



Understanding the Meaning and Importance of Philosophy of Education for Performing Arts Education Students: A Case Study

*R M Simamora¹, Sarjiwo¹, S Faliq²

¹Department of Performing Arts Education, Faculty of Performing Arts, Indonesian Institute of the Art, Indonesia

²Drama Department, Faculty of Creative Arts, Universiti Malaya, Malaysia

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ABSTRACT

This case study explores the meaning and importance of the philosophy of education for students studying in the performing arts education department. By examining the beliefs, values, and educational philosophies of performing arts students, this study aims to uncover the profound impact of philosophy on their educational experiences and future artistic endeavors. This study utilized a case study approach. Questionnaires were administered to performing arts education students. The questionnaire consisted of eight questions that were carefully structured to uncover the students' views, beliefs, and experiences relating to the philosophy of education. Data collection was conducted online through Google Forms. Google Forms were then distributed to 35 participants in early May 2023. After the deadline for form completion at the end of May 2023, responses from the participants were automatically collected by Google Forms. The responses were then aggregated and an in-depth analysis was conducted to look at themes, patterns, and relationships prevalent in the responses. The results of this study highlight the role of diverse educational philosophies in shaping learning experiences, influencing academic achievement, and impacting educational policy and practice. This study enriches the dialogue on performing arts education, providing valuable insights for educators and policymakers. By elevating the discussion from visible aspects to the underlying philosophical structure, it offers an innovative approach for a more holistic educational experience for performing arts students.



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INTRODUCTION

In an era of increasing social and environmental challenges, it is important for educators and philosophers of education to consider how education can contribute to social justice, environmental sustainability and other ethical issues (Facer, 2021). This requires a rethinking of traditional educational models and a focus on new approaches that prioritize equity, diversity and inclusion (Papastephanou et al., 2022; Tesar et al., 2022). According to previous studied, education systems should be designed to promote social justice and equity, and should be responsive to the needs and experiences of marginalized communities. This includes recognizing and addressing systemic injustices and promoting inclusive practices that recognize diversity and difference (Biesta et al., 2022).

That is why education is a public good that must be accessible to all. Education is not seen as a commodity that can be bought and sold in the market but as a human right that must be provided by the state. Privatizing education can lead to unequal access to quality education,



which can exacerbate social inequality (Biesta et al., 2022). Education is a social practice that is deeply embedded in cultural and historical contexts. Education is not only about transmitting knowledge and skills, but also about shaping the attitudes, values and identities of individuals and communities (Higgins, 2022; Mead et al., 2008).

In general, education is the process of acquiring knowledge, skills, values, beliefs and habits through various forms of learning, such as schooling, training, coaching, mentoring and self-learning. However, education is not just about imparting knowledge and skills to individuals, but about creating and sustaining relationships between teachers, students and communities. New forms of pedagogy, such as collaborative learning, dialogue and critical reflection, can help foster these relationships and promote a more inclusive and equitable approach to education (Buchanan et al., 2022; Lipman, 2003; Papastephanou et al., 2022).

The purpose of education is also not just to impart knowledge or skills, but to foster a sense of caring and empathy in students. This means creating warm and welcoming classrooms and schools, where students feel valued and supported by their teachers and peers. It also means encouraging students to develop relationships with each other and with the wider community (Noddings, 2018).

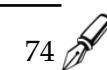
Despite the importance of education, there is little agreement on what the term means, with different people having different ideas of what constitutes education. This lack of clarity creates problems in making judgements about whether educational efforts are successful, designing effective teaching methods, and evaluating research on education (O'Connor, 2016). Thus, the concept that education should be about nurturing and developing the whole person is central to the philosophy of education (Mason, 2008). This requires a shift away from the conventional emphasis on academic achievement and towards a more holistic approach that prioritizes emotional and social development (Noddings, 2018).

Based on previous research, traditional approaches to the philosophy of education have limitations, and fail to address the challenges of today's global context, including rapid technological change, climate change, and political instability. They propose a new key, involving a collective and collaborative approach to the philosophy of education, which is open to new voices, perspectives, and ideas (Peters et al., 2022).

Philosophy is essential to education as it provides a framework for understanding educational goals and values (Mead et al., 2008). Therefore, the importance of taking a philosophical approach to education, which involves questioning assumptions and examining values and beliefs (Carr, 2005). This approach can help educators develop a deeper understanding of the educational process and make more informed decisions about educational policy and practice. In addition, the philosophy of education should consider the social and cultural dimensions of educational practice (Mead et al., 2008; Vlasova, 2021). Based on a study conducted in the Philippines, it is crucial to incorporate local cultural traditions, values, and practices into the education system, as well as the need for more inclusive and equitable education that meets the needs of marginalized communities (Opiniano et al., 2022).

In Africa, a living philosophy of education that is based on African perspectives and values, and should utilize the diverse experiences and knowledge of African peoples. There are four key elements that should be included in this living philosophy of education: ubuntu, decoloniality, interdisciplinarity and dialogue. This can help address coloniality and violence in African universities, as well as encourage a more inclusive and equitable approach to education (Waghid et al., 2020).

In Iran, the dominant philosophy of education is based on a traditional and authoritarian model that does not encourage critical thinking, creativity and innovation, which are essential for the development of a modern and dynamic society (Varaki et al., 2022). Thus, a new philosophy of education is needed, which embraces a more progressive, student-centered approach that encourages autonomy, creativity and critical thinking (Aulia et al., 2022). This new philosophy of education should emphasize the development of soft skills, such as



communication, collaboration, and problem-solving, as well as hard skills, such as technical knowledge and expertise (Papastephanou et al., 2022; Peters et al., 2022; Varaki et al., 2022).

In Indonesia, Ki Hadjar Dewantara introduced the philosophy of education of "among," which combines the principles of progressivism, which emphasizes children's natural ability to cope with problems, and essentialism, which values time-tested culture. In his approach, Ki Hadjar Dewantara used indigenous Indonesian culture as a foundation, but also selectively and adaptively adopted Western values based on the trinity theory (continuity, convergence, and concentricity). Important contributions of Ki Hadjar Dewantara's philosophy of education to education in Indonesia include the application of the trilogy of leadership in education, the emphasis on three centers of education, and the "paguron" system (Ferary, 2021; Sugiarta et al., 2019; Suparlan, 2015).

Philosophy of education is a branch of philosophy that explores fundamental questions about education, such as the nature, purpose, and methods of education, as well as its relationship to society and the individual (Carr, 2021; Hayden, 2012). It involves examining various philosophical perspectives and theories to understand the underlying principles and values that guide educational practices (Barrow & Woods, 2021). Philosophy of education is a broad discipline that relies on many schools of philosophy to address issues related to the nature, purpose, methods, meaning of education, and challenges of education (John, 2021; Kodelja, 2019; Mead et al., 2008). In addition, philosophy of education is not a unified field, but rather a diverse and contested field of enquiry. Philosophers of education come from various disciplines, including philosophy, sociology, psychology and education. They bring different perspectives and theoretical frameworks to the study of education, which can lead to disagreement and debate (John, 2021; Kodelja, 2019).

Philosophy of education, then, is an essential component of any educational programs. It is the foundation on which educators and students build their educational practices and beliefs. It provides a framework that guides curriculum development, teaching and learning processes. Despite its importance, little is known about how students understand the meaning and importance of philosophy of education. This study aims to explore students' lived experiences regarding the meaning and importance of philosophy of education.

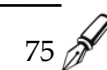
This research is innovative in its focus on the intersection of philosophy of education and performing arts students. It explores uncharted territory by investigating how philosophical concepts and principles can inform and enrich the educational experiences of performing arts students. Using a case study methodology, it uncovers practical implications for curriculum development and teaching methodologies, ultimately contributing to the enhancement of the educational practices specific to performing arts education.

The purpose of this study is to explore students' lived experiences regarding the meaning and importance of philosophy of education in their educational experiences. In addition, this study also aims to understand how students' perceptions of the philosophy of education relate to their academic performance, attitude towards learning, and overall educational experience.

