

REALISM IN EDUCATION PERSPECTIVE

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Abstract: The sense of realism is that the object of the senses is real and alone without relying on other knowledge or mindfulness. In the epistemological perspective, the flow of realism is to declare that the understanding of the subject is determined or influenced by the object. Realism tends to perceive, reason as one of the few objects being entirely called nature and also the emphasis that the outside world stands alone and does not depend on the subject. The flow of realism states that one's knowledge is gained through sensation and abstraction. In regard to value, the view of realism states that values are absolute, timeless, but still follows applicable natural laws. Education is actually meant to be a study or study of scholarly discipline through which we get definitions and classifications. Demonstration in the laboratory is also plural as a method of learning that is considered very effective in transferring knowledge to students. The teacher's role is as a facilitator, giving a set of basic ideas, and then giving students the opportunity to practice the subject or teaching materials that are being performed.

Keywords: realism, subject-object, absolute value, teacher role

Abstrak: Rasa realisme adalah bahwa objek indera adalah nyata dan sendirian tanpa bergantung pada pengetahuan lain atau perhatian. Dalam perspektif epistemologis, aliran realisme adalah untuk menyatakan bahwa pemahaman subjek ditentukan atau dipengaruhi oleh objek. Realisme cenderung memandang, alasan sebagai salah satu dari beberapa benda yang seluruhnya disebut alam dan juga penekanan bahwa dunia luar berdiri sendiri dan tidak tergantung pada subjek. Aliran realisme menyatakan bahwa pengetahuan seseorang diperoleh melalui sensasi dan abstraksi. Berkenaan dengan nilai, pandangan realisme menyatakan bahwa nilai adalah mutlak, abadi, tapi masih mengikuti hukum alam yang berlaku. Pendidikan sebenarnya dimaksudkan untuk menjadi studi atau studi disiplin akademis melalui definisi yang kita dapatkan dan klasifikasi. Demonstrasi di laboratorium juga jamak sebagai metode pembelajaran yang dianggap sangat efektif dalam mentransfer pengetahuan kepada siswa. Peran guru adalah sebagai fasilitator, memberikan seperangkat ide dasar, dan kemudian memberi kesempatan kepada siswa untuk mempraktikkan materi pelajaran atau pengajaran yang sedang dilakukan.

Kata kunci: realism, subjek-objek, nilai absolut, peran guru

INTRODUCTION

Realism is a reaction to the abstracting and "another world" of the philosophy of idealism. The main starting point of realism is that the objects of the senses appear in what form they are (Knight, 2007:81). Realism is a broad flow of philosophy that encompasses materialism on the one hand and a closer attitude to objective idealism on the other. Realism is the view that the object of the senses is real and is alone without relying on other knowledge or mindfulness. Being aware or being an object of experience, will not affect the character of something objects or change them. Things exist and we may be aware and then not aware of the objects, but they do not alter the disposition of the objects. Objects may indeed have a connection to consciousness, but such objects are

not created or altered by the fact that it is known by the subject (Titus, 1984:335-336).

The flow of realism in philosophy is closely related to the flow of idealism even in a dichotomic position. In a philosophical sense, realism means the assumption that our sensory objects are real; object exists, it is in spite of the fact that we know it, or we perceive or have its relationship with our minds (Titus, 1984:328). Realism affirms that the common sense attitude that people receive broadly is true, meaning that the realm of nature or physical object is there, not relying on us, and that our experience does not alter the fact of the object we feel.

In the epistemological perspective, the flow of realism would state that the relationship between the subject and the object is explained as a relationship where the subject gained knowledge of the pure object because of the influence of the object itself and not dependent upon the subject. The subject's understanding is thus determined or influenced by the object (Joad, 1936:366).

Realism in philosophy consists of several types, ranging from personal realism, platonic or conceptual realism or classical. The assumption used is that the real one is permanent and unchanged, so that the idea or universal is more real than the individual. It also emerged as a more interesting type of realism represented by Aristotle. According to the real world is the world today, and the shape and material are inseparable. The reality is precisely found in concrete or in the development of the object (Titus, 1984:331). In the United States alone in the first decade of the 20th century emerged two strong realist movements, namely new realism or neorealism and critical realism. Neorealism is an attack on idealism and critical realism is the cycle of idealism and neorealism.

