

# Educational and Language Philosophy Principle: Content Analysis on “Basic English Handout”

Yulia Agustina<sup>1</sup>, Darmiyati Zuchdy<sup>2</sup>

Universitas Negeri Yogyakarta<sup>1&2</sup>, Indonesia

Correspondence: Yulia Agustina, Universitas Negeri Yogyakarta; Indonesia. e-mail: yulia0012pasca.2019@student.uny.ac.id

Submitted: June 15, 2020

Revised: July 12, 2020

Accepted: September 07, 2020

DOI: 10.29408/veles.v4i2.2261

URL: <http://dx.doi.org/10.29408/veles.v4i2.2261>

## Abstract

Educational and language philosophy is the combination of education philosophy and language philosophy. Education philosophy seeks the truth in the education section. On the other hand, language philosophy is a combination of linguistics and philosophy. Hence, language is a vital medium in philosophizing. The research was aimed to ascertain the educational and language philosophy principle. This research used content analysis inferential. The data resource was ‘Basic English Handout’ for the first semester students of the Early Childhood Education Program of Hamzanwadi University. The data were collected by data making, data reduction, inference, and analyzing the data. To ascertain valid and reliable data, semantic validation data and test-retest reliability were used. The researchers used an analytical construct with a qualitative conceptual domain in analyzing data. The results showed that educational and language philosophy principle on ‘Basic English Handout’ were: existentialism, reconstructionism, and humanism. Existentialism refers to students’ activities on committing themselves in learning concrete experiences, dynamic reflection, observation, active experimentation, and creating thinking conceptualization. While, reconstructionism created students on: problem-solving, focusing on transformation (direct participation), democracy, learning by doing, cooperation in learning, and doing the exercises. Last, humanism instructed students to think inductively, explore and develop self-concept, develop their own experience and trials, actively participating, and discipline in learning activities.

**Keywords:** Educational and language philosophy, philosophy principle, English handout, content analysis

## 1. Introduction

Philosophy is the science seeking the truth of an object. The process of seeking the truth is in many steps. Firstly, humans speculate all of the things with their thought. Secondly, those speculations filtered into some ideas. Thirdly, those ideas are a starting point to seek the truth,

then become a science such as law, politics, and linguistics (Susanto, 2011). Hence, it becomes the mother of science and gives a contribution to all aspects of the education section. According to Pythagoras in Susanto (2011, p. 2), philosophy is the love of wisdom. He adds that the highest human value is a human who loves wisdom, whereas wisdom is an activity to remember about God.

There are many kinds of the philosophy's branches: education philosophy, language philosophy, educational and language philosophy, art philosophy, religious philosophy, etc. This research concerns on education and language philosophy. It compacts between education philosophy and language philosophy. Education philosophy is seeking the truth in the education section. It means that education philosophy formulates rules, norms, human behavior in education life (Alwasilah, 2010). Language philosophy is a combination of linguistics and philosophy. Language is a vital medium in philosophizing. Without language, the philosopher will never philosophize. Otherwise, without philosophy, humans still use the language. In sum, there is a very close relationship between philosophy and language since language is a basic and primary tool in philosophy (Liang Gie, 1977 in Basyaruddin, 2015).

Educational and language philosophy is the theory that underlies human thought in language and education activities (Alwasilah, 2010, p. 16). Moreover, he states that educational and language philosophy develops any theories, approaches, methods, and techniques in teaching language. In short, educational and language philosophy has contributed a lot to education and language. The major categories of educational and language philosophies: essentialism, progressivism, perennialism, reconstructionism, existentialism, behaviorism, analytic, humanism, religious humanism, phenomenology, etc.

Based on the data, the analytical constructs of this research were: existentialism, reconstructionism, and humanism. Existentialism describes the existence and human experience in the way a human is. In the existentialist classroom, according to Ali Saifullah in Ekawati (2015, p. 149), the teacher must encourage students to freely say what they feel, dare to express in their way and then the teacher's role here is to help students in providing space and time to imagine and deviate in academic differences and attitudes. Hence, the teacher must encourage them toward the attainment of the traits and attitudes at all times and opportunities.

Whereas, reconstructionism emphasizes the addressing of social questions and means to create a better society and democracy. According to Ibid in Mubin (2018, p. 70). reconstructionism is a genre that tried to remodel the old education section to build a new modern education section. For this purpose, there must be cooperation with other human beings. In the education context, reconstructionism assumes that school is an agent of transformation. It not only transfers knowledge but also teaches the value in life and reconstructs these values optimally to a better life today.