RESEARCH METHOD

This research used a case study approach to explore how university students interpret, understand, experience, and value philosophy of education in their context (Thomas, 2021). To collect data, this study used a questionnaire, which is a survey form completed by research participants and returned to the researcher (Creswell & Creswell, 2018). This research was conducted at the Department of Performing Arts Education, Indonesian Institute of the Art Yogyakarta, with participants selected based on their interest and willingness to participate. The sample consisted of undergraduate students with different academic backgrounds, batches, and genders.

The central participants in this study were performing arts education students. This selection was deliberate, as these students possess unique perspectives and experiences that are



particularly relevant to the study of philosophy of education within the context of performing arts education. Their insights and beliefs contribute to a nuanced understanding of how philosophy of education shapes their educational journey and aspirations. The core of the study was a structured questionnaire consisting of eight (8) carefully designed questions. The questionnaire questions were about the importance of philosophy of education in the learning experience; the relationship between philosophy of education and academic achievement; philosophy of education influences attitudes towards learning; sharing experiences on philosophy of education has influenced the learning experience; philosophy of education can be integrated into the teaching and learning process; believes that understanding the philosophy of education is important for educators; the role of philosophy of education in educational policy and practice; understanding of the philosophy of education influences the choice of courses or study programs.

This questionnaire questions was meticulously crafted to capture the multi-dimensional facets of the participants' beliefs, values, and experiences regarding philosophy of education, with a particular emphasis on its impact within the realm of performing arts education. For the efficient collection of data and to maximize online accessibility, the data collection process was meticulously conducted through Google Forms. This online platform provided an expedient means of distributing the questionnaire, ensuring timely data collection, and securely storing the responses. This digital approach was chosen to enhance the convenience of data collection, particularly given the dispersed nature of the study's participants. The research flow is presented in Figure 1.

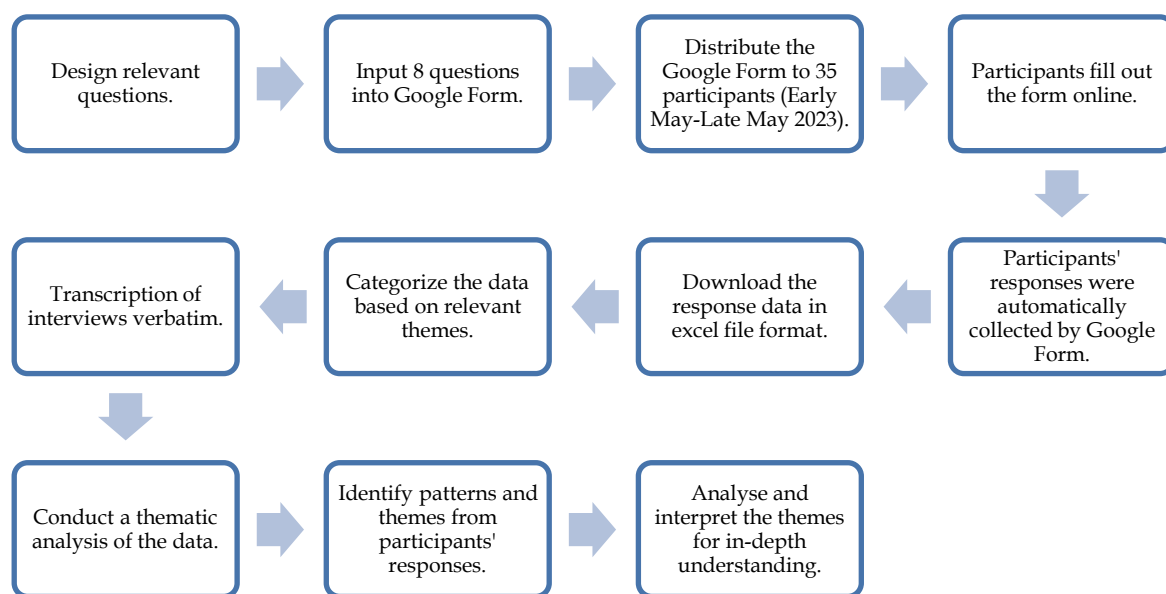


Figure 1. Flowchart of research procedure

The data collection phase was initiated in early May 2023, and it was thoughtfully extended until the end of the same month. The rationale behind this extension was twofold. Firstly, it allowed for the collection of a comprehensive dataset, incorporating a diversity of perspectives. Secondly, it ensured that participants, whose schedules might vary, were given an adequate timeframe to respond, thus avoiding undue time constraints. A purposive sample of 35 participants was thoughtfully selected to respond to the structured questionnaire. The sample size was chosen to ensure diversity in terms of participants' backgrounds, experiences, and perspectives (Zhao, 2021). This diversity, in turn, was aimed at generating a rich and well-rounded dataset, which is essential for producing comprehensive findings and conclusions. To streamline the data compilation process and minimize the potential for data entry errors,



Google Forms was utilized. This digital platform automatically collected and organized the participants' responses, ensuring that data aggregation was a precise and efficient process. Following the completion of data collection, an in-depth analysis was conducted. The primary objective of this analysis was to unveil and interpret the themes, patterns, and relationships that emerged from the participants' responses. Qualitative analysis methods, including content analysis and thematic analysis, were employed. These methods were chosen for their ability to provide a deep and nuanced understanding of the participants' beliefs, values, and experiences related to philosophy of education.

RESULTS AND DISCUSSION

Results

There were eight main topics that emerged about students' lived experiences regarding the meaning and importance of philosophy of education in their educational experiences.

The Importance of Philosophy of Education in the Learning Experience

As shown in figure 2 below, the data shows the importance of philosophy of education in the learning experience. Based on the data, it can be concluded that female students realize the importance of philosophy of education more than male students. This can be seen from the number of female students who recognize the importance of philosophy of education in various aspects such as learning, development of thought, educational goals, understanding of self and character, influence on education, critical thinking, and reflection. A total of 11 (52%) female students realized the importance of philosophy of education in this context, while only 6 (43%) male students had similar awareness.

In addition, female students were also more likely to recognize the importance of philosophy of education in other aspects. In terms of learning, understanding different views, studying everyday life, problem solving, innovation, creativity, questioning, knowledge to cope with students, competence development, and developing an ethical framework, 6 (29%) female students recognized the importance of philosophy of education, while only 4 (29%) male students had similar awareness.

Furthermore, it appears that male and female have a balanced understanding of the importance of philosophy of education as a source of knowledge for teachers, influence on the development of teacher competence, and understanding of the purpose of education and character building. Both gender groups realize the importance of this aspect, although the number is not so large, namely 2 (14%) male students and 2 (10%) female students.

Finally, male and female also had an equal understanding of the influence of philosophy of education in the development of critical thinking, open-mindedness, attention to possibility, self-understanding, and direction for educational goals. The data showed that 2 (14%) male students and 2 (10%) female students recognized the importance of philosophy of education in this aspect. The importance of philosophy of education in the learning experience is presented in figure 2 below.

From figure 2 above, it can be concluded that female have a higher awareness of the importance of philosophy of education in the learning experience. This can be an encouragement for educators to pay attention to the importance of incorporating philosophy of education in the learning process, so that it can have a more positive influence on students in the development of their thinking, character, and overall educational goals.

The Relationship Between Philosophy of Education and Academic Achievement

The results of this study presents that there is a relationship between philosophy of education and academic achievement. In the male student group, there are 8 (57%) students who show a positive relationship between philosophy of education and academic achievement, while in the female student group, there are 15 (71%) students who also show the same relationship.