The group of Neorealism rejected Subjectivism, monism, absolutism and the view that states that Non mental objects were created or altered by the sense of knowing. They support the common sense doctrine of real and objective worlds and are known directly by sensory sense. Knowledge of something objects does not alter the object. Experience and awareness are selective and not constitute that means that the subject chooses to pay attention to a certain object more than another and the subject does not create or alter the object simply because the subject experienced it. Objects are not influenced by the subject's experience or lack of the subject experience of the object. If the flow of idealism emphasizes reason or soul as the first reality, then the flow of realism tends to perceive, reason as one of the few objects that are entirely called nature and also the emphasis that the outside world stands alone and does not depend on the subject. Attention is directed not to the sense that understands but to the reality in which it is understood.

Thus realism reflects the underlying objectivism and supports modern science. Realism accepts the fact that the world differs – depending on the experience of each subject. Realism is sharply opposed to idealism. Realism is also an attitude to keep the subject from its assessment of the object, by letting the object speak for itself to the subject. Realism depicts this world as it is and not according to his wishes. The emphasis to the outside world. In the educational philosophy of realism defines itself as a stream of educational philosophy with a base of 3 categories of metaphysics and epistemology that the outside world stands without depending on our existence, reality can be known through the human mind (Ornstein, 1985:191).

In the view of realism, reality is understood as something that is objective, composed of material and form and under the laws of nature. Something objective is something that is beyond human consciousness such as the existence of objects, such as tables, chairs, animals, doors, trees, water, sun, and etc. This object also objectively follows the laws of nature, where it can be damaged. Properties that objectively follow

this law in a school lesson close to learning about science.

Unlike idealism, the reality is dichotomic, i.e. there is a world of sightings that we capture through the senses and there is a world of reality that we capture through an intelligent sense of thought focused on ideas, and ideas that eternal. It first exists and is more important than the empirical-sensing world, then realism states that those objects that are firstly present without having to be known by our consciousness.

Ornstein in his book *An Introduction to The Foundation of Education* (1985:191) states that for the realist a material world exist that is independent of an external to the mind of the knower. The basis for understanding reality is found in a world of objects and in the perceptions of these objects. All objects are composed of matter. The matter must be encased in a form and has to assume the structure of a particular object. Human beings can know these objects through their senses and their reason. Knowing is a process that involves two stages, sensation and abstraction. It can be states that realist is a material which is real and independent. the basis for understanding reality by finding an object and perceiving these objects. human can know these objects through the senses which involve the stages of sensation and abstraction.

Epistemology is a philosophy that relates to knowledge issues, including the matter of truth. A number of questions in epistemology include what is the substance of knowledge? How can knowledge be gained? And some other fundamental questions that are more related to the study of the relationship between the subject and the object.

In the matter of education philosophy, epistemology speaks much about the curriculum problem, learning method and learning methods, as well as resources of knowledge, that is, whether the absolute source of knowledge only comes from the teacher, or there is other knowledge sources.

The flow of realism states that one's knowledge is gained through sensation and abstraction. The sensation in this case is the use of the five senses of human beings to find knowledge for him. Through the five senses, humans can capture a variety of real objects outside of themselves and then proceed with the process of abstraction, which is the process of taking common effects so that this impression is then stored in a person's consciousness. Orsntein (1985:191-192) argues that knowing is a process that involves two stages; sensation and abstraction. First, the knower sees an object and records the sensory data about it such as color, size, weight, smell, or sound. These sensory data are sorted out in the mind into those qualities that always present in the object and those qualities that are sometimes present in the object. Upon the abstraction of the necessary qualities of an object (those are always present), the learner comes to a concept of the object. Conceptualization results when the mind has abstracted the form of an object and has recognized the object as belonging to a class. The object is classified when they are recognized as having qualities that they share with other members of the same class, but not with objects that belong to a different class.

