

The Development of The Flows of Educational Philosophy: Theoretical Concept and Implementation in 21st-Century Learning

Dwi Yuniasih Saputri, Sunardi

Universitas Sebelas Maret

dwiyuniasihsaputri@staff.uns.ac.id

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Abstract

The purpose of writing the article is to analyze the development of the flow of educational philosophy: theoretical concepts and implementation in 21st-century learning. This is a systemic literature review. The literature finding was done through the Semantic Scholar database and book review with the topic of the development of education flow and its implementation. Each education has a different view of human development. This is based on the dominant factors that serve as the basis for human development. The implementation in education can be seen from several aspects, including the meaning of education, education goals, curriculum, learning, and the role of teachers in learning. The result of the research is that understanding the flow of education is very important when an educator or teacher wants to keep abreast of educational developments. The result of this thinking is called the flow or new education movement. The flow/movement affects education around the world, including in Indonesia. The philosophy of education can determine the learning process such as determining models, methods, strategies, and evaluation in learning. It cannot be said that one flow is better than another because its use is adjusted to the level of need, current situation, and conditions. The research concludes that each flow has its principles. Three flows influence human development, namely (1) Nativism, this flow states that human development is influenced by innate factors from birth. (2) Empiricism states that human development is caused by environmental factors. (3) Convergence states that human development is influenced by the interaction between the carrier and the environment.

Keywords: school of educational philosophy, learning concepts, education flow

Abstrak

Tujuan penelitian ini adalah untuk menganalisis perkembangan aliran filsafat pendidikan: konsep teoritis dan penerapannya dalam pembelajaran abad 21. Metode penelitian ini yaitu tinjauan literatur sistemik. Prosedur penelitian yaitu dengan pencarian literatur dilakukan melalui database google scholar dan science direct dengan topik perkembangan alur pendidikan dan implementasinya. Setiap pendidikan memiliki pandangan yang berbeda tentang pembangunan manusia. Hal ini didasarkan pada faktor-faktor dominan yang menjadi dasar pembangunan manusia. Implementasi dalam pendidikan dapat dilihat dari beberapa aspek, antara lain makna pendidikan, tujuan pendidikan, kurikulum, pembelajaran, dan peran guru dalam pembelajaran. Hasil penelitian yaitu pemahaman tentang alur pendidikan sangat penting ketika seorang pendidik atau guru ingin selalu mengikuti perkembangan pendidikan. Hasil pemikiran itu disebut flow atau gerakan pendidikan baru. Aliran/gerakan tersebut mempengaruhi pendidikan di seluruh dunia, termasuk di Indonesia. Filosofi pendidikan dapat menentukan dalam proses pembelajaran seperti menentukan model, metode, strategi dan evaluasi dalam pembelajaran. Tidak dapat dikatakan aliran yang satu lebih baik dari yang lain karena penggunaannya disesuaikan dengan tingkat kebutuhan, situasi dan kondisi terkini. Simpulan penelitian bahwa setiap aliran memiliki prinsipnya sendiri. Ada tiga aliran yang mempengaruhi perkembangan manusia, yaitu (1) Nativisme, aliran ini menyatakan bahwa perkembangan manusia dipengaruhi oleh faktor pembawaan sejak lahir. (2) Empirisme menyatakan bahwa perkembangan manusia disebabkan oleh faktor lingkungan. (3) Konvergensi menyatakan bahwa perkembangan manusia dipengaruhi oleh interaksi antara pembawa dan lingkungan.

Kata kunci: konsep pembelajaran, alur pendidikan, sekolah filsafat pendidikan



INTRODUCTION

Educational philosophy is an educational philosophy study that is often recognized as an applied philosophy field (Balim., 2014) describing benefits from other philosophy branches from metaphysics, epistemology, and axiology (Alemdar & Aytacı, 2022). According to a notable philosopher, John Dewey, educational philosophy is the main and the most important branch of philosophy that stands as a lively philosophy (Phuong Thuy, 2020). Güçlü et. al., (2008) describe educational philosophy as activities where educational problems are being analyzed and applied from a philosophical view. Educational philosophy is a philosophy branch with studies and analyses education related concepts (Cevizci, 2014) to improve and answer questions about the methods and education problem and education policy, pedagogy, and curriculum (Doichyk & Doichyk, 2021). Educational philosophy can be accepted as an interpretation of facts and concepts that covers education issues in philosophical ways (Alemdar & Aytacı, 2022). As time passes, some educational thinking appears in society with its development, and this development carries on the change that is later called educational philosophy. Historically, the flow of education or various thinking about education can be obtained in many pieces of literature. The written flow of education in educational history started in ancient Rome up until now. Every educational flow can be seen as an effort to improve the dignity of human beings so they can be better individuals compared to the previous generations. The flow of education appears when human living in a group was faced with the regeneration problem. The understanding of the flows of education is significant when either a teacher or a future teacher will get the principle of every educational development thinking happening. The flows of education are the idea of the influential thinker in their era and it can be neglected (Roni., 2022).

