REZA SYEHMA BAHTIAR[1]

Universitas Negeri Yogyakarta, Indonesia

SUYANTO[2]

Universitas Negeri Yogyakarta, Indonesia

HARYANTO[3]

Universitas Negeri Yogyakarta, Indonesia

DIAH YOVITA SURYARINI[4]

Universitas Wijaya Kusuma Surabaya, Indonesia

THE APPLICATION AND REFLECTION OF PHILOSOPHY ON SOCIAL SCIENCE TO ELEMENTARY SCHOOL STUDENTS

Abstract: A lot of transformations have been made worldwide due to technological advances. However, there are significant consequences of these advances that humans cannot avoid. This article examines the application and reflection of philosophy on the Social Science of higher grade elementary school in Indonesia. It is motivated by the rapid technological progress that reduces the social interaction of elementary school students. The purpose of this study is to identify (1) the essence of symptoms or objects of the application and reflection of philosophy on the Social Science of elementary school (ontological grounds), (2) how to obtain or manage symptoms or objects (epistemological grounds), (3) the benefit of symptoms or objects (axiological grounds), and (4) understanding and two-way understanding of symptoms or objects

---

[1] Author's e-mail address: rezasyehma.2020@student.uny.ac.id

[2] Author's e-mail address: suyanto@uny.ac.id

[3] Author's e-mail address: haryanto_tp@uny.ac.id

[4] Author's e-mail address: dyovita_fbs@uwks.ac.id

(hermeneutics) in Social Science. The data was collected from various relevant sources, including journal articles, books, and relevant research. The results show the need to uncover the application and reflection of philosophy on social science ontology, epistemology, axiology, and hermeneutics.

Keywords: philosophy, social science, elementary school

1 INTRODUCTION

Human abilities are slowly being replaced by artificial intelligence in the 4.0 industrial era. For instance, human power is particularly not needed because Industrial Revolution 4.0 has changed the landscape of educational innovation. This era is controlled by artificial intelligence and a digital-physical framework that makes human-machine interface more universal.[5] However, some human roles cannot be completely replaced by artificial intelligence, including the interaction of humans using thoughts and feelings. The mind develops social interaction and improves human ability in the education sector.[6] Feelings can also

---

[5] Shahroom and Hussin, "Industrial Revolution 4.0 and Education", *International Journal of Academic Research in Business and Social Sciences*, vol. 8, no. 9, 2018, pp. 314-319; Bahtiar, Reza Syehma, and Sartono, E. Kus Eddy, "The Role of Sociology in Development Primary School Education in Indonesia", *Journal of Hunan University Natural Sciences*, vol. 47, no. 11, 2020, pp. 58-66.

[6] Comblain and Schmetz, "Improving Theory of Mind Skills in Down Syndrome? A Pilot Study", *Journal of Cognitive Education and Psychology*, vol. 19, no. 1, 2020, pp. 20-31; Rose, "The Embodied Teen: A Somatic Curriculum for Teaching Body–Mind Awareness, Kinesthetic Intelligence, and Social and Emotional Skills", *Journal of Dance Education*, vol. 19, no. 3, 2019, pp. 136-137; Van Niekerk, "The Development of Scientific Reasoning of Preschool Children: Micro-Analysis of Mind–Material–Body Integration", *South African Journal of Childhood Education*, vol. 9, no. 1, 2019, pp. 1-12; Hughes, Aldercotte, and Foley, "Maternal Mind-Mindedness Provides a Buffer for Pre-Adolescents at Risk for Disruptive Behavior", *Journal of Abnormal Child Psychology*, vol. 45, no. 2, 2017, pp. 225-235.

increase social interaction or relationships between humans.[7] The development of social interaction or relationships between humans is influenced by the progress made in educational sciences.