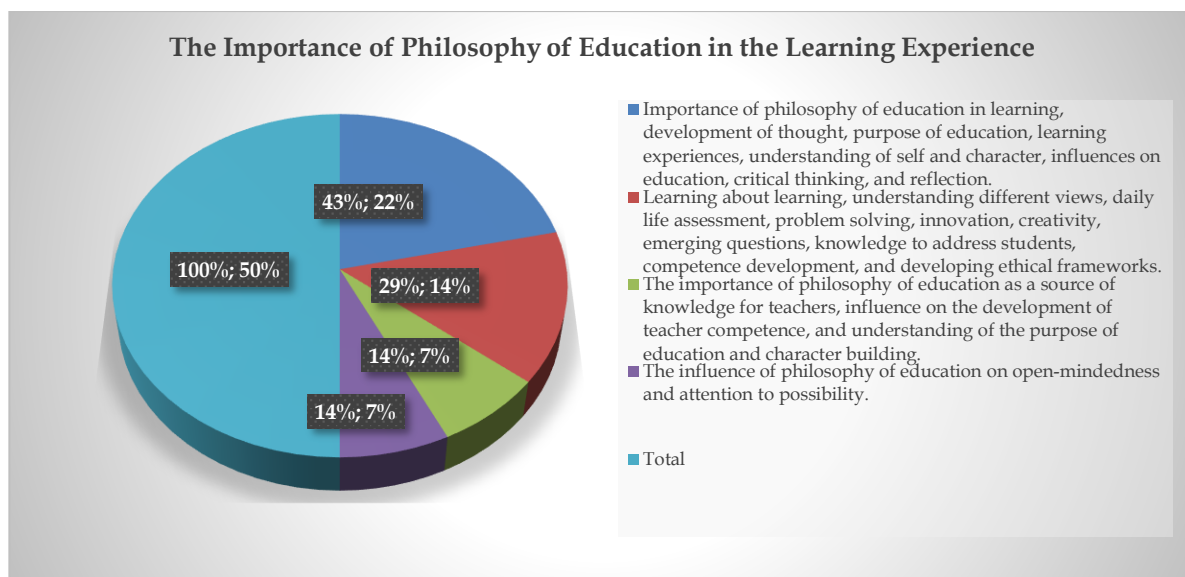


Figure 2. The importance of philosophy of education in the learning experience

However, there are some individuals in both groups of students who have not shown any relationship between philosophy of education and academic achievement, namely 2 (14%) male students and 3 (14%) female students. In addition, there were also a number of participants who did not show any relationship between philosophy of education and academic achievement, namely 4 (29%) male students and 3 (14%) female students.

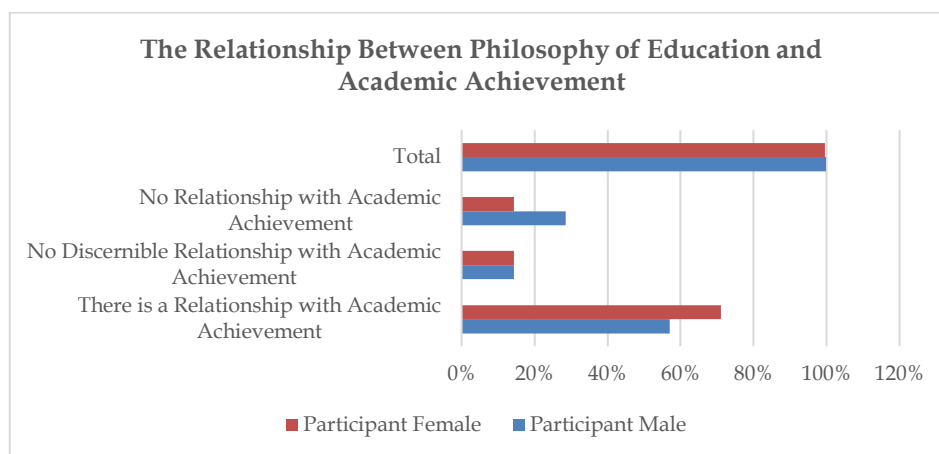


Figure 3. The relationship between philosophy of education and academic achievement

From figure 3 above, it can be concluded that from a total of 14 (100%) male students and 21 (100%) female students involved in this study, the majority showed a relationship between philosophy of education and academic achievement. However, there were some participants who did not show this pattern, suggesting that other factors may also influence academic performance outside of philosophy of education.

Philosophy of Education Influences Attitudes Towards Learning

The results of this study presents that the philosophy of education has a significant influence on attitudes towards learning, with females showing more positive attitudes compared to males. In terms of thinking broadly, there were 6 (29%) female students who showed a positive influence from philosophy of education, while only 2 (14%) male students showed the same. This indicates that females tend to have a broader and deeper understanding of the role of philosophy of education in learning.

Furthermore, in the aspect of systematic and orderly thinking, there are 2 (10%) female students who show a positive influence from the philosophy of education, while only 1 (7%) male student shows the same thing. This shows that female have a higher tendency to apply systematic and orderly thinking methods in the learning process.

In addition, in collaboration and group learning, there were 3 (14%) female students who showed positive influence from philosophy of education, while only 1 (7%) male student showed the same. This indicates that females are more likely to engage in collaboration and group learning as part of the implementation of philosophy of education in practice.

In terms of the influence of philosophy of education on attitude and quality of learning, there are 4 (19%) female students who show a positive influence, while only 7 (50%) male students show the same thing. Although there were more male who show a positive influence, female still have a significant role in implementing and applying the philosophy of education in improving the attitude and quality of learning.

Then, in terms of the philosophy of education as a guide and inspiration, there are 4 (19%) female students who show a positive influence, while only 2 (14%) male students show the same thing. This shows that female students tend to be more open to the thoughts and concepts of philosophy of education as a source of guidance and inspiration in the context of learning.

Finally, in terms of philosophy of education providing new experiences in learning, there are 2 (10%) female students who show a positive influence, while only 1 (7%) male student shows the same thing. This shows that female students consider that philosophy of education provides new experiences in learning.

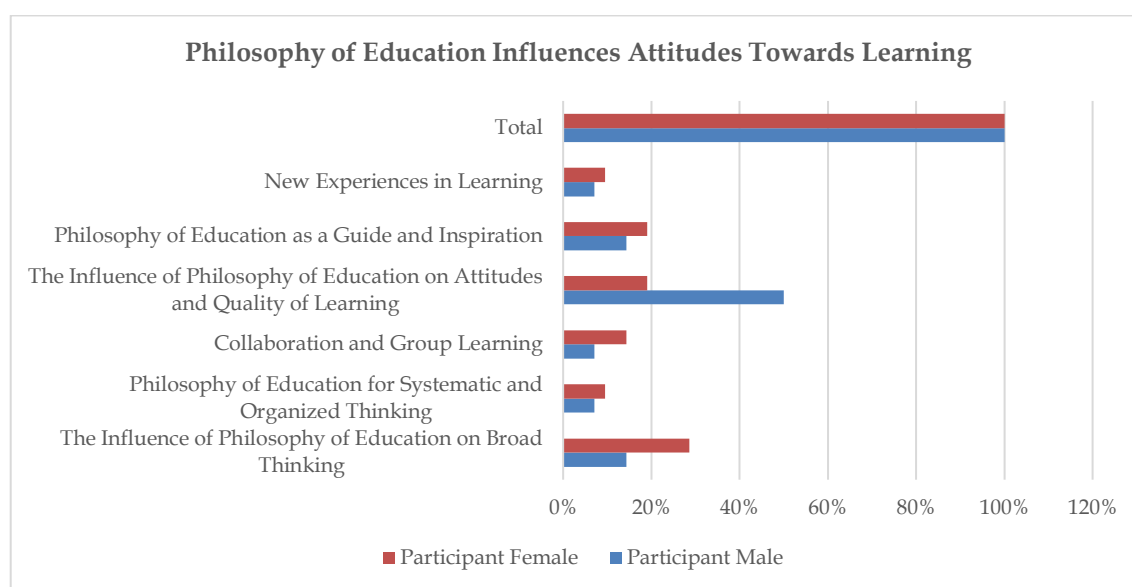


Figure 4. Philosophy of education influences attitudes towards learning

From figure 4 above, this data illustrates that female generally have a more positive attitude towards the influence of philosophy of education in learning compared to male. This suggests that female tend to have a deeper understanding, apply systematic thinking methods, engage in group collaboration, and benefit from philosophy of education as guidance and inspiration in their efforts to improve attitudes and quality of learning. Nonetheless, it is important to note that the role of male in implementing philosophy of education also remains relevant, albeit in smaller numbers.

