



Implications of Empiricism Theory in the Development of Professionalism Among Elementary School Teachers

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ABSTRACT

This research aims to describe the implications of empiricism theory in the development of professionalism among elementary school teachers. This study is qualitative and employs a literature review method. The research seeks sources related to the empiricism movement concerning the development of professionalism among elementary school teachers. The sources for this research include books, research articles, and other supporting documents. The results of this study indicate that the empiricism movement brings a different nuance to the world of education in developing the professionalism of teachers, especially in elementary schools. This movement provides a foundation of responsibility for teachers regarding the nature of every learning practice in elementary schools through their senses. Thus, it fosters a good and accurate understanding of the needs of students, and it is hoped that students will acquire knowledge based on their experiences. The perspective of empiricism in the development of teacher professionalism also provides direction and fundamental guidelines for efforts to improve, advance, and establish a solid foundation for maintaining education.

Keywords: empiricism, professionalism, teacher, elementary school

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INTRODUCTION

Education plays a crucial role in shaping a generation that is ready to face the era of globalization. Therefore, there is a need for education that can develop a generation through a guidance process. Faizah and Khobir (2020) state that education is a conscious effort to guide, teach, and train students to prepare them for their roles in the future. The changing paradigm of global education also affects the requirements for teachers in Indonesia. Professional teachers are now expected not only to convey information effectively but also to be learning facilitators who can develop children's potential in accordance with the needs of the times. Professional teachers must possess in-depth knowledge in their fields, stay updated with the latest developments in technology and science, and be able to apply creative learning approaches (Fitriyah & Wardani, 2022).

The development of education in Indonesia, especially at the Elementary School level, demands the roles of teachers and students to be interconnected in every educational process. Teachers and students are essential components of the overall learning process; therefore, both have very important roles in the learning process (Pahmi et al., 2024). Furthermore, (Hafiz & Suparto, 2024) state that for some critical education thinkers, the fundamental goal of education is to liberate humans from oppression. This is quite reasonable considering that existing educational practices imply a constraint on human reasoning.

Education is an effort to develop the human potentials of learners, both physically, creatively, aesthetically, and proactively, so that these potentials become a reality and can be effective in their actions throughout the child's life. Meanwhile, education is a field of knowledge just like other sciences. Education originates from its parent, which is philosophy (Pakpahan et al., 2024). The development of education in

elementary schools is influenced by existing educational philosophies. We'u, et al (2023) explain that these philosophies include empiricism, nativism, naturalism, and convergence theory. Each philosophy has a differentiated concept regarding educational activities, the subject of learning, facilitators, schools as institutions, learning resources, and even the learning environment.

One of the philosophical schools that expresses that external influences affect individuals in obtaining education is empiricism. This aligns with the opinion of Sanaya et al (2023) that the empiricist school refers to behavioral psychology and states that all individuals undergo the educational process due to external influences. Situmeang (2021) states that empiricism is one branch of philosophy. It is a school of thought that posits that all human thoughts and ideas originate from something obtained through the senses, through experience, to attain truth. Truth is considered an important element in knowledge to ensure that a belief is deemed true not by coincidence but can be tested.

The empiricist school has received a response in Indonesia, and the education sector has also felt the effects of this school of thought. A person who adheres to empiricism typically believes that knowledge is acquired through a repository that passively receives the results of sensory experiences. Empirical evidence plays a very important role in knowledge and is even considered the only source and foundation of science according to empiricist adherents. Sensory experience is often regarded as the highest tribunal (Jatnika, 2020).

