

The Use Of Philosophical Principles In English Teaching Modules

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ABSTRACT

This research aims to analyze the use of philosophical principles in the development and implementation of the teaching module. Teaching module is a collection of materials arranged according to a chronology, theme, or topic. Researchers examined how philosophical concepts like epistemology, axiology, ontology and teleology, were applied in the formulation, development, and implementation of the teaching module with a focus on the topic This is My School for seventh-grade. This study used document analysis method. The researcher investigated a lesson plan created by an English teacher at SMPN 30 Bengkulu Utara. Project-based learning was the approach that was used in the teaching module. The results of the study showed that the design and implementation of the teaching module were significantly affected by philosophical principles. In this module, epistemology shapes perspectives on how students learn knowledge and skills, while axiology highlights the importance of morality and values in education. Next, ontology encourages the use of differentiated teaching methods while educating and respecting the diversity of students. The last, teleology, emphasizes the need for particular goals to be set in order to focus learning and evaluate students' advancement toward these goals. The research findings provided deeper insights into the philosophical principles of the teaching module and how these principles impacted education in classroom practice. The implications of this research can contribute to more focused module development based on solid philosophical principles. Additionally, this study can serve as a foundation for further reflection and discussion within the context of student-centered learning.

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1. INTRODUCTION

Philosophy appears to address a range of human issues, including those related to education. Philosophy and education are inseparable because philosophy can offer the guidance and direction that education needs (Saragih, 2012). Philosophy will determine the direction in which students in an educational institution will be taken. A set of values found in philosophy serves as a foundation and a guide for achieving educational goals. Hence, the philosophy that is embraced by a country, a particular ethnic group, or a single person—in this case, the teacher—will have a significant impact on the intended outcomes for education. Therefore, philosophy provides a useful tool for educators

in the classroom as well as an approach to enhancing life quality since it gives us a more comprehensive understanding of both the human condition and the world around us.

As a teacher, when we educate our students, we need to make guidelines. The guideline can be a form of teaching module. According to Awasthi in Munfaati et al. (2022), teaching module provides a more detailed description of the teaching and learning resources used by both teachers and students in the learning process. Teaching module should contain philosophical principles. The philosophical principles used in designing teaching modules is very important to determine the purpose of education. Improving student changes in knowledge, attitudes, and skills for the achievement of better character in education is one of the goals of philosophy-based teaching modules. The fundamental ideas or points of view that serve as the conceptual foundation for the creation, execution, and assessment of the educational system are referred to as philosophical principles in education. These philosophical principles cover ideas about human existence, knowledge, values, and purpose in the context of education stated by Sidjabat in Pata'dungan et al. (2023). Some general philosophical principles that apply to education are epistemology, axiology, ontology, and teleology.

The first principle is epistemology. The term epistemology was first proposed by Ferrier (1854) from the Greek, "episteme" which means knowledge and "logos" which means theory. Epistemology was called "the theory of knowledge". Epistemology was the investigation of the origin of knowledge or its structure, methods, and validity. It was also known as the science of knowledge or scientific knowledge. According to Yulianto (2021), epistemology examines how knowledge is obtained. This indicates that epistemology discusses the sources of knowledge and how people can acquire it. The scope of epistemology relates to various areas such as: education, economics, politics, and other fields.

The second principle is axiology. Axiology is a values-oriented philosophy. The word axiology itself originated in the early 1800s. The two main values that axiology addresses are ethics and aesthetics. Axiology is concerned with issues of what "ought to be." defined by Tomar (2014). It addresses the nature of values and has to do with transferring moral principles and developing moral character. Axiology in education describes how a teacher offers knowledge based on philosophical principles with the goal of encouraging good moral behavior. The next principle is ontology. Ontology comes from the Greek terms *ontos*, meaning "being," and *logos*, meaning "knowledge, theory, or reason." As stated by Rumi in Gustiawan et al. (2023), the term ontology means the study or science of existing or being. The discussion of the existence of moral education is explored by this principle. Since ontology places more emphasis on the nature of existence, character education itself exists in this context. In line with the statement made by Gustiawan et al. (2023), the ontology of character education seeks to address this issue by attempting to identify the characteristics of both human nature and character education. Since people are social creatures with morality (El-Yunusi et al., 2023), in education, students require moral character both within and beyond the school environment. To sum up, ontology in education is the study of morality's existence with the goal of establishing moral values in students.