This realist epistemology is different from Idealism epistemology which says that knowing means to rethink the ideas already possessed and hidden so that human knowledge is a priori. Realism precisely states that human knowledge is more a posteriori, because knowledge is gained from the source encounter with the object. From the meeting between the subject and the observable object that was born knowledge of the object in question.

Realism is a flow of philosophy that contrasts with the philosophical flow of idealism, realism as a complement to the philosophical flow of idealism (Gandhi 2017:140). It can be said that idealism is a preferred idea or idea to seek out a truth that

tends to be abstract and metaphysical. While realism is an instrument of the senses is the main point in finding a truth by observing the surrounding environment and find certain facts may be to record a truth. This is as a differentiator that the idealism more adheres to mental conditions while the realism of physical evidence.

Muhmidayeli (2011:108) says that realism is a philosophical doctrine of assuming a truth is a real picture or true copy of a world of reality from an idea that exists in one's mind. In this case, human knowledge is an incarnation of the image of the world that is affected by the sense of thought in him. A person who has wishful knowledge in the know-how cannot be proved to be maximal when not knowing the description of the idea of wishful or ideas in the world.

Ontologically realism assumes that the five senses or observations of an instrument to acquire a knowledge and truth (Gandhi,2017:142). A person who has realist thoughts not only believes in the idea of proving a truth. One must keep proving with the idea as a reference to prove a truth by looking for facts through observation using five-sensory instruments. Hocking (in Gandhi, 2017:143) says that realism is a tendency for one to keep oneself from limiting things, so that one can know that not all issues can be given intervention in giving a decision and objects around will answer what he does.

Philosophy of science has a variety of sources that have various views on how knowledge and truth can be gained by the human maximum. One of the people who have a stream of realism is Aristotle. Aristotle was a platonic disciple of idealism. Aristotle was a prominent scholar and intellect that was remembered throughout the ages. Aristotle's thinking contributes much to humans by developing science in philosophy, such as logic, metaphysics, politics, ethics or morals, biology as well as psychology. Aristotle was born in 394 BC in a small town of Stagira, the Chalcidice Peninsula, located northwest of Egea (Gandhi, 2017:114).

Aristotle has a nod that episteme are a group of elements that are ordered from a rational determination with the object that fits the knowledge. Episteme According to Aristotle, has three parts, namely, practical is a practical knowledge, Polietike is a productive knowledge, and Theoretike is a theoretical knowledge. Aristotle in his thought emphasized the concern of one of the episteme of Theoritike. Theoritike is broken down by three parts, namely Mathematike (mathematics knowledge), Physike (physical knowledge), and Prote Philosophia (first philosophy). Theoritike Aristotle explained that the first philosophy is a theoretical knowledge that can analyze the existence of something concrete, immutable, and separate from the material. It is a matter of Aristotle's thought in analyzing and seeking a knowledge and truth (Liang Gie, 2010:1).

The axiological aspects are much related to the value. The basic question is whether the value is absolute or is it actually a relative? Value problems become very important in the context of educational philosophy. In education not only speaks about the process of knowledge transfer, but also concerns the planting of grades. In regard to value, the view of realism states that values are absolute, timeless, but still follows applicable natural laws.

Through the concept of the value of the Realist group also stated that the subjects carried out at the core were to explain the objective reality of the world, so that the study was in more based on scientific studies. It is widely understood that through the science of reality it is titled objectively and challenges humans to understand it (Ornsstein, 1985:192).

The classic group of realism has the same opinion that Aristotle had the law to give the human norm to keep relying on moral or universal ethics in living life as a rational

being Muhmidayeli (2011:109). Aristotle also saw that reality was a natural manifestation that could be moved from nature. Everything that is in front of us that can be captured by the five senses by using observation of the surrounding environment is a real and separate with the nature of the mind, but it can bring up a thought through the selective efforts of the person's experience of utilizing the human sense (Muhmidayeli, 2011:136).