One of the classic Chinese philosophers, King Fu Che, states that “learning is the essence of life; the ones who always study will improve their life quality. People live for today, dream for the future, and learn about the eternal truth’. It means that learning is not seen as an obligation but as a need, learning is a never-ending process, continually, and mindfully. Learning is the key to success to face life and death. Learning is a changing process that happens continually throughout life (Suswandari, 2018). Education is one of the ways to create humans to be smart righteous responsible human beings. Through education, somebody can develop their behavior, knowledge, and skill optimally. Law on National Education System No.20 the year 2003 states that education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals, and noble character and skills that one needs for him/herself, for the community, for the nation, and the state (Fadhli, 2016). Education is a process to include the students adapting themselves to the environment to make a life-changing that let them live well in society, and learning functions lead this process to reach the goals (Pettalongi, 2013)

According to Kushan (2017), learning evolution in the 21st century produces not only specific behavior from low cognitive levels related to memory, affective, and psychomotor but also collaborative skill and problem-solving. Furthermore, Kurshan defines that this domain has been revised and reformed to ensure the student's readiness to face the global challenge. The term 21st century has outweighed traditional learning in the classroom. The students are required to solve real-life problems, communicate and work together with their mates, integrate digital tools, and collaborate with people from the outside class (Abdullah., 2020). One of the important components of education is the student. From the education perspective structure, students are the subject and object. Therefore, the learning activities cannot be done without students' participation. The whole understanding of the student concept is one of the factors that must be understood by the entire stakeholder, especially the ones who involve in

education. Without a whole and comprehensive understanding of students, it will be difficult for the teachers to lead the students in reaching the goals (Musdalifah, 2019)

Several factors influence the students' development, but some experts have different opinions for they have different views and approach toward the student's existence. Therefore, the writer outlines the flows related to the factors influencing students' development. There are several flows or theories defined which have a relationship with learning or success in education. Some theories recognized in education are empiricism, nativism, and convergence. According to nativism flow, successful learning is decided by each individual. When someone was born with wickedness, that person will be bad, and vice versa. Education that does not support the students' skills won't help the student's development. This is not deviating from the fact. For example, the children resemble their parents' physic and will inherit their parents' characters and talents. This school argues that children have good and bad innate since birth into the world, further development is influenced by the environment (Fadhli, 2016). Dewey argued that schools did not provide a true learning experience, but rather an infinite accumulation of details and facts nurtured by students and believed that schools and classrooms should reflect real-life situations (DeRobertis, 2014). As a result, students complete the exact facts back as rote knowledge and soon fail to remember details because they are seen as passive learners because they are only provided with materials and information by their teachers and textbooks that have been prepared and assimilated beforehand (Jarrah., 2020) In conclusion, nativism is the recognition of the real human being since they are born that includes psychologists, and physical including heredity and other basic skills in every individual (Zhao, 2022). According to the expertise, empiricism flow states that someone's knowledge about the world is based on their experience. The background of the problem in this study discusses philosophy which is a guideline to be used as a view of life for people who discuss human objects as a whole and in-depth. Philosophy is systematic which means that its studies always show an interrelated relationship with one another. Philosophy is universal which means that each of its studies addresses all people. The philosophy of education is an attempt to understand education as a whole and in-depth that can be used as a guide for society and educational policy. Philosophy and education have a close relationship both educations in a theoretical and practical sense. Along with the times, education has undergone significant changes starting from the development of models, techniques, strategies, media, and learning approaches. In the 21st century is learning that implements literacy, knowledge skills, skills and attitudes, and mastery of technology. These skills can be developed with various activities that are in accordance with student competencies and learning materials. The skills needed in the 21st Century are high-level thinking skills (HOTS) to prepare students to face global challenges.

According to Barnes & Henry and Longino, learning is based on the individual's observation and perception. Learning based on experience shows the process of obtaining and implementing knowledge skills, and feeling in the right time and context by students. This concept is more pragmatists and overcomes learning difficulties compared to learning by theory. The empirical influence obtained from the environmental effects on the development of the students. According to this flow, teachers are the external factor that holds an important role because the teachers provide the environment for the students and the students will accept education as an experience (Yao & Elia, 2021). These experiences will shape behavior, attitude, and students' character as learning goals. For example, twins who are separated since they were born and raised in a different environments. One of them lives in the countryside and is raised by a poor farmer, while the other is raised by a wealthy family living in the city and studying in a modern school. It results in different growth. The weakness of this flow is that this flow only emphasizes the experience. While basic skills since the children were born are

neglected. There are talented students and successful even though they live in a not supportive environment (Ahmed Saif Abdulmughni, 2019)

Convergence flow considers that education depends on the carriage of talent and environment. However, Wilian Stem does not define how big the comparison of these two factors is. Until now, the influence of the two factors has not been decided yet (Siregar, 2022). The result of the students' development process is not only decided by the environment and carriage but also is decided by the students. Everybody, including students, has the potential that allows them to choose either to follow or to reject something (rules and stimuli) in a certain environment which intends to develop them. As a result, the students have self-psychology potential to develop their talent and carriage in a certain environment (Siregar, 2022).

This research is important to carry out because currently, the implementation of learning has not paid attention to the aspects that exist in the grand theory in the philosophy of education. Learning today needs to look back at the things that are the basis for the implementation of learning in the philosophy of education both in ontology, epistemology, and axiology. The novelty of this research is to discuss the development of education starting from the birth of theories based on experts and associated with the development of the current era, its relevance in the current era of education, and its implications in learning. It is hoped that this article will provide insight into the concept of the philosophy of education which is still relevant to current learning or has even been abandoned.

This research discusses the development of the school of philosophy of education: theoretical concepts and their application in 21st-century learning. The urgency in this research is that education has a relationship with 21st-century learning with the development of technology. Where 21st-century learning is based on several views of the Philosophy of Education and the Pancasila Philosophy as the ideology of Indonesia. A philosophy is a guideline to be used as a way of life for people who discuss human objects as a whole and in-depth.

This article aims to discuss the various concepts of the flows of educational psychology as fundamental to implementing learning at various education levels. By studying the flows, it is expected to broaden the insight and knowledge to create high-quality learning.