The last principle is teleology. Teleology originates from the Greek word "telos," which means "goal" or "end". According to the teleological principle, education is a process that involves students working towards a specific goal in order to gain knowledge. In the teaching module, the teacher establishes the objective that each meeting has to achieve. It gives the student the goal they want to accomplish in terms of knowledge fulfillment during learning activities. Consistent with the statement made by Qolbi & Hamami (2021), teleology acknowledges the significance of having specific educational objectives and focuses all learning efforts on accomplishing these objectives. According to (Pata'dungan et al., 2023), the teleological principle involved four main components such as setting goals, emphasizing outcomes, evaluating and monitoring students' progress and supporting students' personal development, needs, and ways. It is possible to draw the conclusion that the teleological principle assisted the teacher and students in establishing the lesson's objective by designing activities that are appropriate for the students' needs, individual growth and development, and the ways in which education can help them realize their full potential.

Based on the explanation above, researcher analyzed the use of philosophical principles in English teaching modules. Asma Riani's English teaching modules from SMPN 30 Bengkulu Utara were used in this study. The researcher investigated three teaching modules on the topics of extracurricular activities and This is My School. The modules' chosen teaching methodology is project-based learning. According to the independent curriculum, one of the suggested learning models for use in teaching is project-based learning. The facilitatory role of the teacher is the main focus of project-based learning implementation. The ability of teachers to condition learning effectively by inspiring, assisting, and mentoring students during learning is what determines how well project-based learning is implemented in the classroom (Halimatusyadiyah et al., 2022). In order to give students a sense of enjoyment and reassurance when participating in the learning process, teachers must be creative in their delivery of learning resources. Some examples of this creativity include the selection of strategies, media, techniques, and learning models. As a learning model, project-based learning requires encouraging and motivating students to take a more active role in developing their capacity to handle challenging projects using actual products (Mulyani, 2020). Students have opportunities to acquire new skills and knowledge in groups or individually. Students can decide and discuss the project they will work on independently, including coming up with the topics and deciding on the activities to be conducted in order to make the product.

Numerous prior studies have already been conducted. According to Pata'dungan et al. (2023), philosophical principles are crucial to the development and application of the "Kurikulum Merdeka." In addition to helping students with ethical issues, these principles are used by teachers to create more effective teaching strategies that emphasize students' independence, character development, mastery of knowledge, and their preparation to face future challenges. Similar results were also discovered by Paradigma et al. (2018), who found that these principles help students reach their full potential as human beings with a strong sense of faith and devotion to God, noble character, knowledge, ability, creativity, independence, and the capacity to function as democratic and responsible members of society. In order to ensure that the development of learning activities is founded in reality, learning sources should also include essential values that offer guidance based on the truth. Another study carried out by Rahmadani et al. (2021) discovered that character education should be preceded by a comprehensive study of the value system and norms of choice so that the implementation will be more focused and deeply integrated into the student's personality and character building. These philosophical principles serve as the teacher's guidelines.

Based on the previously provided explanation, researchers investigated how philosophical concepts are reflected in teaching modules. The researcher explained how philosophical principles facilitate the development of the modules, making them easier for students to comprehend and apply in the learning process. By employing this methodology, the research described the philosophical foundations of the modules and their impact on pedagogical practices.

2. METHOD

This study used the document analysis method. According to Fischer in Armstrong (2022), document analysis is a methodical process for assessing and analyzing written and electronic documents that necessitate the examination and interpretation of data in order to provide insight, generate meaning, and generate empirical knowledge. This statement is also inline with Morgan (2022) who stated that document analysis is a method that involves examining a wide range of documents, such as books, newspaper articles, academic journal articles, and institutional report. Drawing from the prior statements, it can be inferred that document analysis entails examining documents in order to uncover new information, interpretations, and comprehension.

This study used English Teaching modules of SMPN 30 Bengkulu Utara designed by Asma Riani. The researcher examined three teaching modules on the subject This is My School and the subtopic Extracurricular Activity in seventh-grade in the first semester. Project Based Learning is the teaching method used in the modules.

3. RESULTS AND DISCUSSION

Results

Philosophical principles in education refer to the basic principles or philosophical views that form the conceptual framework in creation, application, and assessment of educational learning material. Sidjabat in (Pata'dungan et al., 2023), identified several philosophical principles that encompass perspectives on human existence, knowledge, values, and purpose within the framework of education, which are are epistemology, axiology, ontology and teleologist.

1. Epistemology

As a subfield of philosophy that examines the origins, boundaries, and nature of knowledge, epistemology offers a crucial conceptual framework for comprehending the acquisition, reception, and application of knowledge by individuals during the learning process. Teachers who have a strong grasp of these epistemological concepts can design learning environments that align with how students perceive the world.

