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Framing Naturalism Philosophy's Axiological Synergy in Management-Christian Religious Education

Grasela Sinta [1], Devi Lestary [2], Tirza Tanzania [3], Saul Napat[4], Evi Mariani[5], Alfonso Munte[6]

1 Institut Agama Kristen Negeri Palangka Raya; e-mail grasela.sinta@iaknpky.ac.id
2 Institut Agama Kristen Negeri Palangka Raya; e-mail devi.lestary@iaknpky.ac.id
3 Institut Agama Kristen Negeri Palangka Raya; e-mail tirza.tanzania@iaknpky.ac.id
4 Institut Agama Kristen Negeri Palangka Raya; e-mail saul.napat@iaknpky.ac.id
5 Institut Agama Kristen Negeri Palangka Raya; e-mail evimariani@iaknpky.ac.id
6 Institut Agama Kristen Negeri Palangka Raya; e-mail alfonsomuntee@iaknpky.ac.id

Abstrak: Latar belakang penulisan hendak menampilkan ragam argumentasi tentang filsafat naturalisme yang sering dicondongkan kepada kecerdasan, pemikiran perawatan tentang alam, alat resistensi bagi pembajakan lahan dan hutan, kapitalisme dalam sektor ekonomi, budaya/kultural dan isu-isu tentang ketenagakerjaan. Berdasarkan latarbelakang tersebut, peneliti mencoba menjawab dengan mengambil sisi lain yang sepi pemeriksaan yakni melalui kajian disiplin ilmu humaniora, secara spesifik lebih kepada manajemen, pendidikan, manajemen pendidikan, manajemen pendidikan Kristen dan pendidikan agama Kristen. Penelitian ini adalah penelitian kualitatif dengan pencarian data melalui sumber sekunder yakni melalui jurnal-jurnal penelitian terdahulu dan sumber-sumber dari buku yang terkait dengan filsafat naturalisme. Hasil penelitian menunjukkan bahwa filsafat naturalisme menjadi relevan atau tidak, pada dasarnya filsafat naturalisme mengalami pemaknaan yang bergeser dengan adanya penambahan spiritualitas pada abad ke-19 dan 20 sebagai salah satu jalan menempuh filsafat naturalisme.

Keywords: Filsafat Naturalisme; Manajemen Pendidikan; pembingkaian; Pendidikan Agama Kristen

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*Correspondensi: Devi Lestary
Email: devi.lestary@iaknpky.ac.id

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Abstrak: Background of the writing would like to present a variety of arguments about the philosophy of naturalism that is often inclined to intelligence, care thinking about nature, resistance tools for land and forest plowing, capitalism in the economic sector, culture / culture and issues about employment. Based on this background, researchers try to answer by taking the other side of the examination, namely through the study of humanities disciplines, specifically management, education, education management, Christian education management and Christian religious education. Based on a qualitative research, the researchers searched for data through secondary sources, namely through previous research journals and sources from books related to the philosophy of naturalism. Results showed that the philosophy of naturalism becomes relevant or not, basically the philosophy of naturalism experienced a shift in meaning with the addition of spirituality in the 19th and 20th centuries as one of the ways to take the philosophy of naturalism.

Keywords: Naturalism philosophy; education management; framing; Christian Religious Education

Introduction

Regarding the world of education, the philosophy of naturalism, which is close to the philosophy of prag-matism (which often emphasizes something pragmatic), truth is practical truth in the method of inquiry learning as a belief. Enquiry method within the philosophy

of naturalism is considered as fallible, non-skeptical as well as non-fundamental, but neither has the form of narrow science that emphasizes natural science.

Background of this research intends the correlation, synthesis and cross-fertilization of the philosophy of naturalism with the philosophies that surround it (analytic, contingental, materialism and idealism) (Gare, 2014; Schultz et al., 2018; Shusterman, 1997; Solé, 2021). In addition, although the philosophy of naturalism proceeds consistently, inseparable from the previous history, it itself, as far as the development of the times seems to have changed, but the change itself is a disconnection with the results, processes, thoughts of the previous philosophy of naturalism.

Based on this background, the purpose of this research is to present the relationship, history, education, management and Christian religious education which is a difference with previous research when the philosophy of naturalism focuses more on intelligence, empathy for nature, the spirit of preservation and empowerment (Andriany, Oktavia, Agustina, Nursusanti, & Wahyuni, 2023; Feng, Yan, Sun, Feng, & Liu, 2021; Maco, 2021; Tanaka, 2021; Tietenberg & Lewis, 2018). Furthermore, the purpose of this research is also based on the first, in addition to researchers from the Christian education management study program, Christian religious education, researchers are also part of and focus on the realm of philosophical studies, especially philosophy that touches the world of education.

Therefore, reasoning in the validity of the philosophy of naturalism as not an informative tool, but part of or characterizing the case of the scientific humanities borrows the philosophy of naturalism as an escape route but not the sole route as part of an integral philosophy on the truth(s) that exist in the soul of humanity.