METHOD

The method used in this research is a systemic literature review. This method contributes to the accurate and reliable synthesis of academic literature (Van Laar et al., 2017). A systemic literature review involves the ability to identify the topic, review above the use of method validation, draw a conclusion about the literature priority being studied, analyzed, and criticize the literature, and create new knowledge about the literature, synthesize the topic (Jones, 2022).

The literature finding was done through the Google Scholar, Science Direct, and book review with the topic of the development of education flow and its implementation. The articles and book then were sorted into three steps before being chosen and reviewed. In the first step, unrelated articles were omitted. In the second step, article abstracts were sorted again, and unrelated articles were omitted. In the last step, articles were read thoroughly by the researcher to omit certain criteria that were unfit for the selection.

The inclusion criteria for this study are (a) research articles and books published in 2012-2022; (b) research articles published in national or international journals; (c) research articles that discuss the philosophy of education with elementary school research subjects.

The exclusion criteria are as follows: (a) research published before 2012; (b) research using research subjects from kindergarten to university level; (c) publications in other formats than article formats such as publications of meeting results or presentations in certain forums.

The articles were screened in three stages before being selected for review. In the first stage, articles that did not meet the inclusion criteria based on the article title were removed. In the second stage, the remaining article abstracts were screened again, and articles that did not meet the selection criteria were discarded. In the third stage, other articles are carefully read by the researcher to eliminate certain criteria that do not meet the selection. The data is described in Figure 1.

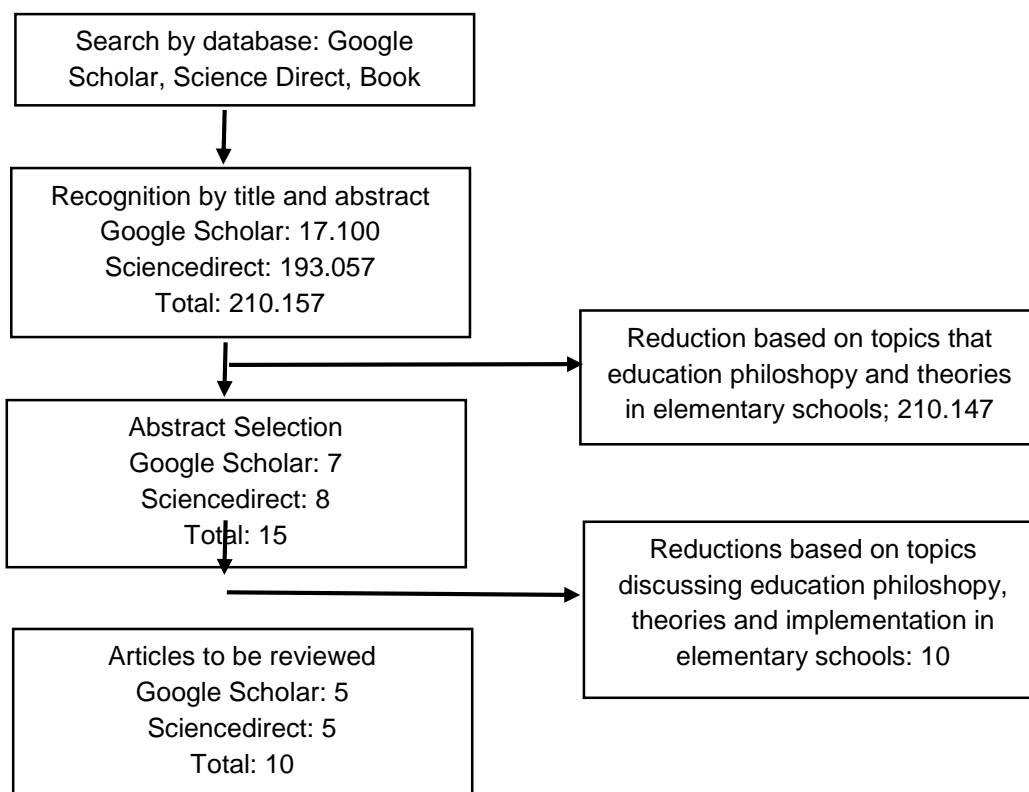


Figure 1. Article review process

RESULT AND DISCUSSION

A. CLASSICAL EDUCATION FLOW

The flow of education is the idea that renews the education field. These ideas are like a long discussion that started in the past that is followed by pros and cons by the next thinker, therefore new ideas are created. Future educators must master the concept and the rules in education. The idea and implementation are always dynamic following society's condition. Since then, now, and even future, education will always be developing following the social culture and ICT. The ideas that renew education are called education flows just like other fields. Every education flow has different insights into seeing human development, and it is based on the dominant factors in the principles for human development (Suswandari, 2018).

Classical education theory is based on classical philosophy which sees education as the effort to maintain, preserve, and conserve the heritage. This education

theory emphasizes the education content than the process itself. The implementation of classical education emphasizes that educator has big and dominant roles, while the students have passive roles as information receiver and assignments from the teachers. This theory is based on the flow of philosophy essentialism, perennials and existentialism. The understanding of classical thought rises different opinions from the optimist to the pessimist. To avoid different interpretation hereby is discussed the ideas of classical education (empiricism, nativism, naturalism, and convergence) (Fadhli, 2016).

1. The Classical Empiricism Educational Flow

The classical empiricism flow is the flow considering that human being development is influenced by the environment. All knowledge, behavior, and skills possessed by humans are developed based on the real experience that is obtained through senses; therefore the environment provides important roles to develop someone. Some experts in the classical of empiricism are:

a. The Concept and Ideas Implementation of John Locke

John Locke is an empiricism philosopher who presents the Tabula Rasa Theory stating that the environment has an important role in human development because humans are being analogized as a piece of blank paper where education and experience will give colors, notes, and scratches to optimize life skills.