In modern society, education provides individuals with competence that facilitates personal development and helps people be effective in various aspects of life. Potential updates are sustainably connected to the need for intellectual, social, and emotional improvement of systematic individuals. This is indispensable because it develops modern technology that allows people to acquire a lot of information and process, modify, store, and utilize them daily. The emergence of new possibilities of ICT use in the learning process necessitates sustainable development. Furthermore, effective education is needed during the Covid19 pandemic. Education is a stage that humans pass to add to all already available and non-existent knowledge. In Indonesia, learning starts from primary to higher education level. Humans learn to assimilate the meaning of education at the primary level, which has a wide variety of ideologies. Ideology itself constitutes the structure of systems or the individual and group ways of viewing human thought.[8]

---

[7] Couper, Reuber, and Prashantham, "Lost That Lovin' Feeling: The Erosion of Trust between Small, High-Distance Partners", *Journal of International Business Studies*, vol. 51, no. 3, 2020, pp. 325-325; Tamir et al., "The Secret to Happiness: Feeling Good or Feeling Right?", *Journal of Experimental Psychology: General*, vol. 146, no. 10, 2017, pp. 1448–1459; Kühn, Brass, and Haggard, "Feeling in Control: Neural Correlates of Experience of Agency", *Cortex*, vol. 146, no. 10, 2017, pp. 448–1459.

[8] Birnbaum et al., "A Diversity Ideology Intervention: Multiculturalism Reduces the Racial Achievement Gap", *Social Psychological and Personality Science*, vol. 12, no. 5, 2020, pp. 751-759; Carlsson, "Governance Structure and Ideology: Analysing National Administrative Conditions for Gender Equality in the EU's Regional Policy", *NORA - Nordic Journal of Feminist and Gender Research*, vol. 28, no. 2, 2020, pp. 153-166; Yarkina, Yarkina, and Pougachev, "Translating Ideology: An Intergroup Mediation Perspective", *Russian Journal of Linguistics*, vol. 23, no. 2, 2019, pp. 383-398.

In the course of humans traveling the world of basic level formal education, it is possible to meet other diverse and complex humans while traveling, underscoring the need to instill the right pattern of social interaction. Although humans may not care about understanding the meaning of social interactions, elementary school will impact their patterns of social interaction while undergoing education at the middle and upper levels. Otherwise, they may tend to be covered in promiscuity and be shy and unconfident humans.

In the primary education ranks, Social Science subjects are widely known and taught. Essentially, Social Science (IPS in Bahasa is *Ilmu Pengetahuan Sosial*) learning emphasizes the development of social attitudes and skills, which is useful in self-support individually and as a member of society. Social Science teaching is essential to the basic education level because students have different backgrounds. Their respective environments influence the understanding of learners about society. Although elementary students may not understand the breadth and depth of social problems intact, they can be introduced. Through social science, students gain knowledge, skills, attitudes, and sensitivity to face life with its challenges. Furthermore, they are expected to act rationally in solving the problems at hand.

This article analyses various concepts of Social Science reviewed from ontology, epistemology, axiology, and hermeneutics. It addresses various studies, including (1) the essence of symptoms or objects (ontological grounds), (2) how to obtain or manage symptoms or objects (epistemological grounds), (3) the benefit of symptoms or objects (axiological grounds), and (4) and two-way understanding of symptoms or objects (hermeneutics). Through this study, Social Science education in elementary schools can be practically applied.

2 METHODOLOGY

This article uses literature review as a basic approach to obtain relevant information. In general, literature review has many benefits,

such as getting the essence of a scientific concept and strengthening the research concept[9]. Data was collected from various relevant sources, including journal articles, books, and relevant research that fit the topic. The six stages used to elaborate literature[10] include (1) Selecting a review topic/title, (2) Identifying keywords and search terms, (3) Identifying information sources, (4) Generating a reading list and collecting articles, (5) Making notes in your own words, and (6) Writing literature review. The first stage carried out was to determine the topic of study, specifically the application and reflection of philosophy on the social science of elementary and high school students. The second stage involved searching and identifying social science keywords through the application on the lens.org website. The third step was to identify the aspects of Philosophy's influence on Social Science of Elementary School of Higher-grade students (Axiology, Ontology, Hermeneutics, and Epistemology) deeply through keywords and identification previously found. The fourth step involved compiling a reading list that can be used as the main material of the article. To facilitate article preparation, small notes were made. The last step involved writing articles with the title of application and reflection of philosophy on social science for elementary and high school students. The data obtained from these sources are used to support the ideas in this literature review. The scope of the study is limited to the territory of Indonesia.