Realist differed as to the methods by which such could be achieved, this difference of opinion gave rise to three groups; 1) Humanistic or verbal realists, It is The verbal or literary realists did not entirely break away from humanism. Both the humanists and the verbal realists believed that the only material worth reading was classical literature. The verbal realists believed that classical literature should be studied not for its beauty but for the information and knowledge of the facts of the past, so that knowledge could be used for the preparation for practical living; 2) social realism; they were members of the aristocracy who aimed for education that would develop the gentlemen and such an education could be best direct contact with the people and their social activities rather than through books. Social relation is another aim to prepare and train the aristocratic youth to have the right relationships with his fellowmen to achieve joyful living with them. Decision making was also emphasized to train the aristocratic youth to make wise and practical judgment, proper decisions, and right choices.; 3) sense realism; it advocated a type of education in which scientific content would be introduced and the scientific method used. Educational aims of sense realism, four educational thinkers represent sense realism. Their viewpoints became the basis of the sense realists in formulating the aims of education.

METHODS

This research is a library research therefore, the data collection is done using documentation techniques. There are two data sources used in this article namely, primary data and secondary data. The primary data of this study is the observation in the classroom about the real depiction of realism values in educational activities and lecture activities, while secondary data is a variety of sources related to the problem to be researched and also the writings that are relevant to the subject matter (Arikunto: 1996: 114). Bekker (1996: 71) states the research is descriptive: Researchers describe regularly the entire concept of the book.

Here the researchers wrote sequentially about the realism in education contained in the book. The technique used for this study is documentation, by collecting the primary data taken from observation of the implementation in the classroom that directly demonstrates the activity or real picture of the values of realism that are The problems that will be researched and also from the secondary data are the writings or theories related to education realism that will be researched, but relevant to be cited as an amplifier of the existing theory.

The process is through selected literature study to match its categorized and based on analysis content. Then the data is presented in a descriptive. Methods used in analyzing data to be obtained adequate data is to use a qualitative data analysis, in the operational data obtained generalized, classified then analyzed by using reasoning inductive and deductive (Bekker; 1996: 69). Deductive is a reasoning that departs from common data to specific data. The application of the method in this study is a starting point of the idea of realism in education perspective in the the activities of the lecture. While inductive is reasoning of data that is specific and has similarities so it can be generalized into general conclusions. To obtain a scientifically valid research result in a writing of scientific works, of course in need of a method as a means to obtain the accuracy of data that can

be accountable academically, and produce systematic scientific work, similarly with this research.

According to Bekker (1996:136), it argues that the research methods used in this study, among others; 1) descriptive; the method by exposing the contents. This exposure is intended to identify the details of an activity or the values of realism in the learning activities or lectures in the classroom (deductive). Also used inductive variety by analyzing the linkage of all activities or values of realism and all basic concepts one by one. Here will be regularly elaborated aspects of realism in education perspective. 2) interpretation; Inter achievement method is a method to dive into collected data to then capture the meaning and nuance of the realism in particular. Here will be the meaning and concept of realism education in the activities and activities of teaching learning process in the school or university.

RESULTS

In the realist's view, education is actually meant to study of scholarly disciplines through which we then get definitions and also classifications. History, science and mathematics are the bodies of knowledge. If we know it, then we will know the broader things about the world in which we live. Knowledge is the best way to lead us to know our environment, nature and everyday life.

The education world has a close sense of realism with the thought of John Locke that the origin of the thought and origins of human origin is a tabula of flavor, human is an empty white paper that can be filled with several elements Life of the surrounding environment. (Gandhi, 2017:143). It can be said that humans seek science to be able to do the thought process accordingly by looking at observing the environment around. This makes the view of realism can be attributed to the psychological approach of behaviorism in education.

Aristotle's rationale in education is to include facts in the surrounding environment which the sensory instrument is a way to gain knowledge and truth. But when it is associated with higher education where humans are required to think abstracts. It is Aristotle on the thought of Plato that the nation's daughters should be educated according to their cognitive abilities, and Plato's doctrines affirm about one's individual existence. A person who has an abstract thought can learn of the discipline that is something important and beneficial in teaching the nation's son to be obedient to the existing regulations and can encourage the desires of their hearts According to the guts and norms in the country (Gandhi, 2017:115). It is supported by the opinion of Muhmidayeli (2011:109) that an educator is obliged to give knowledge of positive values. Basic needs such as moral and ethical are very important to educate the nation so that it is not easily affected by temporal issues.