Method

Based on this research, the researchers used naturalism philosophy thinking in the frame of management, education, Christian education management and Christian education in the circle of study programs that include the discipline as part of the study as well as naturalist reflective. Furthermore, the qualitative research was examined with the theory of natuli-ralism philosophy with previous studies through literature review sources, namely through a variety of journals that are close to the researcher's examination. Literature review frames the philosophy of naturalism with the researcher's analysis of the phenomenon of historical disciplines or those that have existed, long and continuously as part of the study of philosophy.

Shifting meanings of the philosophy of naturalism itself even though it leaves an essential question that whether there really is a philosophy of naturalism becomes interesting here in addition to being translated, also given a physiological meaning through the framework of Christian education management, especially in the Indonesian context.

Result and Discussion

If the philosophy of naturalism as an approach to skinning the philosophical problems that lie in and focus on the goals of empirical science, therefore, it also rejected on the other hand that the finality of metaphysics and epistemology that is often predicted as the first philosophy. Naturalism philosophy as far as researchers are concerned is more of a traditional formulation that is natural in nature, but it seems to be similar to being reductionist considering that naturalism philosophy is more of an exact empiricism. Exact science seems like a rigid science, as if there is no response to the logical consequences of exact science. Therefore, the philosophy of naturalism according to and as far as researchers understanding is more to a posteriori results by rejecting something that is a priori.

Naturalism, examining what exists?

Naturalist philosophy regards that there is nothing sufficiently different about the results of research and investigation of things. Based on this assumption, the history, resources and values of naturalism extend from the philosophy of the West that later made its way through and thrived in the U.S (Dandi & Veronica, 2023; Istiniah, Syakema, Susanti, Merlina, & Julianti, 2023; Kojonen, 2017; Meilan & Mariani, 2023; Reggina & Indriani, 2023; Tekerop, Istiniah, Elisabeth, & Munte, 2019). Philosophers who have been prominent in the philosophy of naturalism include Rochard Rorty, John Dewey, and Hilary Putnam as well as many philosophers who concentrate on the philosophy of naturalism. Based on the phenomena mentioned earlier, researchers suspect that the philosophy of naturalism is at the level of pragmatism philosophy.

Characteristics of naturalism philosophy based on researchers' reading are in objectivity, epistemic freedom, a posteriori, there are theories in meaning (Andriany et al., 2023; Fitriana, Elisabeth, Esa, Nopraeda, & Munte, 2023; Kurniati, Munte, & Simanjuntak, 2023; Manik et al., 2023; Nursusanti, Andriany, Agustina, Wahyuni, & Oktavia, 2022; Putri, Suriani, Sefle, & Munte, 2023; Riska, Liansih, Gustina, & Munte, 2023; Sulistyowati, Munte, Silipta, & Rudie, 2022; Trisiana, Munte, Betaubun, & Malau, 2023). Therefore, no wonder that the philosophy of naturalism stands and treads on something natural on systematic rules in solving problems, especially scientific problems. The world's being belongs to the world itself and is natural (Apri, 2022; Selawaisa, 2023; Sinta et al., 2022). However, the difference is how people perceive and existence of world is understood. Researchers suspect that the philosophy of naturalism negates entities that lead to or are in the world, namely supernatural entities (which speak of agents, [Kantian] noumena, something related to Plato, and the mental developed by Cartesians).

Reality is comprehended in naturalist philosophy insofar as it is explained in a clear, systematic way, the presence of questions about nature and its phenomena, as well as the final claim to the postulates that accompany them (Hong & Kang, 2019; Munte, 2022a, 2022b, 2023). Even though these thoughts have contradictions for other philosophical thinkers, the

consistency of naturalism philosophy is a consideration for thinkers and philosophers to agree on ways to manage the complexity of the world over the reduction of natu-railsme philosophy to something with studies that are posteriori structuralist by nature (Keristina et al., 2023; Mariani, 2020, 2022a, 2022b; Nindi, Veronika, & Makalelu, 2022; Suriani & Betaubun, 2022).

Naturalism Philosophy: Management of Education, Theology and Christian Religious Education

Naturalism philosophy was also known as physicalism in the development of science. Physicalism originated from the discipline of physics-focused science that disagreed on phenomena (on: processes and mental, as well as biological, value-driven inefficiencies) (Dandi & Veronica, 2023; Manuputty, Penti, Agustina, Anjelia, & Rinie, 2023; Pradita & Veronica, 2023; Saputra, Fransiska, Dina, Sihombing, & Eric, 2023; Seruyanti, Sihombing, Hanriani, Aditia, & Wahyunisa, 2023; Tedy, Stevani, Tamara, & Yuliani, 2023; Veronica, 2022; Wirawan, Maling, Malau, & Ullo, 2023). According to the researchers, this disagreement, for instance, occurs upon encountering the humanities disciplines: theology, church music, and Christian religious education are presenting an exact space on quantitative-oriented research, notation, scripture reading and curriculum respectively at the educational level or in the church or in the family environment.