Last, humanism concerns on human: who have their uniqueness, has the potential that is actualized, has the thrust that comes from him. In the classroom, the teaching and learning process provides self experiences in learning problems identification, understanding the problems encountered, so he finds a meaningful knowledge of himself. Suseno (2002) says

humanism is a belief of humanity that seeks to humanize humanity by respecting human identities, beliefs, aspirations, needs, and fears.

In education and language context, it closely treated to language learning. One of the components in language learning is teaching material. According to Prastowo (2012), teaching material is all of the materials such as information, media, or text that are systematically arranged, reflect the students' competency, and is used in the teaching-learning process with planning goals and its implementation. Competency is a kind of students' knowledge involving any activities: obtain, develop, learn, use, and forget (Erton, 2007, p. 1). Moreover, Prastowo (2012) explains about teaching materials consisting of five components: title, subject matter, supporting information, exercise, and assessment. Those components must be applied in teaching materials such as textbooks, handouts, modules, ppt, wallchart, and brochure.

Using teaching material, a handout will make it easier for the teachers and students to achieve learning goals as specified in the curriculum. Hence, its quality determines students' success in learning (Basuki, Rahmawati, and Hastuti, 2015). Learning goals using handouts is to make students easy in learning independently in the classroom or outside the classroom. Regarding this research, the researchers used 'Basic English Handout' to ascertain the educational and language philosophy principle in it. Following the aim of the study, the researchers proposed the research question as what educational and language philosophy aspect is contained in 'Basic English Handout'?

## **2. Method**

This research belongs to the inferential content analysis design. According to Zuchdy and Afifah (2019, p.18), inferential content analysis is applied to discover the meaning from any documents, photos, paintings, letters, etc., which are required to make the inference from the data. Meanwhile, the sample of this research is all of the units because each unit consists of short materials and exercises that are designed for group discussion. Regarding this research, the inferential content analysis was used to ascertain what educational and language philosophy used by the author on 'Basic English Handout' (Agustina, 2016). In conducting the research, the researchers used some steps below.

### **2.1 Data Making**

The data was taken from 'Basic English Handout', so this research did not need to apply the research instrument in collecting the data. 'Basic English Handout' is designed for the first semester students of the Early Childhood Education Program of Hamzanwadi University by the first researcher as the teaching material in teaching English as a general subject. It often used when the first researcher on duty.

This handout consisting of 12 units with grammar, language skills, vocabularies, and any exercises. The analysis unit of this handout was: sentences and exercise. In making this handout, the first researcher had not been based on educational and language philosophy principles. Accordingly, the main point of this research concerned with an educational and language philosophy principle.

## 2.2 Data Reduction

The collected data is reduced to only the data needed for educational and language philosophy principles by the analysis technique used.

## 2.3 Inference

Before analyzing the data, the researchers made a data description called an analytical construct. It was made as the guidance to analyze the meaning from ‘Basic English Handout’ content that referred to the principle of educational and language philosophy. On the following table is the analytical construct of this research:

Table 1. The Analytical Construct of Educational and Language Philosophy Principle

Philosophy Types	Description	Characteristics
Existentialism	Describing the existence and human experience in the way the human is.	Humanist, dynamic (active, action, being planning), concrete experience, and reality
Reconstructionism	Emphasizing the addressing of social questions and means to create a better society and democracy.	Problem-solving, focus on transformation (direct participation), democracy, learning by doing, cooperation in doing the task.
Humanism	Concerning on human: who have their uniqueness, has the potential that must be actualized, has the thrust that comes from him	Giving a chance to explore and develop self-concept, develop their own experience and trials, actively participating, discipline in learning activities.

## 2.4 Data Analysis

Meanwhile, technique analyzing the data the researchers used conceptual domain qualitative. As stated by Zuchdi and Afifah (2019: 53) conceptual domain is a form of word map. It grouped into categories in a map, so that others easier to understand.

## 2.5 Validity and Reliability Data

To ascertain data invalid and reliable, the researchers used semantic validation and test-retest reliability. Semantic validation is used to measure the sensitivity level of technique to symbolic meaning that relevant to a particular context. Whereas, test-retest reliability conducted

if retest does not change to the research result that made twice at different times (Zuchdi and Afifah, 2019).