Philosophy of science can be applied to the world of education by covering several dimensions, i.e., educational philosophy, educators, learners, curriculum, methods, and outcomes of educational philosophy. 1) Educators are someone who helps learners in search of knowledge and truth. Educators are required to have adequate competencies that fit with the skills of learning and interoperability in a positive, fun, meaningful, and creative learning process. 2) Learners are a person who can experience excessive inference that is considered as human beings who have no knowledge at all unless already pursued a world of education both formal, non-formal, and informal (Gandhi, 2017:143). This is where learners perform learning activities by observing and practicing the practice of what is theoretically learned by conducting a study. 3) curriculum is a method of

conducting learning in education. The curriculum can provide a knowledge to learners how to find a knowledge. 4) Using an observation method can support a person to do a search of knowledge and truth easily, because there are facts that reveal a theory. 5) The results gained in the educational process in realism are the specialization gained by a person after running the learning process realistically.

The relationship with the school, students and teachers, as stated by Ornstein (1985:193) expressed that the school is the institution that has been established to teach students about the objective world. The instruction that takes place in school should impart a body of knowledge. Students should learn a subject that will help them understand their world so that they can live full and satisfying lives. The realist teacher needs to be able to recognize the basic concepts in the subject and the generalization that explain their interaction, and to render these into a teachable and learnable order that meets the needs of the learner. The teacher should be an authority both in knowledge of the subject and in the methods of teaching it (Ornstein, 1985:193).

This realist's view is distinctly different from what the idealists are taught using metaphors. Students with idealistic views can be seen as a self-microcosmic (small universe) who is in the process of becoming akin to absolute self. The individual self is an extension of the absolute self and hence has the same qualities in an undeveloped form.

In given teaching subjects, realists use many methods that allow students to experiment so that in turn will gain knowledge. Demonstration in the laboratory is also plural as a method of learning that is considered very effective in transferring knowledge to students. The teacher's role is as a facilitator, giving a set of basic ideas, and then giving students the opportunity to practice the subject or teaching materials that are being performed. The discussion activity also becomes very important in class activities for this realism, for example, in peer role play in communication training. An important factor for realistic scenarios which was also incorporated in study is the prior training of tutors, who help students round off the role-play scenarios in their imagination (Dieckmann: 2009: 138)

Again, the fundamental idea of realists' views is very different when coupled with what the flow of idealism teaches. The flow of idealism believes that a student is expected to always have the desire to be perfect. In a universe whose reality is centered on ideas and psychiatric mindset then the most important aspect of the learner is its intellect, because it is a microcosmic sense of thought.

On the plains of reason mind the serious effort of education should be directed, because the correct knowledge can be achieved only through reason-thoughtful. On that basis, the purpose of education is actually focusing on the mental development of learners. Precisely the flow of realism rejects this view. The doctrine of Philosophy realism shows, that's a real or something right is something that is a real picture or a true copy of the world of reality. In such a way that human knowledge of something is not another is the obvious incarnation of the world picture that is reduced by reason in him. It can be said that, realism argues that knowledge is true and precise when appropriately with reality.

The group of realism is in agreement with the idealistic group that fundamental values are permanent, but they differ in opinion on the reason for stating it. The classic Realism group is in agreement with Aristotle that there are universal moral laws that bind humans as rational beings. Religious realism argues that we can understand many things from these universal moral laws through our common sense, but they say that this universal moral law has been established by the Lord who has endowed us with reason to can understand the moral laws of God.

A group of realism in mind that the teacher must embed the values that have been determined. The basic Moral and aesthetic that is standardized that we must teach the child so that it cannot be affected by temporal issues. The child must clearly understand the true and wrong nature and respect for something good objectively regardless of changes in moral and aesthetic displays.

The pupil is a person who has an excessive inferior because he is viewed at all not knowing anything except anything that has been given an education. Here in each student teaching of the subject is no different from the robot. It must be subject to and be obedient to the shoes to be programmed and understand the materials that have been applied in such a way.