Sharing Experiences on Philosophy of Education Has Influenced the Learning Experience

The results of this study presents that philosophy of education has a significant influence on individual learning experiences. In this case, it can be seen that 21 (100%) female students have

a higher number than 14 (100%) male students in terms of the influence of philosophy of education on various aspects.

In terms of learning and critical thinking, 7 (33%) female students reported the influence of philosophy of education, while only 4 (29%) male students did. This shows that understanding and applying the concepts of philosophy of education can provide a strong foundation for individual critical abilities, especially for female. In the context of the philosophy of education course, it was seen that 3 (14%) female students reported experience compared to 1 (7%) male student. This indicates a greater interest from female in learning philosophy concepts in education, which may also influence their views and attitudes in learning.

Furthermore, it was seen that 7 (33%) more female students reported changes in their attitudes and perspectives due to the influence of philosophy of education than 2 (14%) male students. This suggests that philosophy of education can play an important role in changing the way individuals think and view, especially in female. In terms of goals and careers, 1 (5%) female student reported less influence compared to 3 (21%) male students. This suggests that male may be more influenced in choosing their goals and careers based on the principles of philosophy in education. Learning and self-understanding were also influenced by philosophy of education, with 2 (14%) male students and 3 (10%) female students reporting such experiences. This suggests that the concepts of philosophy of education can assist individuals in understanding themselves and finding meaning in their learning process.

Finally, freedom of thought and opinion seems to have a more significant influence on male students at 2 (14%) than female students at 1 (5%). This suggests that males may be more likely to feel freedom in thinking and expressing their opinions based on the principles of philosophy of education they learnt.

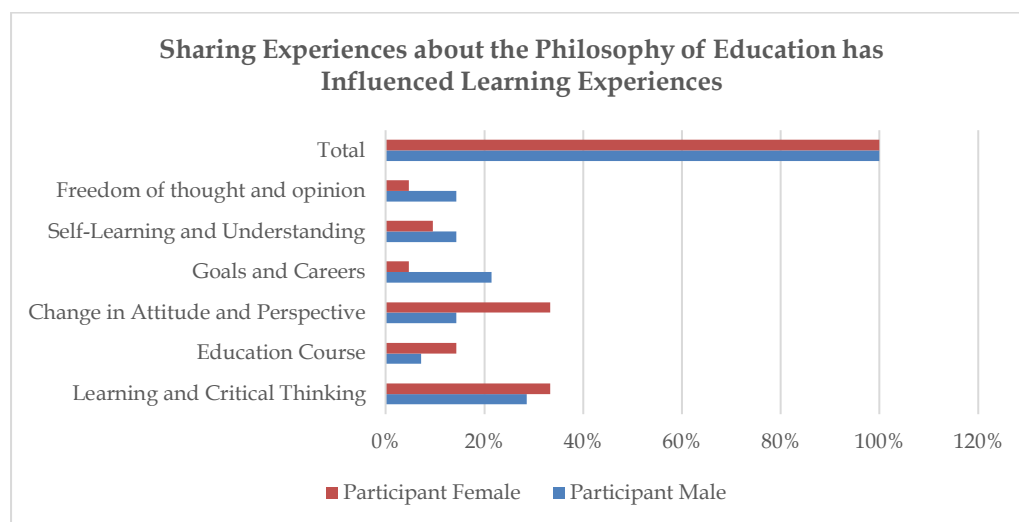


Figure 5. Sharing experiences on philosophy of education has influenced the learning experience

From figure 5 above, the data shows that philosophy of education has a noticeable impact in individuals' learning experiences, with females having a higher number in terms of influence on these aspects. This shows the importance of considering philosophy of education in creating learning environments that are inclusive and enable critical and reflective development for all individuals, regardless of gender.

Philosophy of Education Can Be Integrated Into the Teaching and Learning Process

The results of this study presents that the importance of philosophy of education in determining goals and directions has a higher score for 4 (19%) female students compared to 3 (21%) male students. This shows that female have a stronger understanding of the importance



of considering the philosophy of education in determining the purpose and direction of the teaching and learning process.

Furthermore, the integration of philosophy of education in the teaching and learning process also received higher ratings from 5 (24%) female students compared to 4 (29%) male students. This shows that females are more aware of the importance of integrating the principles of philosophy of education into learning activities. The role of teachers in understanding the philosophy of education was also rated more important by 2 (10%) female students than 1 (7%) male student. This shows that female appreciate the role of teachers in understanding the foundations and principles of philosophy of education to implement better teaching methods.

Furthermore, the influence of philosophy of education on teachers and learners received higher ratings from 3 (14%) female students compared to 1 (7%) male student. This shows that females are more aware of how philosophy of education can influence the learning process and learners' development. Furthermore, critical thinking in the teaching and learning process was also rated more important by 2 (10%) female students than 1 (7%) male student. This shows that female value the importance of developing critical thinking in teaching and learning activities more.

Furthermore, the benefits of philosophy of education as a source of knowledge were also rated more important by 2 (10%) female students than 1 (7%) male student. This shows that females are more aware of the benefits of philosophy of education as a source of knowledge. Furthermore, linking theory with real life and experience was also rated more important by 2 (14%) male students than 1 (5%) female student. This shows that male students recognize the benefits and relevance of philosophy of education in enriching knowledge and connecting learning with daily experiences. Finally, the development of learners' potential was also considered more important by 2 (10%) female students than 1 (7%) male student. This shows that female recognize the usefulness of philosophy of education in developing learners' potential.

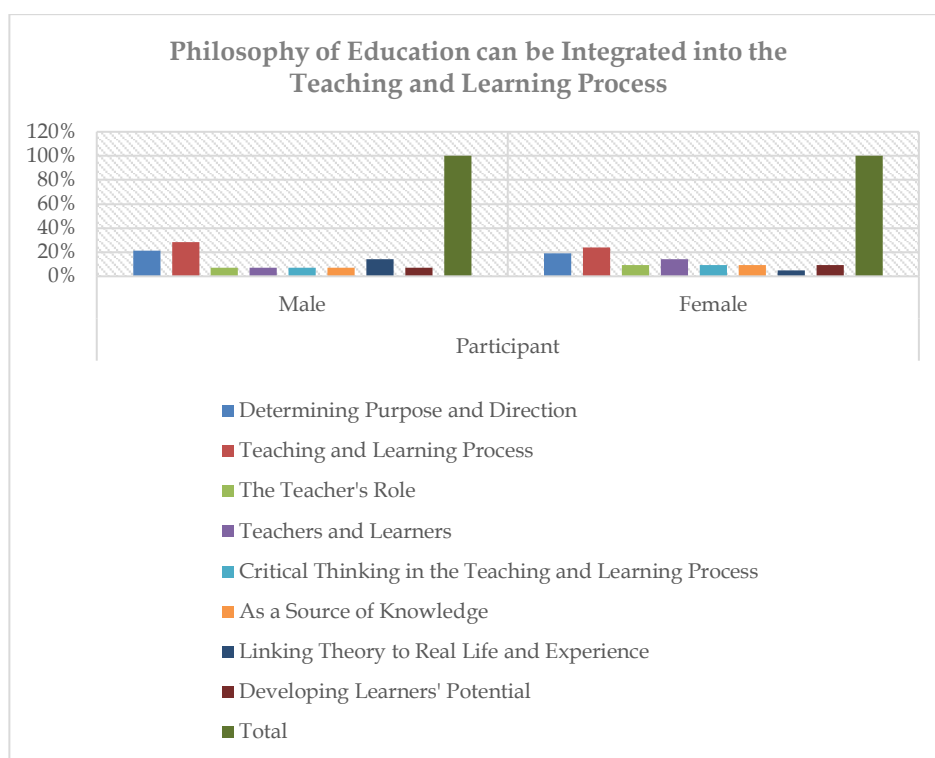


Figure 6. Philosophy of education can be integrated into the teaching and learning process

From figure 6 above, female had higher ratings in terms of the importance of philosophy of education in determining goals and directions, integration in the teaching and learning process, the role of teachers in understanding philosophy of education, influence on teachers and learners, and the importance of critical thinking. This shows that female tend to have a better understanding and appreciation of the values of philosophy of education in the context of education and learning.