According to John Locke, there are no innate ideas about the world, but from the very beginning children's hearts are like white paper (tabula rasa) and they have to learn from the simplest things. This is evidenced by the fact that they cannot even understand the most basic words, or recognize basic hazards such as fire or precipitation, etc. J. Locke believed, knowledge is being built, and tabula rasa will make room for the world knowledge system through education (Tyera, L., Megawati, M., & Rusli, 2022). J. Locke strongly believed in the power of education, he stated, "Ninety percent of the people we meet, these people good or bad, useful or ineffective, come from their second education" (Locke, 2017). Therefore, "good education of children is the duty and right of parents, and the peace of the nation depends on education, so each of us needs to take it seriously.

b. The Concept and Idea Implementation of Ivan Pavlov

One of the concepts related to Pavlov is marking, stimulus, and responses that are conditioned as the result of the instinctual process, while the relationship is caused by the practice. The practice has caused a behavior change, especially the change in the neuron. Therefore, Pavlov is also called Neuro Behaviorist because he states the interaction between the stimulus and responses happens through the neural process. Additionally, learning is done by humans: not only marks but also symbols. (Titin Nurhidayati, 2012)

According to Pavlov, the unconditioned stimulus has a relationship with the strengthening. Stimulus becomes the cause of behavior repetition and functions as the strengthening (Zulhammi, 2015). An individual can be controlled by changing the natural stimulus to get the wanted repetition responses. In this case, the individual does not realize that there is an external controller (Ade, 2020)

The implementation of this concept can be done by giving an interesting ambiance when giving an assignment. For example: emphasizing teamwork and group competition rather than individual work can be implemented in other subjects and learning activities such as reading (Titin Nurhidayati, 2012).

c. The Concept and Idea Implementation of Watson

Conditioning is being developed in this theory, which means an individual's behavior can be conditioned. Watson's views about this are: 1) psychology studies stimulus and responses (S-R Psychology). (S) means all the environmental objects, including the changing in human tissues. (R) is the act given to answer the stimulus, starting from the simple until the high level, including the body's excretion. The types of Response are overt and covert, learned and unlearned. 2) Watson does not believe in heredity as the behavior determiner. Human behavior is the learning results so the environment holds an important role. This view is deterministic where human behavior is determined by an external factor, not by free will (De Araújo & Holanda, 2018)

For example, when the teachers give assignments to the students and add them, the students will study harder (positive reinforcement). Meanwhile, when the assignments are reduced, it will increase study activity (negative reinforcement). Therefore, the strengthening is a stimulus form that is important to add or to omit to see the response. All things considered, behavioristic agrees with the definition above but some may have a different opinion (FAMILUS, 2016)

d. The Concept and Idea Implementation of Thorndike

According to Thorndike, learning is the association between stimulus (S) and response (R). A stimulus is a change in the external environment that becomes a warning to activate the organism to react and act and, the response is the behavior caused by the stimulus (Islam, 2015). Stimulus gives the impression of the human senses, while response encourages someone to act. This association is called connection. Thorndike formulated his experiment result into three basic laws. They are:

1. The Law of Readiness. This law defines someone's readiness to respond (either receive or reject) to a stimulus.
2. The Law of Exercise. This law is divided into 2; the law of use and the law of disuse.
3. The Law of Effect. In this law, the frequency between stimulus (S) and response (R) is highly influenced by the consequence. If S-R has a good relationship, then the act is being strengthened. On the other hand, if S-R is not good, the act will weaken.

However, Thorndike revised this law after 1930. According to Thorndike, the effect of rewards (for the pleasant thing) is bigger to strengthen the behavior than the punishment effect (for the unpleasant thing) in strengthening the behavior (Islam, 2015). In other words, the reward will improve behavior but punishment does not mean able to reduce or eradicate behavior.

e. The Concept and Idea Implementation of Burrhus Frederic Skinner

Burrhus Frederic Skinner differentiates respondents' behavior as the clear behavior caused by a stimulus, such as a cat will run around because it sees meat. Operant Behavior is the behavior that is appeared because of an unknown stimulus but is caused by the organism itself, and not being influenced by external stimulus. For example, a cat runs around because it feels hungry, not because it sees meat (Fritze, 2019)

Skinner saw the repetition method by Ibnu Sina to memorize as habituation but it did not omit the existing behavior (Bahari, 2017). Either positive or negative reinforcement is made through stimulus with the response which is important in Skinner's theory. This theory emphasizes environmental roles, learning outcomes mechanism, and the ability, and learning outcomes to produce the behavior expected (Zaini, 2014). The reward is given in learning as a gift for the students

who have the performance to encourage and motivate them always do their best (Aspandi, 2020). In pedagogy design, reward and punishment are method form aimed to discipline and motivate students (Muh. Syafir, ramlan Mahmud, 2012)

The implementation of Skinner's learning principles must be directly announced to the students when they make mistakes or when they do well so the students will understand what has happened during their learning process. Therefore, teachers must understand the students' condition before the learning is conducted.

f. The Concept and Idea Implementation of Albert Bandura

The Social Cognitive Theory is a new name for Social Learning Theory developed by Albert Bandura where the ideas were influenced by writing titled Social Learning and Imitation. The main idea of Bandura's thinking is also the development of Miller and Dollard's ideas of Imitative Learning (Muh. Syafir, ramlan Mahmud, 2012). The Social Cognitive Theory emphasizes the idea that most human learning happen in a social environment. It happens by observing people and gaining knowledge, rules, skills, strategies, beliefs, and behavior. The individuals see the models or examples to learn the function and appropriate behavior from the examples, then they act based on their belief about their ability and the result they expect (Schunk, 2012).