### 3 Results

In detail, the research result was categorized as follows:

Tabel 2. Inferential of Educational and Language Philosophy Principle

Unit	Aspect	Philosophies		
		Existentialism	Reconstructionism	Humanism
1	Part of speech: look at to the tables below and their examples	In this case, the students asked to look at the tables of part of speech with their examples and asked students to grasp them. It means the students belongs to dynamic and doing some concrete experience in learning	-	-
	Practice: arrange these words into good sentences and identify the part of speech!	-	The students asked to arrange the jumbled words into good sentences and identify the part of speech in each word in the sentences. Here the students asked to solve the problem based on the task given	-
	Find the ordinary or auxiliary and they are verbal or nonverbal!	-	The students asked to solve the problem and learning by doing to find and comprehend which include the ordinary or auxiliary verb and decide the verbal or nonverbal sentence.	-
2	Present tense: pattern, rules, time signal, the usage with the	In unit two, the students asked to be dynamic ( active, action, in learning),	-	-

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	examples.		and to understand the structure of present tense		
	Write WH questions based on underlined words in this sentence. Look at the example!	-		-	To check students' understanding of the present tense, the students asked to create the question as an example. It means this sentence asked students to develop their own experiences and trial in making questions, active and discipline in learning activities.
	Translate these sentences into English using the present tense!	-		-	This activity gives the students a chance to explore and develop their own experiences and trial in translating the sentences independently and discipline in learning.

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3	Telling numbers, time, and date. Listen and repeat after me!	-			-
	Exercises: answer the following questions by using cardinal numbers in the bracket!	-		-	The answers have already provided, it means asked students to active, discipline, and action in doing the task.
	Complete the following sentences with ordinal numbers!	-	In unit 3, it asked students to learn the numbers, time, date, and repeating the teacher said (learning by doing) and focus on transformation in directing participation in following the teacher.	-	In this case, it gave students a chance to explore and develop self-concept, active, and discipline in a

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	Answer the following question truly!	This activity asked students to answer the questions based on the students concrete experience, reality, and humanist	-	learning activity.
	Find the dates of the following events and tell the class loudly!	-	-	This activity indicates to give a chance to explore and develop self-concept, actively participating.

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4	Present Continuous tense: pattern, rules, time signal, the usage with the examples.	In unit four, the students asked to be dynamic ( active, action, in learning), and to understand the structure of present tense	-	-
	Complete these sentences using present tense or present continuous!	-	This activity asked students to solve the problems independently, direct participation, and learning by doing.	-

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	Past and past continuous tense: pattern, rules, time signal, the usage with the examples.	In unit five, the students asked to be dynamic (active, action, in learning), and to comprehend the structure of past and past continuous tense	-	-
5	Put one of these verbs into past form in each sentence!	-	In studying past form, the students still confuse in applying verb form. This exercise indicated students how to solve problem-solving, focus on transformation (direct participation),	-

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learning by doing in applying past form.

6	<p>Comprehend the descriptive and recount text structures below!</p> <p>Writing activity: make a good paragraph based on mind mapping below. Do it with your partner!</p>	<p>In this case, the students asked to read carefully and comprehend the structures of descriptive and recount text examples. This activity indicated the students' dynamic, explore and develop their selves concept</p>	-	-
7	<p>Present and past perfect tense: pattern, rules, time signal, the usage with the examples.</p> <p>Use either present perfect or present perfect continuous</p>	<p>In this activity, the students asked to be dynamic ( active, action, in learning), and to understand the structure of present and past perfect tense</p>	-	<p>This task indicated how students to solve the problems in doing the task, focus on direct participation and cooperate in doing</p>



and deciding the task

8	<p>Complete this conversation below with appropriate word, then follow me!</p> <p>Building up your own with your partner to find out more information about his/her!</p>	<p>This activity allowed students to explore and develop the self concept and humanist, dynamic.</p> <p>This task showed an activity doing democracy with a partner, to be dynamic, and students' existence in giving the information according to them</p>	-	-	-
9	<p>Future and future continuous tense: pattern, rules, time signal, the usage with the examples.</p> <p>Translate these sentences into English using future tense and future continuous tense.</p>	<p>In this activity, the students asked to be dynamic (active, action in learning), and to understand the structure of Future and future continuous</p>	-	-	<p>This task gave students a chance to explore and develop their own experiences and trial in translating the sentences independently and discipline in learning.</p>
10	<p>Reading activity: Read the following text! And then answer the following questions!</p>	-	-	<p>This activity showed direct participation, problem-solving, active, and learning by doing.</p>	-
11	<p>Look at the pictures and comprehend the rules of comparative,</p>	-	-	-	<p>This instruction asked students to explore and develop a self concept, actively participating,</p>

	superlative degree and equity Complete these sentences using comparative, superlative degree, and equality!	This activity allowed students to explore and develop a self concept and humanist, to be dynamic.	-	-	discipline in learning.
12	Listening activity: listen to the whole song and complete the below!		-	-	It indicated learning by doing and direct participation in doing the task

