejects this view (Sutono, 2011).

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 realism in the study of philosophy. The data collection technique used is to collect some data and information from various sources.

C. Results and Discussion

Realism believes that the essence of reality is physical and mental and is dualistic. The aim of education is to develop people who are able to adapt to society and develop a sense of responsibility towards society. Realism (Aristotle, Galileo, William McGucken, Francis Bacon, John Stuart Mill, John Locke): This school of thought takes a dualistic view of reality.

Realists agree that the essence of reality consists of the physical world and the spiritual world. Realism divides reality into two parts: on the one hand, the knowing subject, and on the other, the existence of reality external to humans and available as an object of human knowledge.

The definition of education has been put forward by many pedagogical and philosophical experts from various schools of thought. Apart from that, the importance of education is also reflected in the law. No. 20/2003 concerning the National Education System concerning the national education system as a reference for the implementation of education in Indonesia. To provide education well, it needs to be understood as a system that must pay attention to the factors that influence the implementation of education.

The factors mentioned include objectives, students, teaching content and materials, teaching methods and tools, as well as the environment that influences the teaching atmosphere. Among these educational elements, educational objectives play an important role. Every element or component of every educational activity is designed or directed solely to achieve this goal. Education is a universal activity in human life because it exists everywhere and at any time in the world.

Education is essentially a human effort to humanize himself, that is, to civilize himself. Even though education is a phenomenon that is common to all societies, there are differences in the implementation of educational activities due to differences in countries, communities, and even individual philosophies and views of life. Therefore, education is not only universal, but also universal, education is also national. The main concern of education is people. Educational activities are directed towards humans as the main task of education. Educational efforts are aimed at developing and realizing basic human potential. Changing societal

demands require strengthening the role of education. However, the limits of understanding put forward by experts and professionals are in line with the nature of humans who have different roles in life, both as individuals and as members of society.

Philosophical Views on Science

Realism, as I stated previously, is a philosophical school whose systematic thinking is always different from the systematic thinking found in idealism. Realism is a philosophical school that believes that the objects of our senses are real and really exist. Everything exists, but its existence does not depend on knowledge or awareness of thinking in humans. Realism assumes that the existence of the universe occurs independently of thought (objective).

In the 17th century, realism was accepted by society. Realist philosophers interpret the world as it is, meaning that the world is not as we think or want it to be. Philosophers emphasize that realism exists in an external world that exists independently. As with other philosophical schools, the thoughts/ideas/theories in the general philosophy of realist philosophers can influence their thoughts/ideas/theories regarding education. This is explained in more detail below.

First of all, it must be stated that realism is a very broad and diverse philosophical school. On the one hand, realism includes materialism, but on the other hand, realism can also include views that are close to objective idealism. Realism is a philosophical school that has many forms. According to Naller, this flow of realism has three forms.

National Realism

Rational realism can be defined in two schools: classical realism and religious realism. The main form of religious realism is "scholasticism". Classical realism is Greek philosophy first developed by Aristotle, and religious realism, especially the scholasticism of Thomas Aquinas, uses Aristotle's philosophy to discuss church theology. Thomas Aquinas created a new Christian philosophy called Thomism at a time when church philosophy was dominated by Neoplatonism which was pioneered by Plotinus. Both classical realism and religious realism agree that the material world is real and exists outside the mind (ideas) that observe it. However, on the contrary, Thomism emphasizes that the soul is more important than matter because both matter and soul were created by God and God is a completely spiritual being. Thomism also states that humans are the unity of matter and spirit.

Classical Realism

Brubacher's (1950) classic realism is called rational humanism. Classical realism assumes that humans are basically rational. The world is known by reason, starting from the principle of "clarity", by which one can arrive at general truths. Self-evidence is a key point in realist philosophy because evidence is a principle that both proves reality and justifies it. What is self-evident is the evidence (reality, existence) that exists within us. Therefore, the evidence is not in physical form or other reality. Clarity is the principle of understanding the truth and at the same time proving the truth. The principle of science, namely true knowledge, is self-evident, the proof of which lies in the truth of science or science itself, and knowledge about God, His attributes, and God's existence is self-evident. This means that there is no need to prove God's existence with other evidence, because God is self-evident. The nature of God is one, meaning that only God is one and nothing can compete with the nature of God. The existence of God is the main cause of everything that exists, the first and most important cause, the cause of the reality of the universe. Because of everything that happens in the universe. The aim of education is intellectual. Intellectual attention is important not only as a goal but also as a tool for solving problems.