Bandura makes a hypothesis that behavior, environment, and internal occurrences on the learner influence the perception and action and has an interlocking relationship. In addition, Bandura argues that skills and complex knowledge mastery not only depend on the attentive process, retention, motoric reproduction, and motivation but also depend on other elements sources from the learner or "sense of self-efficacy" and "self-regulatory system". Social cognitive research about learning and motivation has clearly shown that ideas or students' cognition will influence the feeling, motivational acts, and skills of the students (Nabavi, 2012).

In the implementation, a learner has to be punished because he /she makes mistake. If he /she keep doing mistakes after being punished, the punishment is raised. However, if an unpleasant thing during learning happened (that causes the students to make mistakes) is reduced, and this reduce will improve students to better and repair their mistakes, then it is called negative reinforcement. The opposite of negative reinforcement is positive reinforcement. Both of them aim to strengthen the response. However, the difference is positive reinforcement is adding while negative reinforcement is reducing to the response.

2. The Concept and Idea Implementation of Nativism Classic Flow

This view perceives that an individual's development is decided by heredity since somebody was born. The environmental factor influences children's education and development. Therefore, the result of education is determined by the talent since they were born. To sum up, this flow believes that learning success is determined by the individuals themselves. Nativism argues that when children are bad since they were born, they will always be, and vice versa, when the children are nice since they were born, they will always be nice (Sahin, 2018) Some experts in nativism classic flow are:

a. The Concept and Idea Implementation of Arthur

According to Arthur, the possibility of a child having heredity potential is low even though he/she has grown up or is being educated. Education will not change people because it is brought about since they were born. Education that is not suitable for the children's talent and potential is unhelpful education for the

children's development, Arthur's view is following discipline mental theory that includes theistic mental, humanistic discipline mental, naturalist, and apperception.

One of the implantations in daily life is when a child resembles their parents' physical appearance; he/she may also inherit parents' characters and talent. To elucidate, the nativism view is the recognition of the originality of someone since that person was born, i.e. psychologist and physiologist heredity power, and the basic skill that is different from one and another human being (Nadirah, 2013)

b. The Concept and Idea Implementation of Carl Rogers

Meaningful learning is perceived as the student's needs and goals. In addition, Rogers also adds that every human being has natural learning potential. It can be seen in children's curiosity when they explore the environment and try to find and understand the knowledge from the experiment (Tekke & Ismail, 2015).

One of the implementations of Carl Roger's theory is when the students gain knowledge from the classroom delivered by the teachers when the students are outside the class they will implement what they have got from the previous meeting. It happens because learning does not only happen through the theory in the classroom but also must be applied and evaluated.

c. The Concept and Idea Implementation of Abraham Maslow

According to Maslow every human has a hierarchy of 5 needs. In this theory, people will try to fulfill their strongest needs based on the situation and life experience following the hierarchy. The hierarchy is explained below:

1. Physiological needs are the primary need to fulfill by psychologists and biologists, such as food and water, clothing, and shelter.
2. Safety needs include protection, emotional stability, well-being, anxiety-free, etc.
3. Love and belonging needs include feeling accepted by other people, feeling to move forward, and contributing to the team.
4. Esteem needs; the higher someone's social status, the higher achievement to be shown.
5. Self-actualization needs to describe proving someone's potential to other people.

If Maslow's hierarchy of needs is applied at school, the school should pay attention to the student's needs according to the level. It can be started from the very basic needs; the physiological needs in form of a health canteen, comfortable classroom, clean toilets, and adequate breaks. Then, safety will follow when the fun and comfortable learning is achieved.

d. The Concept and Idea Implementation of Kelly

According to Kelly the universe is the reality that correlates with each other and it is flexible and dynamic. Human thought is real and tries to adjust to the world's change. Everyone sees reality differently. The man personality theory structure of Kelly is the personal construct that reflects how someone explains and interprets the world. There are 11 personal constructs Kelly they are Construction Corollary; Individual Corollary; Organization Corollary; Dichotomy Corollary; Choice Corollary; Range Corollary; Experience Corollary; Modulation Corollary; Fragmentation Corollary; Commonality Corollary; Sociality Corollary.

The implementation of this theory in education is that teachers can be a counselor for the students by becoming experienced. Teachers can create comfortable conditions when accepting the hypothesis offered. The counselor also can present new elements when meeting clients (in this case students) so the

clients can build strong constructs. The counselor also can provide the opportunity for the client to check the data validity, so they can shape or change into better construction.

e. The Concept and Idea Implementation of Wertheimer

Wertheimer presents Gestalt laws in his book titled "Investigation of Gestalt Theory. The laws are:

1. The Law of Proximity consists of the elements that are placed near each other (both time and space), in observation field will be seen as a certain shape,
2. The Law of Closure is when people then fulfill the emptiness on an object pattern or incomplete observation,
3. Law of Equivalence is when some things have similarities and tend to be seen as one object possessing each other (Schunk, 2012)

People use these principles to organize their perceptions, i.e. (1) background relationship; (2) proximity; (3) similarity; (3) common fate; (4) simplicity; (5) closure (Schunk, 2012). One of the implementations of Gestalt theory is about the life space principle; that individual's behavior has linkages with the environment where they belong to. The material taught should have a connectedness with the situation and condition of the students' environments.

One of the early Gestalt psychology develops motivation based on Field Theory. "The holistic facts relate to each other". The formula is $B=F(P, E)$. Life space stands from three dimensions i.e. (1) reality, irreality; (2) fluidity; (3) psychology time. Forces cause change. The change can happen in certain valence areas (Hill, 2020).