As one of the schools of philosophy, empiricism is a part of educational philosophy that influences how learning is conducted in schools as a whole. Studying philosophy helps teachers consider the actions they should take. Therefore, teachers and educators have a moral responsibility for whatever they do during the educational process (Anggito, 2018). The empiricist school plays an important role in determining the direction and goals of education (Ulum & Warliah, 2024). By understanding the philosophical foundations, educators, in this case teachers, can develop appropriate methods and approaches to shape students' character. Thus, it is hoped that teachers can enhance their professionalism (Hikmah et al., 2024). Darmiatun and Nurhafizah (2019) assert that a profession is defined as a career that a person pursues, providing them with a livelihood, which requires particular skills, proficiency, or competencies that conform to recognized quality standards and involves professional education. In this context, the role of teachers as professional individuals is significant for enhancing their stature and impact as learning agents while contributing to the improvement of national educational standards.

Understanding the implications of empiricism theory in the development of professionalism among elementary school teachers is essential in efforts to provide insights to teachers, particularly elementary school teachers, in shaping their identities as professional educators. Therefore, the aim of this research is to describe how the implications of empiricism theory contribute to the development of professionalism among elementary school teachers.

METHOD

The researcher conducts qualitative research using a literature study method (library research). This study seeks sources related to the empiricism movement concerning the development of professionalism among elementary school teachers. The research sources include books, research articles, and other supporting documents. Juliangkary and Pujilestari (2022) state that the literature review method used involves activities that include reading and taking notes on research materials, collecting bibliographic data, and processing the research materials. Furthermore, according to Sugiyono (2019) the data collection process is analyzed, and finally, conclusions are drawn from the research.

RESULTS AND DISCUSSION

The implications of empiricism theory in the development of primary school teacher professionalism are examined through several literature reviews discussed in several key points, namely empiricism theory, basic education, and teacher professionalism.

1. Empiricism Theory

The empirical perspective holds that the knowledge possessed by humans is an entity acquired from sensory experiences in their interactions with various elements or environments. The content or substance of this knowledge is derived from the environment, which is the place where humans share experiences with one another in daily life, referred to as the real experiences of communal living. Knowledge is acquired through the five senses that humans possess. These senses serve as the core organs of humans and facilitate the acquisition of knowledge. Each sense has its own role and function, and knowledge is obtained through these senses, making them key instruments for humans in understanding reality (We'u et al., 2023). The doctrine of empiricism emphasizes that ideas or concepts are abstractions formed through experience, where sensory experience is the sole source of knowledge or truth. Empiricism is a philosophical doctrine that highlights the role of experience in acquiring knowledge and downplays the role of reason. Vera and Hambali (2021) state that empiricism is the belief that sensory experience is the only source and guarantor of the certainty of truth.

The process of seeking scientific knowledge is imbued with the philosophy of science. In other words, anything that falls into the category of science is often referred to as knowledge. Science is a collection of knowledge that is systematically gathered and organized according to procedural, methodological, technical, and academic standards. Therefore, science has been tested for its truth and meets its validity because it is obtained systematically, actively, and consciously, and through a process that is clear in terms of procedural, methodological, and technical aspects. Science is also not without reason (Juhari, 2019).

Empiricism is a philosophical movement that affirms the idea that all knowledge originates from human experience through the senses. It is a philosophical doctrine that emphasizes the role of experience in acquiring knowledge and reduces the role of reason (Sholikah, 2022). The empiricist movement recognizes experience as a source of both physical and spiritual knowledge. They argue that seeking absolute knowledge that encompasses all aspects is unreasonable, and it is better to develop a reliable system of knowledge, even if it is slower, by utilizing controllable powers to enhance human knowledge (Masykur, 2019).

The fundamental teachings of empiricism are as follows: first, the view that all ideas or concepts are abstractions formed by combining what is experienced (experience). Second, sensory experience is the only source of knowledge or truth, not reason (rationality). Third, all that we know depends on sensory data. Fourth, all knowledge is derived directly or indirectly from sensory data (except for some definitional truths of logic and mathematics). Fifth, the intellect will not provide knowledge of reality without reference to sensory experience (Faizi, 2023).

2. Elementary School

Knowledge about human development is very important to know and understand as a guideline in understanding the needs and character of an individual, including children of elementary school age. Children of elementary school age are those who are between 7 to 12 years old or, in the education system, can be referred to as children who are of elementary school age. Understanding the development of elementary school-aged children is essential for parents, teachers, and adults (Fauziah, 2021).