3 RESULT

This study showed that social science ontology has three objects, including general studies, material, and formal objects. Epistemologically, Social Science learning can be divided into two, including the one with educational interaction in the classroom and one that occurs outside. Axiologically, the goals of Social Science learning

---

[9] Wee and Banister, "How to Write a Literature Review Paper?", *Transport Reviews*, vol. 36, no. 2, 2016, pp. 278-288.

[10] Winchester and Salji, "Writing a Literature Review", *Journal of Clinical Urology*, vol. 9, no. 5, 2016, pp. 308-312.

include being oriented towards (1) developing student self-related intellectual abilities and the interests of science, particularly Social Science, (2) student self-development and community interests, (3) student personal development for self-interest, society, and science. Furthermore, educational, practical, theoretical, philosophical, and godliness are essential values in Social Science learning. Hermeneutically, a social language with good interhuman interaction is a staple in social science learning, especially in elementary-high school students. This is summarised in figure 1 below.

Figure 1. Philosophy on Social Science of Elementary School High School Students.
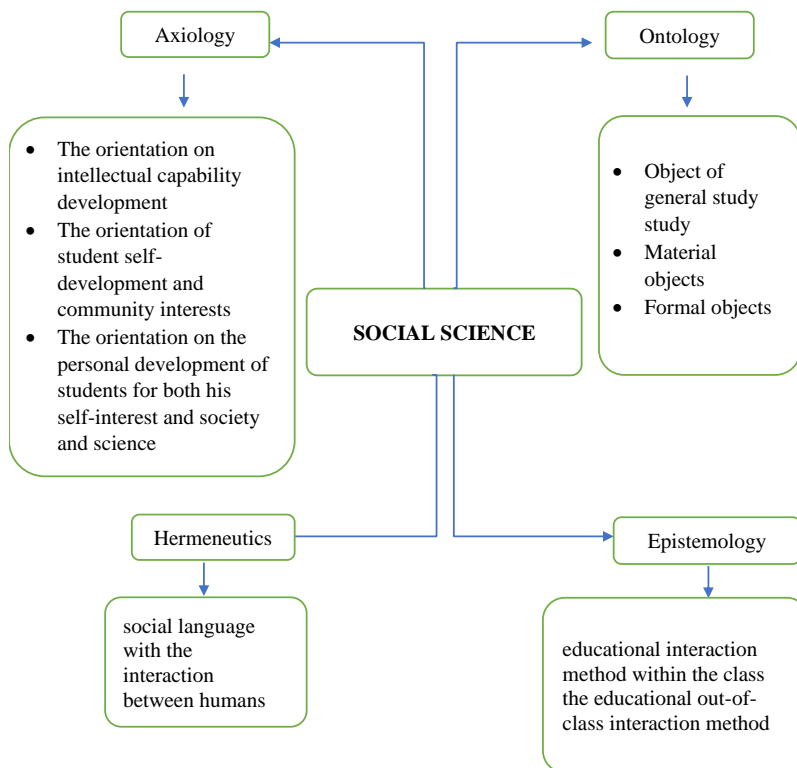
4 DISCUSSION

Ontology of Elementary School Social Science

The ontological approach is loaded with self-reality and concrete experience.[11] Academically, Social Science has four statuses, including the field of study, the educational program at school, and the scientific discipline of the subject as a profession.[12] These four academic statuses of social studies education are interrelated units. Therefore, the ontology of social science is an object studied and developed in social science or object.

Social Science includes an integrated study of various aspects, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. However, it is extended to humanities, mathematics, and natural sciences. The objects of Social Science have three points, including (1) General Studies with humans as social creatures whose existence and dynamics of life always need the presence of other people, (2) Material objects that contain humans, especially their behaviors in groups, and (3) Formal object, which includes an overview of which aspects and the framework in which framework human behavior is studied. Ontologically, Social Science for basic education is a simplification,

[11] Marsigit, *"Philosophy, Psychology, Spiritual, Math Education, Lesson Study, Indonesia"*, https://powermathematics.blogspot.com/2015/04/pengembangan-lptk-pendidikan-guru.html, 2015, accessed 11 January 2021.

