



## The Concept of Learners in the Framework of Educational Philosophy

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### Abstract

*Students are often understood in normative and psychological terms, without placing them in a comprehensive philosophical framework. In fact, the philosophy of education plays an important role in defining the nature of students, their relationship with educators, and their purpose in the education system. This study aims to examine two main issues, namely: the nature of students understood from the perspective of educational philosophy, and the implications of this view on the relationship between students and the educational process. This study uses qualitative research with an educational philosophy approach. Data sources were obtained from a literature study of the works of classical to contemporary educational philosophers. The data collection technique used documentation, while the analysis was conducted through content analysis and philosophical interpretation. The results of the study show that students in educational philosophy are not merely viewed as objects of learning, but as active, autonomous subjects who develop through interaction with values and life experiences. In addition, the philosophical view encourages the need for a transformation of the relationship between educators and students from an instructional relationship to a dialogical and humanistic one. The implications of these findings emphasize the need for a reorientation of the curriculum and an educational approach that is more centered on students as thinking and meaningful beings.*

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### Abstrak

Peserta didik kerap dipahami secara normatif dan psikologis, tanpa menempatkannya dalam kerangka filosofis yang utuh. Padahal, filsafat pendidikan memegang peran penting dalam mendefinisikan hakikat peserta didik, relasi mereka dengan pendidik, serta tujuan keberadaannya dalam sistem pendidikan. Penelitian ini bertujuan mengkaji dua pokok masalah, yaitu: hakikat peserta didik dipahami dalam perspektif filsafat pendidikan, dan implikasi pandangan tersebut terhadap relasi peserta didik dengan proses pendidikan. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan filsafat pendidikan. Sumber data diperoleh dari studi literatur terhadap karya-karya tokoh filsafat pendidikan klasik hingga kontemporer. Teknik pengumpulan data menggunakan dokumentasi, sedangkan analisis dilakukan melalui analisis isi dan interpretasi filosofis. Hasil penelitian menunjukkan bahwa peserta didik dalam filsafat pendidikan dipandang bukan sekadar objek pembelajaran, melainkan sebagai subjek yang aktif, otonom, dan berkembang melalui interaksi dengan nilai-nilai dan pengalaman hidup. Selain itu, pandangan filosofis mendorong perlunya transformasi relasi antara pendidik dan peserta didik dari hubungan instruksional menjadi dialogis dan humanistik. Implikasi dari temuan ini menegaskan perlunya reorientasi kurikulum dan pendekatan pendidikan

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yang lebih berpusat pada peserta didik sebagai makhluk berpikir dan bermakna.

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## INTRODUCTION

Much of the discourse on modern education still understands learners normatively as passive objects who receive knowledge, or psychologically as developers of cognition and emotion. (Rahmat, 2018) This approach, although technically profound, often ignores the philosophical dimension that questions the nature and purpose of education itself. Therefore, the philosophy of education reminds us that education is a means to shape well-rounded individuals, both intellectually and morally. (Rochaendi et al., 2024)

The philosophy of education offers a conceptual framework for placing students as active, autonomous, and meaningful subjects, not just objects of learning. This perspective is in line with approaches that emphasize the role of students in dialogical interactions and curriculum transformation. (Taringan et al., 2023)

Several recent studies have highlighted the importance of a learner-centered approach in education. Dian Rahardian (Rahardian, 2018) and Rajendra Kumar Shah (Shah, 2020) assert that learner-centered teaching shifts the paradigm from teacher-centered to learner-centered, and supports the development of students' creativity and critical thinking. (Salsabila, 2024)

Mohammad Imam Farisi and Juliah Sri Ulfa prove that *philosophical inquiry* in adolescent classrooms increases learning motivation and creates a reflective space in learning interactions. (Farisi, 2016) In addition to philosophical inquiry, there is also inquiry learning. (Wahyuni et al., 2023) Thus, according to Yudril Basith, students' active involvement is greatly influenced by dialogical teacher-student relationships, but this study has not framed it philosophically. (Basith, 2024)

Although recent studies highlight student involvement and experience, most are still empirical-pedagogical in nature and have not theoretically reviewed the position of students in educational philosophy, especially from the perspectives of Progressivism, Existentialism, Social Reconstructionism, and Humanism.