Elementary education is an institution managed and regulated by the government that operates in the field of education, conducted formally over a period of nine years from first grade to ninth grade for students throughout Indonesia. The purpose and aim of this education is none other than to ensure that Indonesian children become individuals who have been mandated or envisioned in the 1945 Constitution (We'u, et al., 2023). Elementary education has a significant purpose that is beneficial for both the country and the students themselves. The aim of elementary education is to serve as the primary foundation for building knowledge, intelligence, and character, enabling students to live independently and continue their education at a higher level, with the hope of shaping students who possess good moral values (Elwijaya, 2021).

Furthermore, Ghany (2018) explains that elementary school, as the first level in the education system, plays a crucial role in the implementation of education for sustainable development. The state has mandated that every citizen aged seven to fifteen must attend basic education. The implementation of education for

sustainable development in elementary schools will ensure that every student understands the relationship between human awareness as part of nature and the social systems within it, and is responsible for the preservation of nature for the present and the future.

Khaulani, et al (2020) explain that what concerns us all is how the Indonesian nation, especially the government, strives to provide education, particularly basic education, which serves as a benchmark for the success of students at subsequent levels, thereby producing students who will become key actors in the next 15 years. Quality education can produce quality individuals as well.

3. Teacher Professionalism

The definition of a profession, along with its characteristics and requirements, will have fundamental consequences for educational programs, especially concerning the component of educational personnel (Ilyas, 2022). A professional worker, particularly a teacher, can be distinguished from a technician because, in addition to mastering a number of specific techniques and work procedures, a professional worker is also characterized by a response to the societal implications of their work objects. This means that a professional worker or teacher must possess a philosophical perception and wise responsiveness that is more solid in addressing and carrying out their work, so that at the end of their work, it will yield satisfying results (Desti, 2023).

A professional teacher is one who understands themselves. They are individuals called to accompany students in their learning. Teachers are required to continuously seek out how students should learn. Therefore, if there is a failure on the part of the students, the teacher feels compelled to identify the cause and find a solution together with the students, rather than ignoring the issue or blaming them (Bagou & Sukiing, 2020). Among the various elements in the education system, the role of the teacher is vital. Teachers have complex and diverse responsibilities, not limited to the delivery of subject matter. They serve as guides who help students understand and internalize the knowledge being taught. Additionally, teachers act as educators who instill moral values, ethics, and character in their students. This makes teachers essential agents of change in shaping a quality and morally upright younger generation (Simanjuntak, et al., 2024).

Professional work is certainly different from other types of work because a profession requires specific skills and expertise in carrying out or practicing that profession (Adams & Burns, 2023). Teachers, as professional personnel, must adhere to a code of ethics and make it a useful guideline for regulating their work during their service (Nava et al., 2023). Compliance becomes a common expectation when dealing with the professionalism of teachers both inside and outside the classroom. The professionalism of teachers can be understood as a limit or boundary in professionalism that is equivalent to compliance.

Professional organizations for teachers indicate that teachers are not just figures for students but must also serve as role models for them. Teachers should make their words reflect their hearts, and their speech should align with their actions; this is the example that must be set for students. The implementation of their words should not be limited to the school gates but should also extend into the community. Therefore, a code of ethics for teachers was established so that teachers can demonstrate their identity as educators (Angellyna, 2021). Professionalism is a necessity that cannot be postponed in the era of globalization, where competition is becoming increasingly fierce. A profession is a job or activity that generates income and requires expertise or skills to meet certain standards, as well as professional education (Kristiawan & Rahmat, 2018).