Believes That Understanding the Philosophy of Education is Important for Educators

The results of this study presents that the majority of respondents, both male and female students, believe that understanding the philosophy of education is very important for educators. There were 6 (43%) male students and 10 (48%) female students who considered it important as a foundation in teaching and the learning process. This shows an awareness of the importance of having a strong philosophical view as a guide in carrying out educational tasks.

Furthermore, attention to individuals in the education process was also considered important by both groups of respondents. There were 6 (43%) male students and 6 (29%) female students who paid special attention to individuals. This reflects the need to understand the characteristics and needs of each individual student, so that educators can provide appropriate and effective approaches in the learning process.

In addition, there are differences between male and female in terms of improving educators' competence. 5 (24%) female students considered improving educator competence important, while only 2 (14%) male students expressed similar views. This shows that female tend to be more aware of the importance of self-development and improving their quality as educators.

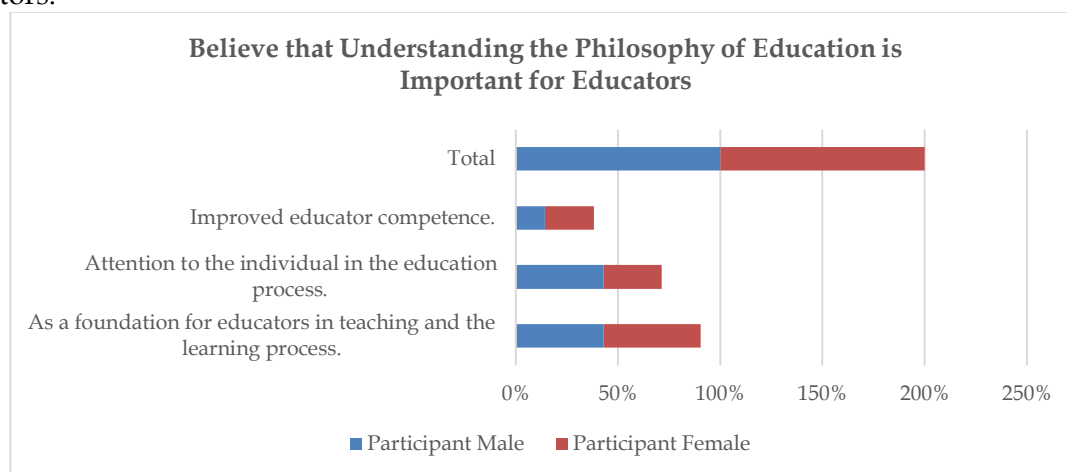


Figure 7. Believes that understanding the philosophy of education is important for educators

From figure 7 above, the data shows that both male and female are aware of the importance of understanding philosophy of education as a foundation for teaching and learning. They also pay special attention to individuals in education. However, there is a difference when it comes to improving educators' competencies, with female being more vocal about its importance. This analysis underlines the importance of individual-orientated education and illustrates the differences in preferences and concerns between male and female in the context of education.

The Role of Philosophy of Education in Educational Policy and Practice

The results of this study presents that the role of philosophy of education in educational policy and practice is placed with 4 (19%) female and 3 (21%) male. This shows that females are more recognized and involved in the development of educational policies and practices that are based on the principles of philosophy of education. Furthermore, in the development of

educational theories, 4 (19%) female students also had a greater contribution than 1 (7%) male student, indicating a tendency for female to develop relevant theories in the field of education.

When it comes to inspiration and direction in education, it was seen that 2 (14%) male students and 2 (10%) female students had equal contributions. This shows that both male and female can provide important inspiration and direction in the context of education. In terms of the foundations and purposes of education, there was an almost equal trend between 3 (21%) male students and 3 (14%) female students, indicating that both genders have a comparable understanding and recognition of the foundations and purposes of education.

However, when it comes to improvement and evaluation in education, 1 (7%) male student and 1 (5%) female student had almost equal contributions. This suggests that there is a need to involve more male students and female students in the process of improvement and evaluation in the education system. In terms of developing the quality of education, there is also a fairly balanced participation between 1 (7%) male student and 2 (10%) female students. This indicates that both male and female students have the same awareness of the importance of developing the quality of education.

Furthermore, the role of philosophy of education as the foundation of education shows 3 (14%) female students higher than 1 (7%) male student. This indicates that female students are more aware of the role of philosophy of education as the foundation of education.

In terms of guidance and guidance in education, the participation of 1 (7%) male student and 1 (5%) female student was equal. This indicates that both recognize the role of philosophy of education in providing guidance and direction in education. Finally, in terms of developing knowledge about education, 1 (7%) male student and 1 (5%) female student tend to be balanced. This indicates that both recognize the role of philosophy of education in contributing to the development of knowledge about education.

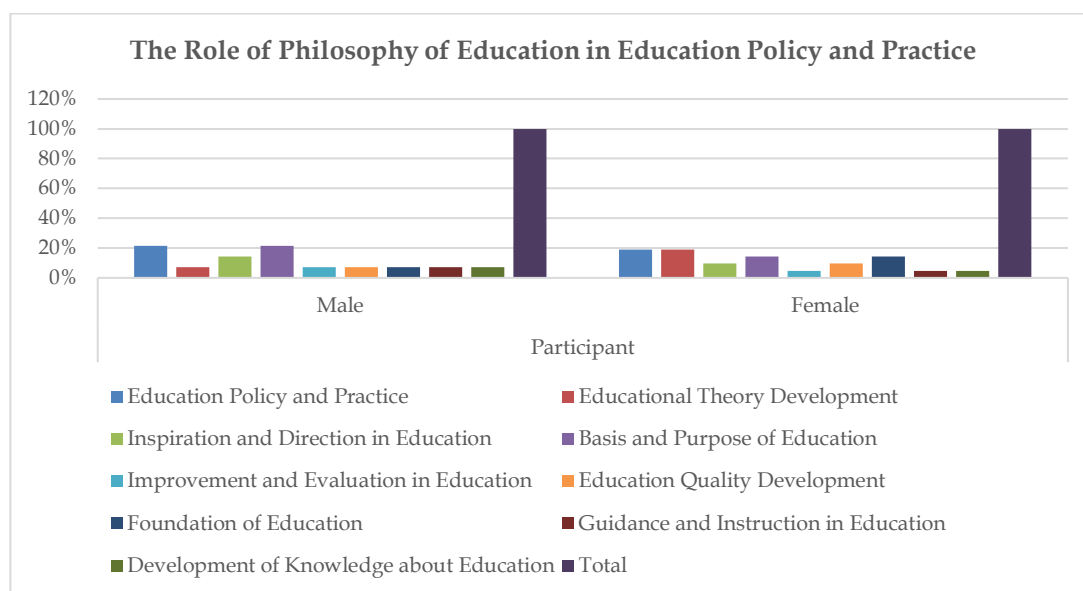


Figure 8. The role of philosophy of education in educational policy and practice

From figure 8 above, 21 (100%) female students have a greater number of contributions compared to 14 (100%) male students in various aspects of philosophy of education. This indicates that female have a significant role in educational policy and practice, as well as in the development of educational theory. However, efforts still need to be made to ensure equal participation of both sexes in all aspects of education, including the improvement and evaluation and development of knowledge about education.