[12] Barth, "Beliefs That Discipline the Social Studies", *International Journal of Social Education*, vol. 6, no. 2, 1991, pp. 19-24; Becker, "Emerging Trends in the Social Studies", *Educational Leadership*, vol. 22, no. 5, 1965, pp. 317-321; Nelson, "Defining Social Studies", *Information Age Publishing*, 2001, pp. 16-38; Saxe, "Social Studies in Schools", *State University of New York Press*, vol. 13, no. 4, 1992, pp. 237; Winataputra, "Jatidiri Pendidikan Kewarganegaraan Sebagai Wahana Sistemik Pendidikan Demokrasi (Suatu Kajian Konseptual Dalam Konteks Pendidikan IPS)", http://repository.ut.ac.id/2872/, 2001, accessed 20 January 2021.

adaptation, selection, and modification of the academic disciplines of Social Science that are organized and presented scientifically and pedagogically / psychologically for the institutional purposes of Basic Education to realize the objectives of National Education based on *Pancasila* and the 1945 constitutions.

Epistemology of Elementary School Social Science

Epistemology is a branch of philosophy that investigates the origin, method, structure, and validity of knowledge.[13] Furthermore, it examines origins, basic assumptions, traits, and how to acquire knowledge. It is an important determinant in asking what we may know before explaining.[14] The term epistemology was used first by J. F. Feriere to distinguish between two branches of philosophy, specifically epistemology and ontology (general metaphysics). In metaphysics, the question is "what there is" while the basic question in epistemology is "what can I know?"[15]. The implication of this epistemological foundation is how teachers teach subjects that are aligned with the principle of scientific truth and the efforts of truth discovery grounded in scientific methods.[16]

From the above explanation, the epistemology of science was used to review the understanding of social studies to obtain social science. Epistemological discussion includes sources, the truthfulness, limitations and possible knowledge, and classification of science. Since epistemology of science was used to review the understanding about social studies in acquiring social science, it is vital to understand the social science material organization. This include (1) Using an Integrated approach, (2) Adjusting with the age level development still in the concrete level of thinking, (3) Not Showing the label of each social

---

[13] Tafsir, *Filsafat Umum Akal Dan Hati Sejak Thales Sampai Capra,* pp. 24.

[14] Adib, *Filsafat Ilmu: Ontologi, Epistemologi, Aksiologi, Dan Logika Ilmu Pengetahuan*, pp. 74.

[15] Surajiyo, *Filsafat Ilmu*, pp. 45.

[16] Suyitno, *Landasan Filosofis Pendidikan*, pp. 67.

science discipline, (4) Thematically presentation by taking social themes around students, (5) the themes reviewed from phenomena and social activities around students, and (6) Themes expanding in an environment that is getting away from the student life circle. Furthermore, the competence of Social Science education is also a crucial aspect. In Social Science education, (1) the development of competencies related to intellectual aspects alone is vital (2) skills need to be mastered by students (3) Searching, selecting, processing, and using the information to empower students and cooperating skills with compound groups is a very important aspect that learners need as future citizens. Adult citizens can actively participate in the global era (4). Following that global era characterized by competition and cooperation in all aspects of life "requires" students to have appropriate skills.

After learning and understanding the organization of Social Science materials and education competence, a learning method can be applied, especially for higher grade students (4th, 5th, 6th Grade). The learning method can be divided into two, including methods whose educational interactions take place within the classroom, such as the lecture method, question and answer, discussion, demonstration, experiment, socio-drama, role-playing, and task or recitation and group work and educational interactions outside the classroom, including tourist work and observation.

Table 1. Teaching Method in Social Science in Elementary School

Classification	Name	Definition
Interaction Method in Class	Lecture Method	the form of teaching where teachers divert information to a large group of students in a primary way is verbal or word-to-word.
	Answer Method	format the interaction between teachers with students through the asking activities conducted by teachers to get oral responses from students, to foster new knowledge on the students.