As a result, there has been no study that systematically examines how this philosophical understanding influences pedagogical relationships and the curriculum as a whole. Yudril Basith's research, for example, touches on the relationship between teachers and students, but does not touch on the roots of educational philosophy as its main framework.

Based on this analysis, this study formulates two main questions: how is the nature of students understood in the perspective of educational philosophy, and what are the implications of this view on the relationship between students and educators and the curriculum? The novelty of this study lies in its systematic elaboration of the four schools of educational philosophy and its recommendations for a reorientation of the curriculum that favors students as autonomous and meaningful beings.

## METHOD

This study uses a qualitative approach with a library research type. This type of research was chosen because it is in line with the research objectives, which are to understand and analyze the nature of students within the framework of educational philosophy and its implications for the relationship between education and curriculum orientation. The qualitative approach allows researchers to conduct an in-depth exploration of complex and

interpretive philosophical ideas. (Nurrisa et al., 2025) The subjects of this study are not individuals or groups of respondents, but rather the thoughts and views of classical and contemporary figures in educational philosophy. Major works and secondary writings discussing the views of philosophical figures were used as material for systematic analysis. These include journals, books, theses, dissertations, proceedings, and other literature relevant to the theme. Sources were selected purposefully, based on criteria of relevance, recency, and usefulness to the research theme. (Rahmadi, 2011) Data collection techniques were carried out through documentation studies, namely by searching and reviewing relevant books, scientific journal articles, dissertations, and proceedings. The instrument in this study was a literature analysis sheet, which was developed to record the main ideas, important quotes, and the relevance of each source to the research focus. (Ardiyansyah et al., 2023) The data analysis process was carried out through content analysis and philosophical interpretation. Content analysis was carried out by grouping the data based on philosophical themes, then interpreting them in depth in accordance with the research questions. The analysis stages began with data reduction (sorting important information), presenting the data in descriptive form, and then drawing conclusions. (Wijaya, n.d.)

## RESULTS

The following is a summary of students in various perspectives of educational philosophy:

Students in the perspective of educational philosophy	<ol style="list-style-type: none"> <li>1. <i>Students in the Perspective of Progressive Philosophy</i></li> <li>2. <i>Students in the Perspective of Existentialism</i></li> <li>3. <i>Students in the Perspective of Social Reconstructionism</i></li> <li>4. <i>Students in the Perspective of Humanism</i></li> </ol>
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Figure I:  
Educated Participants in the Perspective of Philosophy of Education

### *Students in the Perspective of Progressive Philosophy*

The philosophy of progressivism is an educational approach that places students at the center of learning activities. This view emerged as a critique of traditional education, which was oriented toward memorization and the authority of educators. In progressivism, students are viewed as active beings who develop through direct interaction with their environment. John Dewey, a leading figure in this school of thought, emphasized the importance of experience as the basis for learning. According to him, learning is not just memorizing information, but involves the full involvement of individuals in life. (Nuryamin, 2024)

Within this framework, students are considered to have innate potential that can be developed through meaningful experiences. The educational process must be tailored to the interests and needs of students so that it is relevant to social reality. Learning activities should be based on real problems faced by students in their daily lives. Therefore, problem-based learning is the main approach in progressive education. This encourages students to think critically and creatively in solving problems. (Khoirunnisa et al., 2024)

The relationship between educators and students in progressivism is not authoritarian. Educators are not the absolute center of information, but rather facilitators who

accompany students in the thinking process. The interaction between the two is dialogical and participatory. This creates an open, collaborative learning atmosphere and builds students' social awareness. This type of educational relationship is considered more effective in shaping democratic personalities. (Mubarok, 2005)