In this learning module, students were given an overview of the use, application, and benefits of school extracurricular posters in the classroom. They learn new information about the words and sentences that are frequently used in the poster's creation. Students also gained the ability to observe, recognize, and investigate the knowledge they've acquired from the poster. The steps teachers used to teach the module are described in detail below:

Table 1. The Implementation of Epistemology Principle in Teaching Module

Epistemology Conceptual Framework		
Acquisition	Reception	Application
<ul style="list-style-type: none"> Students looked at the extracurricular poster sample that the instructor distributed to them. Students read the text on the poster in order to learn what should be included in a poster. This analysis exercise concentrated on the Extracurricular poster's colors, fonts, focal points, images, and other natural and decorative elements in addition to the contact information. Students learned to create similar sentences by identifying frequently used sentences. 	<ul style="list-style-type: none"> Students understood the sentences that are commonly used in making posters. Students were aware of the components that are contained in posters. Students could investigate the data presented on the posters. 	<ul style="list-style-type: none"> The teacher divided students into groups. Students were required to create a poster design, write simple and compound sentences for the poster to convey information relevant to the theme, and debate what they think of the poster. Students gained the ability to express and defend their thoughts regarding both their own and other groups' posters. If someone wanted to ask questions or voice their opinions, they could do so in short, concise sentences.

The teaching activities included in this module align with the epistemological principle, which emphasizes the value of developing a thorough understanding of concepts rather than memorization of facts. The use of project-based learning in the process represented a paradigm shift in education from teacher-centered to student-centered, in which students actively construct their own knowledge.

2. Axiology

The development of the teaching module should be based on values that are considered important in education, such as integrity, tolerance, and social responsibility. Axiological principles could be used to integrate ethical considerations into the design of the teaching module when choosing relevant subjects close to the student's real life. The visible axiology principle, which guided this learning module, was the ethical standards of both teachers and students at the

beginning and end of the learning process. They greeted one another, prayed, and expressed gratitude for being able to continue the lesson. Teachers also checked students' attendance as a form of discipline. When given an assignment, students were expected to complete it honestly and responsibly. Due to the short duration of the learning process, students were also taught to respect time. Students should set goals for themselves on their own to finish assignments accurately and on time. In the end of the lesson, teacher concluded the class by expressing gratitude and expressing the hope that the students had a clear understanding of what they had learned. Teachers indirectly shaped students' character and provided them with the essential skills to contribute to society with a good attitude, responsibility, and respect for others and time.

3. Ontology

The idea that every student is an individual was the foundation of the ontology principle in education. This highlighted the fact that every student is a unique person with particular characteristics, life experiences, and potential. Furthermore, the ontology principle placed a strong emphasis on treating students with respect, which included acknowledging their independence during the learning process. Teachers needed to give students room to investigate and grow in their own comprehension. This involved giving students the chance to engage in a student-centered learning process that empowers them to actively seek knowledge.

The teaching module employed project-based learning as an approach. It was suitable for the ontology principle. The teacher allowed the students to investigate the poster on their own. Additionally, students had the opportunity to express their opinions and have group discussions about posters. Furthermore, students got to choose what they wanted to make and include on their poster. In conclusion, project-based learning gave the students chance to have a student-centered learning process because they independently learned and sought information in the learning process.

4. Teleology

One of the philosophical views that highlights the significance of the ultimate objective or intended result of the educational process is the principle of teleology in education. In education, the teleological principle basically involved four main components: (1) setting goals so that teachers could create relevant learning experiences and assess student achievement; (2) emphasizing outcomes, which means that the process of education should be planned to produce students who meet the goals; (3) evaluating and monitoring students' progress to identify areas for improvement in instruction and to make sure that the focus of education stays on goal achievement; and (4) supporting students' personal development, needs, and ways that education can help them realize their full potential. It can be concluded that teleological principle helped teacher and student set the goal of the lesson by creating appropriate activities that focus on the outcomes based on students' individual growth and development, their needs, and the ways education can help them reach their full capability. In the context of the teaching module, here the steps teachers used to reach the goal:

Table 2. The Implementation of Teleology Principle in Teaching Module
Teleological Principle' Main Components

Setting goals	Teachers set clear and measurable educational objectives that are expected of each student. Students were expected to express their thoughts and experiences on the topic This is My School and the subtopic Extracurricular Activity through short, well-structured paragraphs that demonstrated their progress in using basic sentence structures and specialized vocabulary. Using examples, they planned, wrote, and presented informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.
Emphasizing outcomes	Using Project-Based Learning, students were expected to make an extracurricular poster in group.