Religious Realism

According to him, religious realism seems dualistic. He believes that there are two types of order: "natural order" and "supernatural order". Both commandments focus on God. God is the creator of the universe and is eternal. Education is a process of self-improvement to achieve immortality. Progress is measured by the eternity that occurs in nature. In this philosophical view, the nature of truth and goodness has meaning. Truth is determined, not made, and learning must reflect this truth. According to this school, the roots of social structure lie in aristocracy and democracy. The position of nobility lies in giving power to people who are more knowledgeable in everyday life. Democracy means that everyone has the opportunity to occupy any position in the structure of society. The relationship between church and state is the fundamental basis for the dualism between natural and supernatural order. Because the status of the state is lower than that of the church, it is natural that the state is interested in education. Moral education focuses on religious teachings. "Religious education as a guide for children to reach God and the afterlife" (Yuliyanti et al., 2023).

General Realism View

In educational philosophy, realism is defined as a cycle of educational philosophy based on three categories: metaphysics and epidemiology, with the aim of

distinguishing between the external world and its existence. For us, reality can be felt by the human brain (Budiarti et al., 2022).

When analyzing international relations, political realists always base their analysis on reality, not on what should happen, as claimed by political idealists. According to realists, in the real world, the nature of violence inherent in humans and the path chosen by world society results in the form of a sovereign and independent state which tends not to respect authority or external authority in its country. Therefore, pragmatic thinking is based on the search for power and control, which originates from human nature which is the root cause of conflict (Asrudin, 2014).

Realism proves that it is not accuracy or correctness that guarantees the continuity of a theory. From realism, we learn that a theory can survive and gain “resonance” through a philosophical foundation that touches directly on human nature, clarity of expression of the subject, simplicity of explanation, and a focused conceptual foundation. Among the various theories in international relations theory, the understanding that realism provides of international political reality remains important today and cannot be ignored (Tambunan, 2010). Realism (Aristotle) states that situations exist in the real world, not conceptualized from the mind.

Main Views of Realism According to the Characters

There is a realistic view in the world of education that the origin of human thought and reason is a *tabula rasa*, and humans are like blank sheets of paper that can be filled with various elements of life from the environment, similar to John Locke (Wangsa & Gandhi, 2017). It can be said that humans seek knowledge to be able to observe the surrounding environment and carry out appropriate thought processes. This means that the realistic view can be linked to the behavioral psychology approach in the field of education. On the other hand, Aristotle’s main idea in the field of education is that the way to obtain knowledge and truth is by inserting facts into an environment that can be captured by the senses. However, higher education requires abstract thinking. Thus, Aristotle supports Plato’s idea that the sons and daughters of a nation should receive education in accordance with their cognitive abilities, and Plato’s teachings emphasize the individual existence of individuals. People with abstract thinking can learn about discipline. Discipline is important and useful in educating the nation’s sons and daughters to obey existing regulations and provide freedom to express their desires in accordance with the values and norms that advance the country. (Wangsa & Gandhi, 2017). This is supported by the opinion of (Muhmidayeli, 2011) that educators have the task of instilling knowledge of positive values.

Basic needs such as morality and ethics are very important in educating people so that they are not easily affected by temporary problems. (Rif'ati, 2018). Literature on the philosophy of realism:

Budiarti et al., (2022) realism is a view which states that objects that we can perceive with our five senses are real and exist independently, regardless of our knowledge or awareness. In the context of educational philosophy, Aristotle's realism emphasizes the importance of understanding rather than simply memorizing. The realism educational philosophy perspective also means recognizing the important value of abstract and concrete facts in achieving the desired scientific abilities.

Sutono, (2011) realism strengthens the view that the existence of physical objects in the real world can be generally accepted as truth. This means that natural or physical objects exist without being influenced by our personal experiences. The basic idea in realism is that real things are permanent and unchanging, so that ideas or thoughts have a more real reality than individual things.