Becoming a teacher is a challenging task, as it must contribute to the intellectual development of the nation by implementing changes that can enhance the quality of human resources (Anthonysamy et al., 2020). Teachers must be able to apply their professional code of ethics in order to develop the quality of Indonesia's human resources with the characteristics expected of Indonesian education (Nava et al., 2023). A professional teacher is one who is able to establish multidimensional relationships. Such a teacher meets internal criteria of administration, academics, and personality, and is capable and willing to look ahead in addressing the challenges faced by the education sector as a system (Ilyas, 2022). In the teaching and learning process,

teachers play a significant role in making the subjects taught acceptable to the students. Not only do they teach knowledge, but teachers also have many roles in the learning process (Yestiani & Zahwa, 2020).

Education aims to prepare students for life after school, enabling individuals to achieve the goals of human life by preparing them in a balanced, united, organized, harmonious, and dynamic state. To study educational issues, educational philosophy is used (Nurgiansah, 2020). Education is an effort to develop the human potentials of learners, both physically, creatively, aesthetically, and proactively, so that these potentials become a reality and can be effective in their actions throughout the child's life. Education aims to prepare for the balance and unity of the individual—organic, harmonious, and dynamic—to achieve the goals of human life. Educational philosophy is the philosophy used in the study of educational issues (Nuraini et al., 2024). In philosophy, it is explained that knowledge is a process of life that is directly known by humans through their own consciousness. In this event, the knower (subject) possesses the known (object) within themselves in such an active manner that the knower actively organizes the known within themselves in an active unity (Situmeang, 2021).

Educational philosophy is the philosophy that contemplates issues related to education. Educational philosophy is also defined as the theory of education. It is a discipline that essentially provides answers to questions in the field of education. Educational philosophy represents the application of philosophical analysis to the field of education. Understanding educational philosophy can be approached in two ways. First, by placing greater emphasis on the philosophy itself. Second, by positioning education as the dominant aspect and philosophy as a tool for analysis of that education (Sholikhah, 2020).

Empirical learning also influences the learning process through observation. This means that students know, understand, and absorb what they do through specific objects via observation. This observation helps sharpen students' skills and can lead to certain behaviors, especially positive behaviors. Suswandari (2018) states that the perspective of empiricism requires the active attitude and role of a teacher/educator, which is a duty and obligation to guide learners in order to make students more active in the learning process. The relationship between philosophy and education is reciprocal. The way of thinking that employs philosophy is utilized in the educational process. Conversely, education plays a significant role in shaping philosophical thinking; only a few individuals with advanced knowledge can think using philosophy, and the means to acquire such advanced knowledge can only be obtained through the educational process (Maharani & Sauri, 2022).

A person who adheres to empiricism typically believes that knowledge is acquired through a passive reception of sensory experiences. Empirical evidence plays a crucial role in knowledge, and according to empiricists, it is even considered the sole source and foundation of scientific knowledge. Sensory experience is often regarded as the highest form of judgment (Jatnika, 2020).

The philosophy of education, particularly the empiricist approach, provides a foundation of responsibility for teachers regarding the nature of every learning practice in schools, thereby fostering teacher professionalism. The study of philosophy trains them to reflect on everything they should do and the reasons behind it. Thus, a moral responsibility is born within teachers for everything they do in the educational and learning process. This is supported by Tarigan et al. (2023) opinion, which explains that philosophy plays a very important role in education because it provides direction and fundamental guidelines for efforts to improve, enhance progress, and establish a solid foundation for sustaining education.

CONCLUSIONS AND RECOMMENDATION

Based on the discussion about the implications of empiricism theory in the development of professionalism among elementary school teachers, it is clear that the empiricism movement brings a different nuance to the world of education in developing the professionalism of teachers, especially in elementary schools. This movement provides a foundation of responsibility for teachers regarding the nature of every learning practice in elementary schools through their senses. Thus, it fosters a good and accurate understanding of the needs of students, and it is hoped that students will acquire knowledge based on their

experiences. A good learning process is greatly influenced by the competencies possessed by educators. Educators with adequate competencies will be able to create a learning process that achieves its objectives, making this an integral part of what is referred to as professionalism in the teaching profession.

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