One of the implementations of Kurt Lewin's theory is when teachers explain the materials about mammals, it reinforces students to think about the materials by memorizing. For example, when the teachers introduce the mammals concepts, the students are asked to give some examples.

f. The Concept and Idea Implementation of Fredrich Ritz Perls

Perls (Colledge, 2017) explains that the development of individuals is influenced by self and self-image. Self-image is someone's personality which hampers development that causes energy deviation in different directions. Self-image is an individual's internalized standard. While self is mentioned as a part of a personal integral. Self is creatively related to the adaptation process towards the environment to fulfill needs. The basic characteristic is Gestalt freezing and damage

Perls (2015) reveals that one's intuition about child development, which values the implicit deconstruction in dental development, is based on self-regulated conceptions, such as the child's ability to bite, which supports, and accompanies the ability to deconstruct reality. This spontaneous, positive, and aggressive force has a survival role, but also social interconnection and allows the individual to actively achieve what is in the environment can meet his needs (Bynum, 2012). Perls highly valued his own opinions regarding child development as a theorist and psychotherapist. Perls' behavior in his personal life and his therapy challenged conventional expectations of appropriate behavior (C. Thomason, 2021).

g. The Concept and Idea Implementation of Viktor Frankl

Achieving a meaningful life can be done through suffering and happiness. Frank's theory explains the meaning into three, i.e.: life meaning, love meaning, and suffering. From these meanings, meaningful was created (Batthyany & Russo-Netzer, 2014).

The implementation in education is that the teachers must create fun learning. Meaningful learning can be achieved when the students feel happy. Therefore, the teachers may use approach, method, and fun and interesting teaching media for the learning process.

3. The Naturalism Flow of John-Jacques Rousseau

Naturalism comes from the word “natura” which means natural and “isme” which means understanding. This flow was initiated by J. J. Rousseau. This flow explains that all natural (carriage) tends to be good, therefore, internal education is the best education while external education brings unfavorable children's development (Peckover, 2012). Naturalism is a flow that believes in the carriage and environment. Rousseau argues that humans are good, but the environment turns them into bad. Second, Mensius stated that humans are bad, but they turn good because they socialize with their environment.

This theory states that every child born is pure, but it can be bad because of the environment. The environment can be from family, school, or society (Seifert, 2012). J. J. Rousseau argues that education tools cover freedom; therefore children should freely express themselves without any restraints (Önder, 2018)

Rousseau suggests the “back to nature” concept and natural approach to educating children (naturalistic approach). The naturalistic approach aims to help children develop optimally. Natural education will create pure children (without manipulation). The children will grow and develop happily, spontaneously, and full of curiosity. Therefore, teachers must study the science of children's natural development so they can identify the children's natural needs. Furthermore, the teachers will provide the teaching materials according to the student's interests and needs, not the teachers' or parents' needs. This idea will create free-soul children. Rousseau affirms that in nurturing the children, the parents have to give freedom for their children to grow naturally Johan Heinrich Pestalozzi (1746 – 1827) (Rahmat, 2018).

4. The Convergence Flow of William Stern

This flow was made by a German psychologist, William Stern. There are two flows in the convergence law, i.e. the law that emphasizes the influence of carriage rather than the influence of environment, and vice versa, where environment and education bring more influence. However, some are still dissatisfied with the answer of the convergence flows which states that human development is influenced by two factors; carriage and environment.

William Stern reveals that child development is qualitatively driven which is done in a big way in favor of one quantitative contribution to the discipline. Heinz Werner, who worked closely with Stern, is considered by his followers to be one of the three major developmental thinkers of the twentieth century, the other two being Piaget and Vygotsky. However a few examples of how holistic and humanistic currents of developmental thinking have been marginalized throughout history. Something similar could be said about other human scientific pedagogical thinkers, but continuing down this path would be against the goals of current work (DeRobertis, 2014).

B. THE EDUCATION FLOW OF DEVELOPMENTALISM

Developmentalism flow is a flow combining naturalism principles flow from Rousseau or Prinsos' education in nature. This principle guides the students' development and their talents. Developmentalism flow appeared in the 19th century. This flow focuses on developing the human spirit. Therefore, this flow is also called educational psychology flow (Susilawati, 2012).

1. The Developmentalism Flow of Pestalozzi, Johann Frederich Herbart, Froebel

Pestalozzi believes that the aim of education is not to get knowledge but to explore someone's natural talents and develop hidden talents. In other words, educators need to focus on the human being, on the children, and not on the education itself. This educational principle is taken from the progressivism principle as a reaction towards traditional education which emphasizes formal learning and gives less freedom to the students so that the students are not creative and they just follow the education program set by adults (Buchanan, 2018).

According to Herbart, the smallest soul element is a response, either conscious or unconscious. An unconscious response does not mean vanish, but it has power that may appear at a certain condition. It has a known apperception term that explains the effect of certain experience that has been revised. Herbart explains that a student does not only observe an object but also does apperception. Apperception means that the student not only knows the concepts about an object but also understands the concept and connects it with another concept saved in his/her memory. Herbart also suggests that education aims to adjust norms. The process to reach the goal is called teaching (Manaf, 2020). Based on the explanation above, the implementation of Herbart's theory in delivering material to the students can be done by connecting the old response and the new response, so that it created more responses from the students.

Froebel is the initiator of the first kindergarten in the world (Suyadi & Ulfah, 2013:87-89). According to Froebel, every child's development stage must be watched wholeheartedly. Children have potential that should be guided and developed continually, and one of them is by taking them to study in an outdoor area and playing spontaneously where they can build carton blocks, a small garden in the pond, and crawl in the maze made by boxes. The purpose is to empower the children through opened-activities, as Froebel said "give them happiness, freedom, outside and inside satisfying, get along with the world" (Gasc., 2018) The implementation of Froebel's theory can be in form of giving the students gifts, singing and moving the body parts (ice-breaking), and hand hand-crafting.