Rif'ati, (2018) realism is a person's tendency to limit things, so that someone can know the problem that can be given a decision and the surrounding objects will answer what they think. Aristotle's thought made many contributions to humanity by developing knowledge in philosophy such as logic, metaphysics, politics, ethics or morals, biology and psychology. Aristotle thought that an episteme is a group of ordered elements of rational knowledge with an object that corresponds to that knowledge. According to Aristotle, Episteme has three parts, namely, Practice is practical knowledge, Polietike is productive knowledge, and Theoretice is theoretical knowledge. Theoretical is divided into three parts, namely Mathematike (mathematical knowledge), Physike (physical knowledge), and Prote Philosophia (first philosophy). Of these three theories, Aristotle explains that Prote Philosophia is the main point of Aristotle's thinking in analyzing and searching for knowledge and truth, namely by including facts in the surrounding environment that can be captured by the senses. The realist view can be linked to the behaviorist approach in the field of education, namely changes in behavior due to stimulus and response.

Cahyani & Damayanti, (2022) the philosophical thought that is the basis of realism is the contribution of Aristotle. Realism is a philosophical school that believes that the world is real and it is important to understand it using human intellectual abilities. According to the realist view, truth lies in natural reality, not in ideas or souls. General concepts in the philosophy of realism include Metaphysics-Realism, Humans, Epistemology-Realism, and Axiology-Realism. The philosophical foundation of realism has implications for education. The aim of education in a realism perspective is so that individuals can adapt to life and have the ability to carry out social responsibilities. The educational curriculum should be comprehensive, covering science, mathematics, humanities and social sciences. The

educational methods used must be logical and consider psychological aspects.
Educator's role

Based on the findings above, it can be concluded that the philosophy of realism in Aristotle's thinking has a broad relationship with mathematics learning. Several studies in Table 1 show that realism emphasizes that a generally accepted state of mind is true, viewing objects as real and existing independently, not dependent on knowledge or other consciousness. In the educational context, the philosophical perspective of realism also recognizes the importance of abstract and concrete facts in achieving the desired skills (Isnaintri et al., 2023).

Curriculum Implementation in Realism Philosophy Science

The flow of realism also has implications for the world of education: education essentially aims to provide students with survival, security and a happy life in nature. Providing students with basic knowledge will enable them to survive in the natural and social environment. The curriculum should include: Science/Science and Mathematics, Humanities and Social Sciences, Values. Natural sciences and mathematics are very important. The presence of science and mathematics is considered a very important field of study. Because, knowledge about nature allows humans to adapt, grow and develop in their natural environment. Humanistic science should not be ignored because every individual needs to adapt to their social environment. The curriculum must emphasize the influence of the social environment on individual lives (Saragih et al, 2021).

All learning relies on experience, both direct and indirect (for example reading books about the results of other people's experiences), both of which must be presented to students. Presentation The method must be logical and psychological. Habituation is the main method accepted by realists. philosopher who was a follower of behaviorism" (Edward J. Power). The teaching methods advocated by realist philosophers are authoritarian. Teachers require students to be able to memorize, explain and compare facts. Interpret relationships and gain new meaning.

The role of teachers and students. The teacher is the custodian of teaching and learning activities in the classroom (teacher-centered classroom). The teacher decides the topic. The teacher must consider the students' interest in the subject matter and ensure that the subject matter comes alive for them. Therefore, the teacher must act as a "master of science". Acquire skills in teaching techniques. They have the power to shape student performance. The student's role is to "acquire basic knowledge. Students must follow the rules and remain disciplined because proper rules are essential for learning and different levels of achievement require mental and moral discipline" (Edward J. Power) (Pratandawati & Maunah, 2023).

D. Conclusion

Realism is the view that sense objects are real and exist by themselves, independent of knowledge or other consciousness. For example, a rose perched on a branch in a flower garden has a very appetizing aroma. An example of the realism of this statement is that everything appears to exist, can be seen with the eyes, and can be smelled with the nose, so it is not a fantasy but a reality. Realism also influences the world of education. Aim of Education: The aim of education is to adapt to life and be socially responsible. Curriculum/Educational Content: The curriculum must be comprehensive, covering science, mathematics, humanities, social sciences, and values. The curriculum also includes elements of general education and practical education. The curriculum is then structured according to topics and areas of focus: Methods must be logical and psychological. Habit formation is the main method for realists. Society “needs” education in their lives to develop their potential and humanize humanity. The vehicle for developing this potential is education. The goal of education is the state that a person wants to achieve. A person or individual who wants to achieve educational goals is called a student. A person who helps students achieve their goals is called an educator. The relationships and activities that occur between students and educators to achieve educational goals are called the learning process.

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