There were three philosophies of language education in the inferential table above: existentialism, reconstructionism, and humanism. Existentialism refers to the theory in each unit where students were asked to understand each material that was given and certainly foster humanist attitude, dynamic (active, action, being planning), concrete experience, reality, in understanding material, and ultimately draw their conclusions. Then, reconstructionism showed the activities of students in carrying out the task. The task trained students to solve the problem, focus on transformation (direct participation), be a democracy, learn by doing, and cooperate in doing the task with their partners in the group. Whereas, while humanism indicated the students' activities in the process of doing assignments to provide opportunities for students to explore and develop self-concepts, develop own experiences, and trials, actively participate, and discipline in learning activities.

#### 4 Discussion

'Basic English Handout' adhered to the educational and language philosophy principle in existentialism, reconstructionism, and humanism. The activities in each unit belong to the characteristics of those philosophies. The research result above-defined that existentialism tends to be most dominant in this research. In practice, existentialism regards humans as something high and their existence determined by humans himself. It means only humans who exist, aware of themselves and know how to position themselves. Freedom is human essence, regularly they are free individuals who create themselves. Humans can freely regulate, choose, and can give meaning to reality. All activities that refer to existentialism in this handout are asked students to commit oneself in learning concrete experience, dynamic, reflection observation, active experimentation, and create thinking conceptualization.

Further, education goal in existentialism philosophy is not only emphasized in dialog (debate) activity but also on creation: audacity in creating ideas, thought, or the intentions of students' desire and interest (Osmon, 2015, p. 146). He clarifies in arranging curriculum the

existentialist is students' center, individualistic, and aware of their existence. While, class management builds to have open class participation, non-threatening, democratic, and flexible. Therefore, the teacher must have enough knowledge, holistically regarding the wants and needs of each student.

Secondly, reconstruction has two streams: adaptive and reformatory. Adaptive wants humans ready to deal with change that certainly happens in the future in hope, they can maintain their life in the world which is very dynamic and unstable. Reformatory not just preparing individuals to overcome problems in the future, but also ask that individuals actively participate in making change which is desired. Activities in this handout create reconstructionism philosophy characteristics such as problem-solving, focus on transformation (direct participation), democracy, learning by doing, selective in understanding the materials, and doing the exercises. Mubin (2018) concluded in his research that the influence of reconstructionism is the transformation curriculum design, methods, media, learning principle, culture, and learning resources in a progressive direction that is considered capable of answering the challenges of the times. Accordingly, reconstructionism philosophy is the means to create people for a better society and democracy. Then, in organizing the curriculum it needs to be based on social, economic, political problems now in order the students are able to face it later.

Last, humanistic assumes that humans have the motivation for self-actualization to enhance the dignity and value of humanity. In this handout, humanism principles direct students to think inductively, prioritize learning experience, and require students involved in learning. As stated by Nurjanah (2018) humanism is a philosophical major that placed the human as the highest subject by giving freedom to explore and develop all abilities and potentials they have. Moreover, she elaborates there were two pillars according to her: humanity and religion. Those mean the humanism not only develop humans' potencies but also must be based on religious understanding so as not to fall into mistakes. Hence the activities in this handout instructed students to explore and develop self-concept, develop their own experience and trials, actively participating, and discipline in learning activities.

Therefore, the results of this research served as the basis of understanding language learning material based on philosophical principles so that learning language to be directed and guided as to what expected. These findings state that the 'Basic English Handout' instills students' attitudes in their ability to: commit in learning, have real experiences, have problem-solving, create students for a better society and democracy, and provide freedom to explore and develop all their abilities and potential.

## **5. Conclusion**

Depending on the research result and discussion above, the researchers deduced that educational and language philosophy principle on 'Basic English Handout' were: existentialism, reconstructionism, and humanism. Those implicated that activities on 'Basic English Handout' belongs to the philosophies' characteristics. Existentialism refers to the activities that foster students' having a humanist attitude, dynamic (active, action, being planning), concrete

experience, reality, in understanding material, and draws their conclusions. Reconstructionism showed the students' attitude in solving problems, focusing on transformation (direct participation), democracy, learning by doing, being selective in understanding the material, and doing exercises in working on assignments. Meanwhile, humanism in students' activities in learning embeds the attitude of providing opportunities for students to explore and develop self-concepts, develop their own experiences, and trials, actively participate, and discipline in learning activities. Then, it is recommended to all the authors to consider the philosophical content in producing a work, since it is necessary to inform the readers about philosophical principles of the authors' used and what characteristics will be embedded to the reader.

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