2. The Essentialism Flow of William C. Bagley

Bagley and friends have similar thoughts on progressive education practice. They believe that the progressive movement has destructed the intellectual standard and young people's morals. Essentialism flow has some similarities with perennials which suggests that the knowledge should be thought at school systematically and disciplinary (Acquah, 2017).

Essentialism perceives that education has to stand on clear values and be durable to give stability and chosen values. The values come from culture and correlative philosophy in the last four centuries. The mistake of culture, according to essentialism, is the tendency of deception symptoms from the right path of the culture. William C. Bagley reveals that essentialism itself focuses on moral values and responsibility to build permanent principles through behavior into consideration to behave (Suswandari, 2018). Essentialism is a critique to the progressive trends at schools (Sadulloah, 2012).

3. The Perennials Flow of Robert M. Hutchins

The educational philosophy perennials are oriented on the essence of learning for the students so they won't lose their identity in the future. In other words, perennials are the response to progressive education which is oriented on the moderations that affect the identity bias and the education meaning (Nanggalaupi, A., & Suryadi, 2021). Perennials' perspective is a solution for progressivism, perennials are traditional and conservative because it believes in the educational basic which beliefs on ancestor values, and it is such a competent and strong basic education (Habsari, 2013)

Robert M. Hutchins perceives that education has to be a place for students to find, review, and gain essential knowledge because it has a consistency that will bring advantages in the future (Nanggala & Suryadi, 2020). In reality, perennials' education flow is regressive because it believes that tradition, values, and culture from the past centuries are fundamental to education which causes education to tend to rely on those things. However, education needs to move forward into reality because it will be an asset for the students to survive and build a social life.

4. The Nature Teaching of Fr. A. Finger & Lighthart

Fr. Finger (1808-1888) is the pioneer of nature teaching in Germany called "heimatkunde" (teaching of nature), and the term "Het Volle Leven" (real-life) by J. Lighthart (1859-1916) in Netherland (Faisol & Raharjo, 2022) Some principles "heitmakunde" movement are:

1. by teaching natural surroundings, the teacher can directly demonstrate the character and principles of teaching
2. natural teaching allows provides students with opportunities to be active during learning
3. natural teaching allows the teachers to conduct total teaching such as (1) the teacher understands the objectives of teaching and putting efforts to achieve the goal, (2) focusing on a teaching material that attracts children's attention which of course taken from the natural surroundings, (3) the teaching materials are closely related to one another regularly, (4) natural teaching provides students with strong intellectual apperception, and (5) natural teaching provides emotional perception because the environment has an emotional bond with students (Pettalongi, 2013).

Lighthart (1859-1916) defines the principles of "Het Volle Leven" as follows: (1) the students have to know the objects before they know their name, (2) teaching must be based on the next lesson or the other lesson must be correlated with the previous, and (3) real-life teaching must be taught in all majors so the students can relate with the life surrounding.

The implementation of nature teaching can improve students' learning activities (Tyera, L., Megawati, M., & Rusli, 2022). The result of another research reveals that through nature teaching, the teachers provide insights for the students to gain information based on the experience, the students will easily achieve learning goals, the students will know and enjoy nature and later will awe and praise God, make the lesson more concrete, low-cost, easy to be implemented, update with the problem and current situation, therefore the students discern the meaningful and fun learning (Baharun, 2016)

5. The Interest-Centered Teaching of Ovide Decroly

Interest-centered teaching was founded by Ovide Decroly from Belgium through the center of interest teaching. Education according to Decroly is *Ecole pour la Vie, par la Vie* (school for life and by life). Children must be taught, guided, and prepared for society. Therefore, children must possess knowledge about themselves and their world. This world consists of nature and culture where the children have to live and develop their ability to reach their future.

Some methods form interests-centered teaching are (1) global (whole) method where the children observe entirely. It is based on Gestalt psychology principles where teaching reading and writing using sentences is easier than using free words. While words are easier to be taught than letters; (2) Centre d'interest Method (interests-

centered) where children have spontaneous interest so the teaching must be adjusted with those spontaneous interests unless it won't make good outcomes (Hui., 2021).

6. The Work School of J.A. Comenius, J.H. Pestalozzi, G. Kerschensteiner

The pioneer of The Work School was G. Kerschensteiner (1854-1932) with the "Arbeitschule" (the work school) concept in Germany. School work opposes the idea that education is only for individual interests, but education is for society's interest. In the other word, schools provide good countries; i.e.: (1) everyone is a worker for a position; (b) everyone must contribute their energy on behalf of the country; (c) the two duties must be done perfectly, therefore every citizen has to be well-behaved to maintain national security

Comenius emphasizes the importance of the parents' role to educate the children. Before children were born, the parents had to think about pregnancy religiously and its responsibility. After the children were born, the parents have to educate them, as early as possible. According to Comenius, the birth school, the baby school, and kindergarten must be provided. The most interesting renewal is the education developed by Johann Heinrich Pestalozzi in Switzerland. Even though very religious, Pestalozzi believes that the most important principles to develop strong characters and life goals can be applied and developed inductively and using students' sense experience. Pestalozzi also conveys that schools should not be separated from society, and should not be listeners only (Baihaqie., 2013)

7. The Project Method of John Dewey & W.H. Kilpatrick

The Project Method Theory is based on the philosophy and pedagogy of teaching. The Project Method was created by John Dewey, but the implementation was done by his follower, W.H. Kilpatrick. Dewey asserts that schools are microcosms of society; therefore education is a life process not only for the future (Ichwayudi, 2014). According to Dewey, in Suyadi and Ulfah (2013: 83-85), school is a social democratic society model needed for democratic living. Through the experiences, the students will be able to face dynamic words.