Progressivism also views that educational goals should be developed together with students. They are given the opportunity to determine the direction of learning according to their needs and life contexts. This provides freedom and responsibility in the learning process. In this view, students are not only recipients, but also creators of meaning in education. This model also teaches independence and self-awareness from an early age. (Mualifah, 2013)

Learning in progressivism is dynamic and contextual. This process takes place through a cycle of experience, reflection, conceptualization, and reapplication in real situations. Education is no longer a one-way process, but rather a meaningful life experience. Learners are encouraged to understand the relationship between knowledge and their social lives. The ultimate goal is to create intelligent, caring citizens who actively participate in society. (Saifullah, 2016)

The implication of this thinking is the need for curriculum reform that is more adaptive to the needs of students. The curriculum must be open to change and structured based on the interests of students, not solely on the demands of the system. This requires teachers to have flexibility in structuring learning activities. Students are given the freedom to choose learning resources and methods that suit their individual styles. Learning becomes more personal and meaningful. (Utomo & Ifadah, 2020)

One of the strengths of the progressive approach is its ability to shape independent and responsible learners. In this context, learners are not only trained to know, but also to be able to choose and act based on reasoning. They learn through experience, not just from lectures. This is in line with the principle of education as a living social process. Therefore, learners become active agents of social change.

Education that adopts progressivism will foster social and moral sensitivity in students. Values such as honesty, cooperation, empathy, and democracy are learned not only through theory but also through school life. Students are involved in decision-making, social activities, and collective conflict resolution. These experiences strengthen character and virtue in students. Thus, education becomes a process of character building through social interaction. (Admin, n.d.)

Therefore, the philosophy of progressivism places learners at the core of a dynamic and relevant education system. Through this approach, education is no longer viewed as a formal obligation, but as a humanizing life experience. Learners are valued as individuals who think, feel, and act based on concrete experiences. The individual relationships between learners, educators, and the environment become part of a holistic learning process. This view emphasizes that education should liberate, not shackle. (Ibrahim, 2018)

### ***Students in the Perspective of Existentialism Philosophy***

Existentialism philosophy views students as free beings who have unique and authentic existences. Education in this perspective focuses not only on cognitive aspects, but also on the search for personal and subjective meaning in life. Existentialism rejects educational approaches that standardize students within rigid structures. Freedom is a fundamental element in existential education, where students are given the space to determine the direction and purpose of their lives (Susiba et al., 2023)

Teachers in this approach are not authoritative figures who dictate the truth, but facilitators who guide students in finding their own truth. The relationship between teachers and students is based on honesty, trust, and empathy, not power or domination. Farid Ma'ruf states that the existentialism approach values the uniqueness of students' existence and does not attempt to standardize their way of thinking. (Pohan et al., 2022)

The goal of existential education is to help students become individuals who are aware of their existence and responsible for their choices. In this process, students are trained to reflect on values, life choices, and the consequences of their actions. Education is directed at creating learning conditions that awaken existential awareness through direct experience, not just theory. (Dayanty & Nuryani, n.d.)

Existentialism emphasizes the importance of the wholeness of learners in the context of their humanity. Therefore, the educational process must consider the emotional, spiritual, and moral aspects of learners in a balanced manner. Dwi Kurniawati shows that existential education provides reflective opportunities for learners to understand their true selves. (Nuha & Maemonah, 2024)

In this approach, failure is not the end, but part of an authentic and constructive human experience. Students learn to accept failure as a process towards maturity and existential wholeness. Thus, personal experiences such as suffering, uncertainty, and hope become part of existential education. Learning activities in existential philosophy often take the form of open discussions, dialogues, case studies, and reflective assignments. This method is designed to foster self-awareness and sensitivity to the meaning of life. (Salim, 2010)

### **Students in the Perspective of Social Reconstructionism Philosophy**

Social reconstructionism philosophy views education as a means of transformative social renewal. In this view, students are not only prepared to adapt to society, but are also encouraged to change society towards a more just and democratic direction. Education has social and political responsibilities, not just academic tasks. (Hannan et al., 2024)