Creativity in the past consistently and systemically often brings natu-ralism philosophy to consistency even though during the process, analytic philosophy is also present in the process of naturalism philosophy (Amiani, 2022; Istiniah et al., 2023; Keristina et al., 2023; Pengky, Octavia, Seruyanti, Endri, & Munthe, 2023; Pernando, Natali, Dewi, & Friskila, 2022; Pongoh, 2022a, 2022b; Prasetiawati, 2020; Rahmelia, Haloho, Pongoh, & Purwantoro, 2022; Rahmelia & Prasetiawati, 2021; Siburian, Amiani, & Munthe, 2023; Tekerop et al., 2019). The essential reality in naturalist philosophy also brings impulses to continental philosophy according to Arran Gare which is sometimes speculative even though it is on the synthesis, reductionist and synopsia. For example, culture in education or in culture itself has seen a shift that is often referred to as a change in self, nature and relationships (Gare, 2014).

Differently, in the 19th century, the philosophy of nativism in education developed by William Wordsworth as well as Jean Jacques Rousseau helped nature through subjective morality and spirituality. Consequently, the awareness of care, kindness, virtue, and perseverance is present amidst the rampant capitalism that erodes nature itself. Meeting the philosophy of naturalism according to Md. Muntasir Mamun said that morality, reversal as mixed philosophy in the 19th century brought or culminated in non-violent resistance as well as a means of re-sistance to capitalist actions that are resistant to capitalism (Mamun, 2018). Gare and Mamud's thoughts are in line with those of Pedro Enrique García Ruiz who presents a shift in traditional naturalist philosophical thinking that places consciousness-which may be part of the philosophy of idealism in education-as irreducible (García Ruiz, 2021). Although it clashes with contingent facts as if they were pure facts. Ruiz's

thinking cannot be separated from that of Edmund Husserl and also Jean-Marie Schaeffer who called for the same understanding (García Ruiz, 2021).

God, the Creator of the universe, is beyond all reason, creation and reality. It seems as if this idea rejects or contradicts naturalist philosophy (Lumbanraja, 2021; Munte & Korsina, 2022; Munte & Natalia, 2022; Philosophicum, 2023; Telhalia & Natalia, 2021; Utami, 2022). However, on further examination, Christianity's idea of the Godhead as beyond all things gains significance when it is situated within a tradition of thinking that intersects relationships, multidisciplinarity of consequences and traditions. Although it seems that the term beyond transcends materialism, the Christian tradition that stems from the philosophy of naturalism becomes possible once such thinking is considered as an endeavor and a challenge (what has been done before and is forthcoming) (Philosophicum, 2023).

Additionally, the equivalent though not similar (almost) of naturalist philosophy when it meets disciplines categorized as the humanities, this philosophy juxtaposes lin-guistics in texts (Munte, 2022a; Sulistyowati, Nugrahhu, & Utami, 2021; Surya, 2020, 2023b, 2023a; Susila, 2022; Susila & Risvan, 2022; S. Tumbol, 2020; S. N. Tumbol & Wainarisi, 2023; Wainarisi & Tumbol, 2022). Elena Bazhenova referred to linguistic texts in the Russian context. The Russian context according to Bazhenova shows that linguistics itself is in a space of certainty-doubt that also looks at psychology. The multidisciplinary science is correlated, discursive and distributive (Bazhenova, Karpova, Solovyova, Chernousova, & Shirinkina, 2023).

Management science philosophy in education as part of researchers' study programs is inseparable from the humanities disciplines as a dependent contribution (Andiny, 2020, 2023; Dandung, Andiny, & Sulistyowati, 2022; Darnita & Triadi, 2022, 2023; Dela, Kristina, Rahayu, Putri, & Afriliandi, 2022; Triadi, 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022). Sumbangsih menjadi acuan dasar tidak hanya pada aksiologis dan epistemologis, juga pada ontologi filsafat (Kaukab, 1970; Merdiasi, 2022; Merdiasi & Kristiani, 2021; Teriasi et al., 2022; Triadi, Prihadi, et al., 2022). In taxonomy management, examining paradigms within an organization, for example. An organization in Christian education management is based on work, school and family in accordance with the locality of Christian religious education. Furthermore, the interconnectedness of educational management, including Christian religious education management, brings naturalism thinking to the awareness of natural consequences in the management frame itself. Not only the nature of the relationship, but also its presence in the form of perspectives, agents, hermeneutics and applications in Christian education management.

Conclusion

Based on the analysis, examination and reflection on the philosophy of naturalism in education, management, education management, Christian education management and Christian religious education, researchers have concluded that naturalism as philosophical study as well as a theory and analysis knife is the intertwining of all creatures on earth, the presence of events throughout history throughout the world cannot be separated and is

basically natural. Thus, science could be said as science whenever it could be investigated and dissected scientifically.

Even though naturalism philosophy grazes on the diversity of scientific disciplines, especially in its presence in education, researchers conclude that naturalism philosophy provides opportunities for things that are supra (super) natural provided that science can be detected and examined in accordance with natural rules. Thus, the characteristics of naturalism philosophy favor order, objectivity, nature, and unity (nature can be fully epistemologized). Reason being, humans will never be satisfied and exhausted to examine everything concretized while at the same time expanding on beliefs and tangible theories.

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