Realism has projections when humans will be formed to live in values that have become common sense so that they are able to adapt to an existing environment. The adverse side education of this model then tends to more controlled positivistic skepticism, when they in any case will ask for evidence in forms that can be demonstrated sensory.

For Plato, education was planned and programmed into three phases based on age level. The first stage is the education given to the youth for up to twenty years. The second stage, education from the age of twenty years to thirty years. Meanwhile, the third stage, education for thirty years to the age of forty year.

DISCUSSION

The philosophical doctrine of realism shows, that's a real or something right is something that is a real picture or a true copy of the world of reality. In such a way that human knowledge of something is nothing but a clear incarnation of the world picture that is reduced by reason in him. It can be said that, realism argues that knowledge is true and precise when appropriate to the reality.

The Classic realism Group of opinion with man as a rational being. Religious realism argue that we can understand many things from this universal hokum-hukum of moral through our common sense but they are arguing that these universal moral laws have been established by the Lord that consented us with reason to be able to Understand the moral laws of God.

The realist group was in a opinion with the teacher that the teacher had to embed the values that have been realized. A standardized Moral and aesthetic that we must teach the son so that he cannot be affected by temporal issues. The child must clearly understand the true and false nature and respect for something good objectively regardless of changes in moral and aesthetic appearance.

Education in realism has a close association with the view of John Locke that the mind of the human soul is not another sense of tabula, empty space is not a white paper then receive impressions from the environment. Therefore, education is needed because for each individual so they become according to what is deemed good. Thus, education in realism often identifies as an attempt to implement the psychology of behaviorism into the teaching room.

The disciple is the personage who is experiencing inferiorisasi excess because it is viewed at all not knowing anything except anything that has been given education. Here in the teaching of each student the subject of learners is no different from the robot, it must be submissive and obedient to the deprogram and understand the materials that have been established in such a way.

The concept of education according to Aristotle is the collection and research of

inductive learning facts, an objectivity quest for truth as a basis for all science. In the higher educations, he was agreed with Plato about the values of mathematics, physics, astronomy, and philosophy. Every child of all citizens should be taught according to their abilities, a view of their same as Plato's doctrine of individual existence. Discipline is an essential thing used to teach youth and young men to obey the commandments and control the movements of their day.

The realists emphasize the role of the teacher in education perspective should teach students what they need to survive. At the very least, should teach the essentials and the material presented in a systematic and organized way. Humanities should be taught in ways that are conducive to cognitive development. The main activity: there is a number in folder. The number have matches the question that will answer. The whole purpose of education is to turn mirrors into windows Sydney J. Harris (American Journalist 1917-1986).

The aims of realism in education as the chief purpose of the school is to further taught instructions, discipline and pupil activity, development of physical, social, mental and moral training. The methods of teaching in order to change the traditional system of bookish knowledge. It encourages the use of audio-visual aids in education. Teachers should have a full knowledge of the content and the needs of the students. They should know whom to teach, why to teach, when to teach, and how much to teach. In discipline, since the realist emphasizes on moral and religious education of the child, hence discipline is a prerequisite condition. The realist has different views about school, some prescribed travelling, tours and teaching by private tutors as the best means of education, some emphasize the importance of school and classroom teaching. The contribution of education to introduction of science and technology. There is no place for punishment, repressions and fear, but affection, sympathy and human qualities in school systems. The education has widened its scope, vocational and technical subject have made education liberal.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The fundamental idea of realists' views is very different when coupled with what the flow of idealism teaches. The flow of idealism believes that a student is expected to always have the desire to be perfect. In a universe whose reality is centered on ideas and psychiatric mindset then the most important aspect of the learner is its intellect, because it is a microcosm sense of thought.

On the plains of reason mind the serious effort of education should be directed, because the correct knowledge can be achieved only through reason-thoughtful. On that basis, the purpose of education is actually focusing on the mental development of learners. Precisely the flow of realism rejects this view

Suggestion

There are still many things in the learning activities or activities that have not been appointed by the authors of this article. Therefore, there are still many shortcomings that occur here and there. That research is still not perfect, in need of criticism and advice from readers.

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