Within this framework, students are positioned as active agents of change. Through education, they are invited to understand social realities, analyze inequalities, and formulate solutions to various social problems. Therefore, liberating education must involve students in critical discourse and social reflection. (Sutrisno et al., 2025)

Paulo Freire is a central figure in the philosophy of social reconstructionism. He proposed a dialogical model of education that places students as subjects, not objects, of learning. Education must foster critical consciousness, which is the ability to consciously read the world and act to change it. (Sobon & Astari, 2024)

The reconstructive education process cannot take place in a neutral space, because knowledge is always related to power and ideology. Therefore, the curriculum must be designed contextually and responsively to social dynamics. The curriculum in this approach is emancipatory, freeing students from structural domination. The learning methods used in this approach include discussions of current issues, public policy simulations, social projects, and case studies. Students are encouraged to think critically and collectively in solving real problems. Student participation in social life is at the core of reconstructionism. (Rohmat, n.d.)

Teachers in this context act as dialogue partners who inspire change and political awareness in students. Teachers not only teach, but also inspire and open up space for active participation. Transformative teachers are able to facilitate a meaningful and liberating educational process. (Damayanti et al., 2022) Thus, social reconstructionism teaches that education is not a tool for social conservation, but a vehicle for creating a new social order. Students must be actively involved in democratic life, not just as passive citizens. Education becomes a dialogical process that promotes equality, participation, and social justice. (Sutrisno et al., 2024)

### **Students in the Perspective of Humanistic Philosophy**

Humanistic philosophy views students as whole human beings with potential that must be developed holistically. Education within this framework aims to humanize people and foster awareness of students' identities. Carl Rogers states that meaningful learning

occurs when students feel valued and understood. (Wulandari et al., 2025) Therefore, the humanistic approach encourages interactions full of empathy and trust in the educational process.

Humanism emphasizes the balanced development of the affective, cognitive, and psychomotor dimensions. The emotional intelligence of students is an important component that cannot be ignored in education. Daniel Goleman states that emotional intelligence affects the motivation, cooperation, and success of students at school and in social life. Humanistic education not only shapes intelligent humans, but also sensitive and responsible humans. (Nahdiyah et al., 2023)

The relationship between teachers and students in this approach is egalitarian. Teachers are not the sole source of knowledge but rather companions in the process of self-actualization for students. Teachers act as facilitators in building a supportive and pressure-free learning environment. An open and appreciative learning atmosphere is a prerequisite for the creation of humanistic education. (Manik et al., 2024)

The learning methods used in this approach include experience-based learning, personal reflection, and group discussions. Students are given the freedom to express their feelings and voice their opinions openly. Learning that emphasizes personal constructivism is very relevant to the spirit of humanistic education. Humanism also encourages students to recognize their potential and develop the meaning of life independently.

Education is directed to support the process of growth towards self-actualization, so the achievement of self-actualization is an indicator of the success of humanistic education. (Syamsuriah et al., 2025)

Assessment in humanistic education is not competitive, but rather formative and reflective. Assessment is directed at understanding the overall development of students, not just test results.

Humanistic assessment encourages students to reflect on their learning process and grow gradually. Thus, the philosophy of humanism contributes to creating education that is oriented towards human values, appreciation of individual uniqueness, and a balance between reason and emotion. Education is no longer seen as the mere transmission of knowledge, but as a process of humanizing students in a holistic and conscious manner. (Azhirakeisha et al., 2024)

## **DISCUSSION**

This study found that the concept of learners in educational philosophy is largely determined by the underlying school of thought. From a progressive perspective, learners are viewed as active subjects who learn through direct experience with their environment. John Dewey emphasized the importance of problem-based learning that is relevant to the social lives of learners. The educational process is directed toward the development of critical thinking and social cooperation in a dialogical atmosphere.

Meanwhile, existentialism views learners as unique and autonomous beings who must be given space to discover the meaning of their own lives. Education is positioned as a means of forming an authentic existence, not as an instrument of standardization or control. The relationship between teachers and learners is built on trust and empathy, not authority.