Understanding of the Philosophy of Education Influences the Choice of Courses or Study Programs

The results of this study presents that the effect of understanding the philosophy of education on the choice of courses or study programs among students. In this case, there is a significant difference between male and female. Out of a total of 14 (100%) male students, only 4 (29%) of them considered an understanding of the philosophy of education important in their study programs. On the other hand, out of a total of 21 (100%) female students, 10 (48%) of them recognized the importance of this understanding. This shows that female have a higher awareness of the relevance of the philosophy of education to their choice of courses or study programs compared to male.

In addition, it can also be seen that the understanding of the philosophy of education also affects students' understanding and knowledge. Of the 3 (21%) male students surveyed, 5 (24%) female students stated that philosophy of education influences their understanding and knowledge. This shows that an understanding of the philosophy of education can help enrich the knowledge of students, especially female.

However, the responsibility of prospective teachers in learning practices does not seem to be significantly influenced by the understanding of the philosophy of education, both for male and female. In this case, the number of respondents who stated that this understanding affected the responsibilities of prospective teachers was the same, namely 4 (29%) male students and 4 (19%) female students. This may indicate that the responsibilities of prospective teachers are more influenced by other factors beyond the understanding of the philosophy of education.

Finally, the influence of philosophy of education on the choice of courses and study programs also showed differences between males and females. Of the 14 (100%) male students surveyed, only 3 (21%) of them acknowledged this influence, while of the 21 (100%) female students, only 2 (10%) stated that an understanding of the philosophy of education influenced their choice of courses and study programs. This shows that female tend to be more open and sensitive to the influence of philosophy of education in influencing their academic choices compared to male.

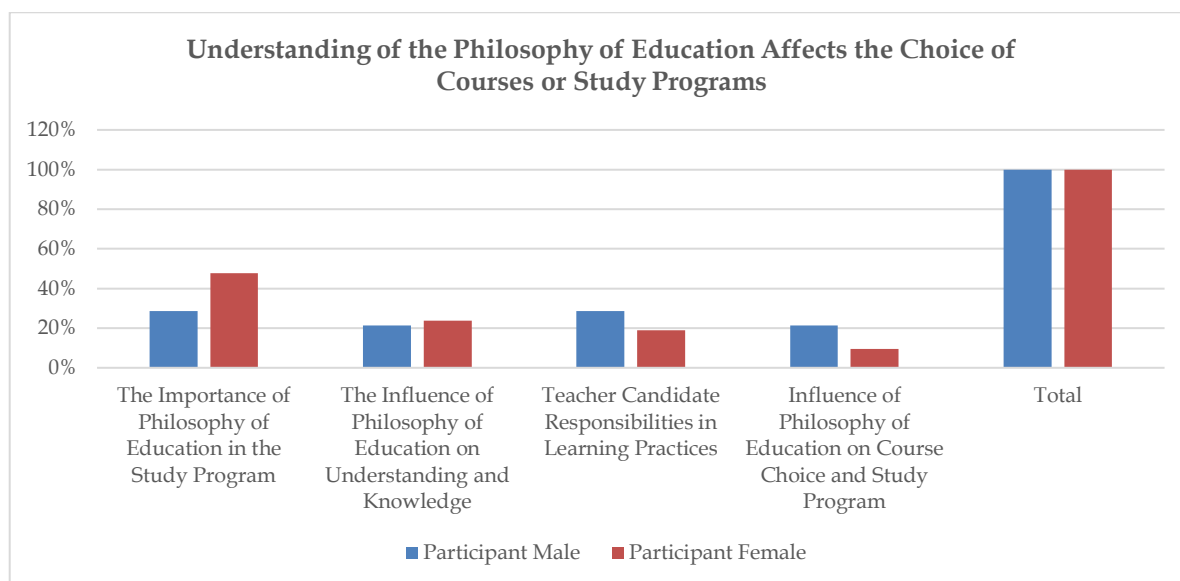
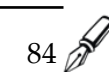


Figure 9. Understanding of the philosophy of education influences the choice of courses or study programs

From figure 9 above, this data illustrates that an understanding of the philosophy of education has a more significant influence on female than male, especially in terms of the choice of courses or study programs. This suggests the importance of considering an understanding of



the philosophy of education in developing a curriculum that suits students' needs and preferences, especially for female who tend to pay more attention to this aspect in making academic decisions.

Discussion

Based on the research data obtained, the discussion in this study is as follows:

The Importance of Philosophy of Education in Learning Experiences

The importance of philosophy of education in learning experiences is significant. It encompasses the thoughts and principles that form the foundations of educational approaches. It plays an important role in guiding the learning and teaching process and provides a solid foundation for the development of an effective education system (Dai, 2020; Lamichhane, 2018; Mason, 2008; Noddings, 2018; Raj et al., 2022).

Philosophy of education plays an important role in various aspects of learning and individual development (Dai, 2020). As a discipline, it provides in-depth guidance on the purpose of education, learning experiences, and the development of thinking. Through philosophy of education, learners can gain a better understanding of themselves and their character and positively influence the educational process. It also encourages the development of critical thinking and reflection, so that students can learn more effectively and have a deeper understanding (Chiasson, 2005; Dewey, 2022; González, 2011; Juuso et al., 2007; Lu & Swatevacharkul, 2020; Paul, 2013; Sikandar, 2016; Splitter, 1991; Tan, 2006).

In addition, philosophy of education also plays a role in learning about how students learn, understanding different views, and studying everyday life. This helps learners develop their ability to solve problems, innovate and create. Philosophy of education also encourages thought-provoking questions and helps learners acquire knowledge that can be used to address challenges faced by students (Noddings, 2018). In addition, through philosophy of education, learners can develop the competencies needed in education and build a strong ethical framework (Rukman et al., 2023).

The importance of philosophy of education also lies in its function as a source of knowledge for teachers. Through a deep understanding of the philosophy of education, teachers can develop their competence in carrying out educational tasks. It also helps teachers better understand the purpose of education and the character building of students, so that they can positively influence the learning process (Beatty et al., 2009; Bim-Bad & Egorova, 2016; Carr, 2005; Fancourt, 2016; Heilbronn & Foreman-Peck, 2015; Macallister, 2012; Winch, 2012). The influence of philosophy of education is not only limited to teachers, but also to open-mindedness and attention to possibilities. Through philosophy of education, students are encouraged to consider different points of view, and open themselves to new possibilities (Lewin, 2014; Mason, 2008; Riggs, 2010; Sanderse, 2019; Stern, 2018; Wilson, 2003).

Overall, philosophy of education has a significant role to play in learning, the development of thinking, educational goals, learning experiences, understanding of self and character, influences on education, critical thinking, and reflection. Through a deep understanding of the philosophy of education, learners can gain valuable insights in order to create meaningful education that positively impacts individuals and society.

The Relationship Between Philosophy of Education and Academic Achievement

The philosophy of education has an important role in providing direction and basic guidelines in the world of education. As a discipline, philosophy of education discusses various concepts, values, and goals that underlie the educational process (Pring, 2005). According to previous studies, through the philosophy of education, we can understand the essence of education itself (Lamichhane, 2018). Through the philosophy of education, we can build a solid foundation for the planning and implementation of the education system (Nwafor, 2014).



One aspect that is often discussed in the philosophy of education is its relationship with academic achievement. Some philosophy of education theories and views state that there is a close relationship between good education and high academic achievement. They argue that by building a quality education system and providing a supportive environment, better academic achievement can be achieved by students (Gunzenhauser, 2003; Hassan et al., 2009; Howe, 2014; Mason, 2008; Winch, 2012; Winch et al., 2015).

However, there is also a view that the direct relationship between philosophy of education and academic achievement has not been consistently proven. Several other factors such as individual social, economic and environmental factors can also affect a person's academic achievement. Therefore, although philosophy of education provides basic guidelines, academic achievement cannot be measured directly from philosophy of education itself (Azhar et al., 2014; Farooq et al., 2011; Win & Miller, 2005).