John Dewey also points out the importance of playing in his philosophy of education, although he focuses on how to play in the context of social groups rather than at an individual level. The games that children play are primarily those that draw children's attention to learning. For Dewey, childhood play-structured game is a good example of how children's social attitudes should operate in a harmonious and democratic society. Beyond the harmful activities that are only important to children, playing games, for Dewey, is a prototype of the best way of living for others in society (Bynum, 2012).

Dewey argues that schools do not provide actual learning experiences, but an infinite collection of details and facts that are drilled into students and believed that schools and classrooms should demonstrate real-life situations (Williams, 2017). As a result, students complete the facts as rote knowledge and soon fail to remember such details as they are seen as passive learners as they are only given materials and information by their teachers and textbooks that have been prepared and assimilated beforehand (Jarrah, 2020).

Dewey outlines his views on how education can advance society. As a progressive educator, he argues that through education, individuals would be inspired to develop their potential to the fullest. He believes that children should learn by experience, not just the attainment of knowledge, which would help them develop the skills and attitudes needed to solve problems (Jarrah, et. al., 2020).

teachers should consider how to provide sufficient learning experiences to their students. Such life experiences should be linked to their daily routines, enabling pedagogical practices that allow them to build their progress (Stemhagen, 2016).

8. *Taman Siswa* of Ki Hadjar Dewantara

The bases of education and teaching in *Taman Siswa* (means literally “Garden for Pupils”) are called Panca Dharma. *Taman Siswa* was built in 1947 (Dewantara, 2013). The principles are:

1. Freedom Base means being disciplined for themselves either as individuals or as parts of society.
2. Natural Base means everyone has freedom, is allowed, and is guided to develop based on its nature.
3. Cultural Base means that a nation's culture must be preserved but the first thing done is bringing the nation to the progressive level following world development and human interest
4. Nation Base means the sense of belonging to the nation and avoids friction.
5. Humanity Base shows love to each other.

The mottos from *Taman Siswa* are 1) *Ing ngarsa sung tuladha*: (for those) in front should set an example; 2) *Ing madya mangun karsa*: (for those) in the middle should raise the spirit; 3) *Tut wuri handayani*: (for those) behind should encourage.

9. Indonesisch Nederlandsche School (INS) Kayu Tanam

The goal of Indonesian education –as stated by Indonesisch Nederlandsche School (INS) Kayu Tanam- is the freedom of education which means relieving the mind from the human and nature boundaries to reach “the glory of body and soul”. INS Kayu Taman Teaching Room was built by Sjafei to educate and embed indecency and spirit of togetherness. The independence aim of this school is defined as follows: (1) educate the children to have freedom through an independence life; (2) embed self-confidence, persistent, and responsibility; (3) financial independence; (4) nurture children covering feeling, intelligent, and skill aspects; (5) socialize with the society; (6) adjusting the education with children's talents (Halpin, 2014).

CONCLUSION

An understanding of education flows is very important when an educator or teacher wants to keep updated with education development. Moreover, education flows are the ideas of influenced philosophers from various eras and they cannot be neglected. An educator must have wide historical knowledge, and improve the ability to analyze experiences in the past with the current situation. Every education flow has different ideas in responding to human development. It is based on the dominant factors. The implementation in the education field can be seen from several aspects, i.e.: education meaning, education goals, curriculum, learning, and teacher's roles in learning. To sum up, the character of the implementation of progressivism in education is emphasizing democratic education and respecting students' potential, and conducting student-centered learning, while the teachers act as facilitators, guidance, and director for the student's development. The ideas of education have been developing since the past and will always be.

Classical empiricism is a flow that considers where human development is influenced by the environment. All knowledge, behaviors, and skills that humans have been developed based on real experiences gained through the senses; therefore the environment provides an important role to develop a person. Environmental factors influence a child's education and development. In short, this flow believes that the success of learning is determined by the individual. Nativism argues that if a child is bad from birth, it will always be so, and vice versa, if a child is good from birth, it will always be good. This flow explains that all nature (the train) tends to be good, therefore internal education is the best education while external education brings about the poor

development of the child. This principle guides the development of students and their talents. Developmentalism emerged in the 19th century. It focuses on the development of the human spirit

This convergence flow implies that the need for freedom leads to more varied methods, media, learning resources, and evaluation of student learning. Therefore, teachers and students are required to be active and creative, and innovative. Similarly, in teaching and learning, the variety of opinions has been various, causing the emergence of teaching and learning theories and or, teaching theories/models. For example, there are various opinions about teaching models such as the behavior model family (complete learning model bait, self-control learning model, simulation learning model, and assertive learning model), information processing learning model (learning model), and educational philosophy. The opinion also gave birth to various opinions on ideas about teaching and learning, such as the role of the teacher as a facilitator or informatory, techniques for assessing student achievement with objective tests or essay tests.

The result of the ideas is called flow or the new education movement. The flow/movement influences education all over the world, including in Indonesia. It cannot be said that one flow is better than the other because the use is adjusted to the needs level, current situation, and condition. After all, each flow has its principles. There are three flows influencing human development, they are (1) Nativism, this flow states that human development is influenced by carriage factors since they were born. (2) Empiricism states that human development is caused by environmental factor. (3) Convergence stated that human development is influenced by the interaction between the carriage and environment.

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