Evaluating and monitoring	Together, the teacher and students created a timeline for the tasks involved in finishing the project, which included the due date for submission, the scheduled slot for receiving teacher guidance, and the time and place for showcasing the project's outcomes via the My Work Plan Box. Project implementation and monitoring were carried out based on the project schedule that has been determined by learners in groups. In addition to conducting monitoring, the teacher offered feedback on the group-made extracurricular activity poster designs.
Supporting students' personal development, needs, and ways	Students were allowed to explore their creativity, independence, and leadership with the guidance of the teacher. When assigning assignments, the teacher provided clear instructions so that students could work independently and adapt to the group while creating posters. Additionally, it prepared students for future readiness and enabled them to adjust to any circumstance. The teacher monitored the students' progress without interfering their activities. When providing examples, the teacher presented examples that are relatable and well-known to the students.

Discussion

According to the study's findings, epistemology, axiology, ontology, and teleology are the four philosophy principles that are covered in the teaching module. The first one is epistemology. When teachers assign students to study new material independently, they are putting this principle into practice. Teachers apply the material through the student-centered learning process. Teachers act as facilitators, assisting and directing students to ensure they gain maximum knowledge. Project-based learning that the teacher used taught the students "how" to comprehend and apply what they had learned in various contexts, in addition to "what" they should know. Second principle is axiology. This principle is demonstrated when a teacher encourages in her students a number of values, such as smiling, greeting teachers and friends, focusing on the lessons being taught by the teacher, and completing assignments on time. Students learn from their teachers to be polite, truthful, modest, and responsible.

The third principle is ontology. Teachers are aware that every student has a unique background and learning style, allowing the teacher to customize learning materials. The use of project-based learning gives students the freedom to plan, coordinate, and manage their own activities. The last principle is teleology. The four primary pillars of the teleological principle are goal-setting, outcome-focused instruction, progress evaluation and monitoring, and student support for their needs, preferences, and personal growth. Since many teachers do not even know what they will be doing in the classroom or how the character of students and direction of the material will be delivered to students, it will be easier for teachers to apply these four components in the making of a teaching module. It is necessary for teaching materials to change to reflect the institution's, curriculum's, and students' current circumstances (Asri, et. al., 2022).

Basically, these principles help teachers to understand their students' personalities, how to design lessons that are appropriate for their skill levels, and how to present the content so that students learn as much as possible. These guidelines serve as a reminder to teachers that they should also uphold high moral standards for themselves because they set an example for their students.

4. CONCLUSION

The use of philosophical principles in the development and implementation of the teaching module is an important step in ensuring meaningful and relevant education in Indonesia. Philosophical principles, such as epistemology, axiology, ontology, and teleology, provide a powerful conceptual framework for designing education that is effective and appropriate to desired goals. In this research, researchers can conclude several important points regarding the role of philosophical principles in the teaching module, especially in the topic This is My School and the subtopic Extracurricular Activity.

First, the epistemological principles help in designing a learning approach that understands how students acquire knowledge. it enables the application of student-centered learning methods by

allowing them to be actively involved in the learning process. Second, the axiological principle emphasizes the significance of morality and values in education, guiding teachers in integrating moral education into the classroom to help students develop both good character and knowledge. Third, the ontology principle respects the diversity of students and promotes the use of differentiated teaching strategies by acknowledging each student's individuality and the significance of accounting for variances in learning preferences, abilities, and interests. Finally, the teleological principle highlights the necessity of establishing specific objectives in order to make learning more targeted and to assess student progress in relation to these objectives.

The application of these philosophical ideas in the creation and the implementation of the Teaching module contributes to the establishment of an education that emphasizes independence for students, character development, knowledge mastery, and readiness for future challenges. Through the integration of philosophical perspectives with the Indonesian social and cultural environments, the module can serve as an effective means of producing a well-educated and prepared generation capable of making valuable contributions to the nation's progress. Thus, the use of philosophical principles is an important step in achieving the vision of better education in Indonesia.

Since the findings of this research only focused on the teaching module and four philosophical principles, such as epistemology, axiology, ontology, and teleology, it is suggested that future researchers look into other philosophical principles or other subjects covered in English learning materials. Future researchers may attempt to discover an alternative method to project-based learning that aligns with these principles.

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