However, there are also views that argue that there is no direct relationship between philosophy of education and academic achievement. Some argue that academic achievement is more influenced by factors such as intelligence, internal motivation, and quality of teaching, rather than just the philosophical approach to education (Sharma & Sharma, 2018; Spinath et al., 2006; Tokan & Imakulata, 2019; Zakaria et al., 2020). In this view, philosophy of education is considered a more abstract aspect and does not directly affect academic achievement.

In conclusion, although the relationship between philosophy of education and academic achievement is still a matter of debate, there is a possibility of significant influence. The right approach in philosophy of education can influence motivation, interest in learning, and the quality of teaching, which in turn can contribute to improved academic performance. However, it is also worth remembering that other factors, such as the environment and students' internal factors, can also play an important role in achieving good academic performance.

Philosophy of Education Influences Attitudes Towards Learning

Philosophy of education has a strong influence on various aspects of individual learning. It can broaden an individual's thinking by introducing broad and inclusive thinking. Through an understanding of various theories and approaches in philosophy of education, one can transcend conventional boundaries and develop a holistic understanding of the world, values and purposes of education (Dearden et al., 2009; Dewey, 2010; Kohlberg & Mayer, 1972; Lone et al., 2019; Mason, 2008; Morrison, 2008; Mulnix, 2012; O'Connor, 2016; O'Hear, 2012).

In addition, philosophy of education also plays a role in developing the ability to think systematically and orderly. By studying logic (Rudolph, 2023), epistemology (Stables, 2017; Tubbs, 2016; Watson, 2016) and learning theory (Doroudi, 2021; Scriven, 1970), individuals can hone their skills of analysis, synthesis and evaluation (Hammond, 1970; Nicholson, 2016). They can also understand the relationships between concepts in education, identify the strengths and weaknesses of different theories, and apply consistent frameworks in learning contexts (Furman & Wahl, 2022; Garrison, 2011, 2012; Inglis & Aers, 2012; S. L. Watson & Watson, 2011).

Philosophy of education also encourages collaboration and group learning. Through group work, individuals can share knowledge, experiences and ideas, thus enriching the learning process and broadening their perspectives (Millett & Tapper, 2012; Oxford, 1997; Panitz & Panitz, 2018). Finally, the influence of philosophy of education is seen in the attitudes and quality of individual learning. By understanding the purpose of education, its underlying values, and the role of the individual in learning, one can develop a positive attitude towards learning and improve the quality of their learning process (Henson, 2003; Oliver, 1953; Pirnazarov, 2021; Repetti, 2010).

Sharing Experiences on Philosophy of Education Has Influenced Learning Experiences

Studying philosophy of education has a significant influence on one's learning and critical thinking abilities. It involves thinking about the goals and values that underlie the educational



process (Elliott, 1987; Kohlberg & Mayer, 1972; Lipman, 2003; Stevenson, 2007). By understanding the principles of philosophy of education, one can develop the ability to critically analyse the information received and draw rational conclusions (Bazerman & Neale, 1993; Hess, 2015; Mulnix, 2012; Paul & Elder, 2006, 2008, 2012). In addition, the experience in the philosophy of education course provides students with valuable experience. Through discussions and reflections in this course, they can develop their philosophical thinking skills and sharpen their critical analyses.

Studying philosophy of education can also lead to changes in one's attitude and perspective towards education (Prawat & Floden, 1994). One can develop a deeper understanding of values such as justice, equality and freedom in the context of education (Becker et al., 2015; Ichikawa, 2022; Uddin, 2019; Valls-Carol et al., 2022). In the long term, philosophy of education can also influence one's goals and career (Bowne, 2017). By identifying the values and goals that are important to them in the context of education, one can steer their career path according to these values.

In addition, philosophy of education strengthens one's learning process and self-understanding (Berry, 2009; Kelchtermans, 2009; Simons & Masschelein, 2008). Through reflection and study of philosophical concepts, students can gain a deeper understanding of themselves and their purpose in life. Lastly, philosophy of education encourages freedom of thought and opinion. In studying philosophy of education, students are encouraged to think independently and form their own views based on rational considerations. Philosophy of education plays an important role in fostering freedom of thought and supporting an inclusive and democratic society (Alsaleh, 2020; Behar-Horenstein & Niu, 2011; Fisher, 2007; Moore, 2010; Reynolds, 2023; Saputra & Salim, 2020; Swartz et al., 2007).

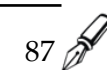
Philosophy of Education Can Be Integrated Into the Teaching and Learning Process

Philosophy of education has a very important role in determining the purpose and direction of education. By understanding the philosophy of education, we can formulate the values that must be upheld in the teaching and learning process and question the educational goals to be achieved (Bim-Bad & Egorova, 2016; Reimers, 2009). The integration of philosophy of education in the teaching and learning process is also very significant (Back, 2019). Through a deep understanding of philosophy of education, teachers can design appropriate curricula, teaching methods and evaluation strategies (Frutos, 2020; Martin et al., 2019; Norris, 2020).

This creates a holistic and meaningful learning experience for learners, encouraging critical thinking and moral development. The role of teachers in understanding philosophy of education is also very important. As educators, teachers need to study various schools of thought and theories of philosophy of education to gain deep insights (Goodman, 1988; Martínez et al., 2001; Mladenovici et al., 2022; Paul, 2013). Teachers who understand philosophy of education can be effective facilitators in inspiring learners, guiding their critical thinking, and helping them develop a positive attitude towards learning.

Philosophy of education also has a strong influence on teachers and learners. For teachers, it shapes their views on the purpose of education, how to teach, and relationships with learners (Biesta et al., 2015; Flores & Day, 2006; Oakes, 2005, 2018; Oxford, 1997; Rothman & Williams, 1998; Winch et al., 2015). As for learners, philosophy of education influences the way they understand the learning process, shapes their values and attitudes, and helps them develop critical and reflective thinking. In the teaching and learning process, critical thinking is also very important. It encourages learners not to receive information passively, but to analyse, evaluate and conclude critically (Barnes, 2023; Bonney & Sternberg, 2015; Bowen et al., 2014; Howlett et al., 2016; Maiese, 2017; Mezirow, 2018; Taylor, 2008; Taylor & Cranton, 2023).

This helps learners develop critical and independent thinking skills, and better deal with real-life challenges. Philosophy of education also has the benefit of being a rich source of knowledge. Through philosophy of education, we can gain insights from different perspectives,



deepen our understanding of the learning process, and relate theory to real life and learners' experiences. Thus, philosophy of education plays an important role in developing learners' potential. By understanding the uniqueness and needs of each learner, teachers can create a learning environment that allows them to develop fully in intellectual, emotional and social aspects. Through the philosophy of education, learners can be directed to develop their abilities holistically.

Believing That Understanding Philosophy of Education is Important for Educators

Philosophy of education is an important aspect of education, as it provides a deep conceptual foundation for educators. In practice, it helps educators understand the core purpose of education, guiding the development of curriculum, teaching methods, and assessment systems that are in line with the vision of education. In addition, it also helps in developing moral and ethical values that should be instilled in learners, shaping their character, and creating an educational environment that is in line with these values (Avci, 2017; Banerji & Prasad, 2012; Danforth & Naraian, 2015; Kolb & Kolb, 2017; Lakshmi & Paul, 2018; Lester, 2005; Orchard & Winch, 2015).

Educators are often faced with various decisions in the teaching process, and philosophy of education provides a framework that helps them make better decisions (Bernhardt, 2015; Bhatt, 2018; Good & Lavigne, 2017; Pitcher, 1972; Vinogradov et al., 2020; Pasley et al., 2004). Through understanding the nature of human learning, philosophy of education helps educators understand how learners learn, what motivates them, and how they develop understanding and skills. This enables educators to design more effective and relevant learning experiences (Gabriel & Flake, 2023; Kolb & Kolb, 2017; Krahenbuhl, 2016; Rimiene, 2003; Van Damme et al., 2023; Wolverson & Dee, 2010).