In the context of social reconstructionism, students are positioned as agents of change who are responsible for building a more just social order. Education is considered to have a transformative function, in which students are encouraged to recognize social inequalities and participate in efforts to change them. The educational process takes place through dialogue, participation, and direct involvement in social issues.

Meanwhile, in humanism, students are valued as whole human beings with the potential for holistic development. Education is directed at actualizing students, taking into account their

emotional, spiritual, and moral dimensions. The relationship between educators and students is egalitarian, where learning takes place in an atmosphere of empathy and appreciation for individual uniqueness.

The above findings show that learners in educational philosophy cannot be understood as passive entities or mere didactic objects. Each school of educational philosophy places different emphasis on the position of students: as seekers of experience (progressivism), creators of meaning in life (existentialism), agents of social change (social reconstructionism), and individuals who develop holistically (humanism). These four perspectives enrich the understanding that students are active subjects who are involved in the educational process in a reflective and dialogical manner.

These findings are in line with the research of Umar Faruq and which confirms that education acts as a space for social transformation and not merely an instrument for the transmission of knowledge. (Faruq & Bakar, 2025) Similarly, LailatulRohmah states that the existentialist approach in education opens up opportunities for students to shape their personal identities. (Rohmah, 2019) Meanwhile, a study by PoojaFirstisya et al. shows the importance of a humanistic approach that focuses on personal experiences and a supportive learning environment. (Firstisya et al., 2025) Thus, this study supports and expands on previous findings by comprehensively integrating the four approaches to educational philosophy.

The theoretical implication of this study is the need to strengthen an educational paradigm that is oriented towards learners as active and reflective subjects. Practically, the results of this study can be the basis for developing a curriculum that is more flexible and adaptive to the needs of students. Dialogical, participatory, and real-experience-based learning approaches are highly relevant to be applied in the current education system. In addition, teachers need to be encouraged to play a role as facilitators who support freedom of thought and the formation of human values.

This study has limitations in terms of the data sources used, which are only from secondary literature and do not involve empirical data from educational practices in the field. Another limitation is that the scope of the study is limited to four philosophical schools of thought, even though there are other approaches that can also enrich the study of students, such as critical realism or educational feminism.

Future research is recommended to examine the application of the values of each of these philosophical schools in the context of actual learning in schools or universities. Field studies involving teachers, students, and the curriculum can provide a more concrete picture of the effectiveness of the educational philosophy approach in shaping independent, critical, and humanistic students. Subsequent research could also examine the relationship between these philosophical approaches and learning outcomes at various levels of education.

## CONCLUSION

Based on a review of various schools of educational philosophy, it can be concluded that the concept of learners is not singular, but is influenced by the underlying philosophical paradigm. In the progressive perspective, learners are viewed as active, creative individuals who are capable of constructing learning experiences based on social reality. Education is directed at empowering learners as problem solvers and agents of transformation who are critical of their surroundings. Meanwhile, existentialism emphasizes learners as free beings who are responsible for their existential choices. The educational process in this approach aims to help learners find meaning in their lives through reflection and freedom of thought. Learning is not deterministic, but dialogical and respects the personal freedom of learners as unique subjects. In the social reconstructionism approach, students are defined as agents of change who must be actively involved in identifying and changing social inequalities that occur in society.

Education in this context is not neutral, but oriented towards liberation and fair and democratic social transformation. Students are empowered to understand reality and act within a framework of values of justice and solidarity. Meanwhile, in humanist philosophy, students are viewed as whole human beings who need to be developed comprehensively—covering intellectual, emotional, social, and spiritual aspects. Education is directed at creating a learning environment that is full of empathy, respects dignity, and encourages self-actualization. Teachers become facilitators who accompany students in the process of becoming authentic, reflective, and ethical individuals.

Thus, understanding students within the framework of educational philosophy not only enriches the pedagogical perspective but also provides direction for more humane, critical, and transformative educational practices. Awareness of these varying perspectives is important for educators and policymakers in order to design education that is relevant to the needs, potential, and existence of students in an ever-changing society.

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