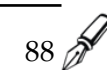
In addition, philosophy of education encourages educators to become critical thinkers about their own educational practices. This creates space for continuous reflection and improvement in their teaching (Bada, 2015; McLeod, 2020; Olusegun, 2015; Dagar & Yadav, 2016). When facing diverse educational challenges, such as cultural differences, disciplinary issues, or learners' special needs, educators rooted in a strong philosophy of education have a stronger foundation to deal with them.

Philosophy of education also plays a role in the professional development of educators. Those who understand and embrace a philosophy of education can more actively engage in deeper educational discussions and research (Bukor, 2015; Frost, 2012; Körkkö et al., 2016; Olsen, 2015; Owen, 2015; Teräs, 2016). Finally, by understanding social change and how education can contribute to dealing with it, philosophy of education helps educators ensure that education remains relevant and beneficial to society amidst ongoing changes (Oakes, 2018; Okogbaa, 2017; Snauwaert, 2008). As such, philosophy of education is not just a theory, but a solid foundation for educators in fulfilling their roles as facilitators of learning and leaders in the development of future generations.

The Role of Philosophy of Education in Educational Policy and Practice

Philosophy of education has a central role in guiding and shaping educational policy and practice. First of all, it provides an essential theoretical foundation for understanding the values underlying education (Kristjánsson, 2016; Noddings, 2018; O'Connor, 2016; Sadovnik et al., 2017). It helps policymakers to formulate educational visions and goals that are consistent with societal aspirations (Gunter & McGinity, 2014; Kioupi & Voulvoulis, 2019). For example, if values such as pluralism, democracy or inclusiveness are in focus, philosophy of education can guide the crafting of policies that articulate how such values will be reflected in educational practices (Burgh, 2018; Mullins, 2019; Norwich, 2023; Samuelsson, 2018).

In addition, philosophy of education serves as an ethical guide in developing educational policies and practices. This involves ethical considerations related to human rights, social justice



and moral responsibility in education. It helps to ensure that educational policies and practices are not only effective in terms of learning outcomes, but also just and in accordance with prevailing moral norms in society (Bell, 2022; Burgh, 2018; Caswell & Cifor, 2016; Norwich, 2023; Samuelsson, 2018; Zembylas, 2015).

Philosophy of education also has a role in shaping teaching methodologies. By exploring ideas about learning and teaching, philosophy of education can influence the teaching approaches used by educators. For example, if philosophy of education emphasises the importance of active learning, it can influence the application of learning methods that encourage student participation in the learning process (Kozikoğlu et al., 2018; Noddings, 2018; Zhu, 2018).

Apart from being an initial guide, philosophy of education also plays a role in the evaluation and improvement of the education system. With reference to established values and goals, policymakers can assess whether education is on track and whether any improvements need to be made. It helps in questioning whether education is achieving the desired goals and whether educational practices need to be adjusted or improved (Care et al., 2018; Hughes et al., 2021; Kim et al., 2019; Serdyukov, 2017; VanTassel-Baska, 2021).

Lastly, it also serves as a tool for critiquing existing educational policies and practices. In the face of challenges and changes in society, philosophy of education allows stakeholders, academics and the general public to evaluate whether education is in line with desired values and goals. This triggers healthy discussions and debates about the future direction of education (Oakes, 2005, 2018; Richard, 2015; Sant, 2019; Stewart, 2021).

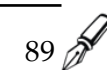
In conclusion, philosophy of education is not just academic thinking, but also a valuable tool in guiding educational policy and practice. It helps define the values, goals and ethics on which education is based, guides the development of teaching methodologies, provides a framework for evaluation and improvement, and provides critical insights into the direction of education. As such, philosophy of education has a very significant role in shaping the future of education.

Understanding the Philosophy of Education Influences Course or Program Choice

Philosophy of education has a significant influence in shaping one's choice of course or program of study in several fundamental ways. Firstly, the philosophy of education that a person subscribes to, such as perennialism, progressivism, essentialism or constructivism, will influence their view of the essence of education itself. This view includes their understanding of the goals, methods and values that should be the focus of education. Therefore, people who subscribe to perennialism may tend to seek out courses or programs of study that emphasize the classical heritage of knowledge, while those who are more inclined towards progressivism will seek out more interactive and student-centered learning experiences (Akcan & Doğan, 2020; Alemdar & Aytac, 2022; Aung, 2020; Bas, 2015; Cabiles, 2022; Hoidn & Reusser, 2020; Kaput, 2018).

Furthermore, philosophy of education also helps one determine the purpose of their education. Is the goal self-development, mastery of specific skills, deep understanding of the world, or broader social change? These views will shape their choice of courses or programs of study (Abidah et al., 2020; Barrow, 2015; Barrow & Woods, 2021; Hess, 2015; Sadovnik et al., 2017). In addition, philosophy of education influences preferences regarding learning methods. Based on their preferred approach, one may prefer certain learning methods (Jerome, 2010; Pritchard, 2017).

In addition, philosophy of education can also influence one's values and ethics in the selection of courses or study programs (Bergman, 2004; Snauwaert, 2008; Vokey, 2020). Finally, it helps individuals identify their interests and talents (Abidah et al., 2020; Fenstermacher & Soltis, 1998; Noddings, 2018). Thus, philosophy of education is not only a guide, but also a valuable framework in one's educational decision-making process. It can help them focus more



on courses or programs of study that are consistent with their values, goals and views on education.

CONCLUSION

Based on the above research, some research conclusions can be drawn. It is worth highlighting the multifaceted role of philosophy of education in shaping learning experiences, influencing academic achievement, and impacting on educational policy and practice. The results highlight the positive relationship between one's understanding of philosophy of education and academic achievement, as well as how philosophy of education can influence attitudes towards learning. In addition, the importance of sharing experiences related to philosophy of education was shown to enrich the learning experience. Furthermore, integrating philosophy of education into the teaching and learning process is not only feasible, but also desirable. The belief in the importance of understanding philosophy of education is an important factor for educators and policy makers, indicating the important role of philosophy of education in guiding educational policy decisions and practices.

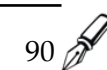
Finally, one's philosophical perspective appears to influence their choice of course or program of study, further underscoring the need for a deeper exploration of this influence. These insights collectively emphasize the need for further research in this area and the integration of philosophical perspectives into education for the benefit of educators and learners. The research implications underscore the potential benefits of integrating philosophy of education into the educational landscape. This integration could positively impact academic achievement, attitudes towards learning, and educational policy and practice. The call for further research emphasizes the ongoing need to deepen our understanding of these relationships and the potential benefits for both educators and learners.

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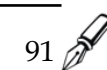
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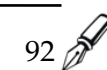
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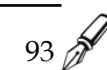
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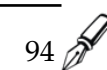
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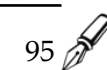
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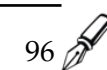
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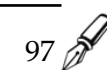
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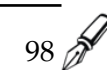
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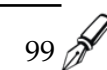
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Author (s):

*Roy Martin Simamora (Corresponding Author)

Department of Performing Arts Education, Faculty of Performing Arts,
Indonesian Institute of the Art, Yogyakarta, Indonesia

Jl. Parangtritis No.KM. 6,5, Glondong, Panggungharjo, Kec. Sewon, Bantul, Daerah Istimewa Yogyakarta, 55188

Email: simamoramartin@gmail.com, roy.simamora@isi.ac.id

Sarjiwo

Department of Performing Arts Education, Faculty of Performing Arts,
Indonesian Institute of the Art, Yogyakarta, Indonesia

Jl. Parangtritis No.KM. 6,5, Glondong, Panggungharjo, Kec. Sewon, Bantul, Daerah Istimewa Yogyakarta, 55188

Email: sarjiwo@isi.ac.id

Syafiq Faliq

Drama Department, Faculty of Creative Arts,
Universiti Malaya, Kuala Lumpur, Malaysia

50603 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

Email: sefalfan@um.edu.my