	Discussion Method or Deliberation Method	the way of presenting subject matter in which students are faced with a problem, either statements or in the form of problematic questions to be discussed or solved by students jointly.
	Assignment Method (Test Giving)	presentation of learning materials where teachers provide certain tasks for students to perform learning activities and provide reports due to the tasks they produce.
	Group Work Method	a teaching-learning format that is minute-minded to the interaction between members of the one with the other in a group to complete the task together.
	Demonstration Method	teaching learning formats that intentionally show or demonstrate actions, processes, or procedures performed by teachers or others to all or part of the students.
	Experiment Method (Experiment)	teaching-learning interactions format involves induction logic to infer observations to the process or results of experiments.
	Simulation Method	the interaction format of learning teaching in Social Science teaching which informs the existence of a mock behavior (simulation) of the person involved in the learning process or an impersonation of a particular situation, so that students can understand the concepts, principles of skill, values, and attitudes of something from being simulated.
	Inquiry and Discovery Method	procedures that emphasize learning individually where students attempt to perform activities independently to search and research something before concluding.

| Educative Interaction Methods Outside Class | The Method of Employment | a teaching-learning activity where students are brought to an object outside of the classroom to review or learn a problem that relates to the subject matter or in other words, the work of the tour is an attempt to bring closer or bring themselves to real life that is a source of learning for the students. |
| | Observation Method | the learning format in which students are brought outside the classroom to observe an object or event then record it using a prepared observation sheet first. |

The Axiology of Elementary School Social Science

The axiological foundation of the national education system needs to analyze the application of educational theories. National education is formulated primarily in relation to the values of the nobility of life. This includes the values of *Pancasila* that form the axiological foundation of Indonesian national education. In general, the axiological foundation of the Indonesian national education system is the *Pancasila* values. The Republic of Indonesia Act Number 20 of the Year 2003 on the National Education System Chapter I Article 1 Verse 3 shows that the national education system is the overall interrelated component of education in unified order to achieve national educational goals. This is a major consideration in formulating the other education components for better evaluation of the overtures of theories that solve education problems.[17]

Regarding educational practice, these axiological issues question how children act according to educational goals after learning. This question above is the common question posed by society for the school in regard to the application of social science by the student for their society. A successful or educated child is smart and good (personality

---

[17] Suprapto, "Landasan Aksiologi Sistem Pendidikan Nasional Indonesia Dalam Perspektif Filsafat Pendidikan", *Cakrawala Pendidikan*, vol. 32, no. 2, 2013, pp. 266-276.

and moral)[18]. The axiological approach philosophically studies the value of mathematics.[19] The foundation of Axiology relates to the use of such sciences in order to meet human needs.[20] This means that there are three differentiating parts within the axiology, including 1) moral conduct and action, a field that gives birth to ethics as a special discipline, 2) aesthetic expression, 3) socio-political life, which forms the basis for science of socio-political philosophy. Therefore, axiology highlights the problems of value and usefulness of social science. Studying social science aims to provide knowledge and the ability to recall, recognize, and know ideas or discoveries experienced in the same form. This helps determine how to find the right information and techniques in students' experiences and help them solve new problems or challenges. The purpose of Social Science learning includes being oriented towards (1) developing student self-related intellectual abilities and the interests of science, particularly Social Science, (2) student self-development and community interests, (3) student personal development for self-interest, society, and science. Furthermore, Social Science learning includes (1) Educative value, a benchmark of success of Social Science education implementation, specifically positive changes in learner social behavior, including cognitive, affective, and psychomotor aspects. Improved cognitive behavior is limited to the improvement of Social Science, social reasoning, and the ability to seek alternatives to problem-solving. Therefore, the material discussed is limited to reality, facts, social data, and daily social problems. (2) Practical value, meaning that any lesson will be meaningless if it cannot be applied practically in everyday life. Therefore, any education without practical value is in vain. Social Science involves conceptual knowledge and that which is excavated from daily life, family environments, markets, roads, and playgrounds. In this case, practical value is adjusted to the general level and activities of everyday learners. (3) Theoretical Value involves facilitating learners

---

[18] Suyitno, *Landasan Filosofis Pendidikan*, pp. 75.

[19] Marsigit, *Filsafat Matematika Dan Praksis Pendidikan Matematika,* pp. 43.

[20] Adib, *Filsafat Ilmu: Ontologi, Epistemologi, Aksiologi, Dan Logika Ilmu Pengetahuan,* pp. 79.

in their efforts to be good human resources in the future. This means that Social Science education presents and discusses reality, facts, and data detached and inflicts interrelationships. Learners are fostered, and their reasoning skills are developed towards the motivation of their sense of reality. The ability to investigate and research are built and developed by submitting various statements (sense of inquiry). Therefore, their ability to apply "hypotheses" and conjectures to an issue also develops. This means that their ability is "theorized" in Social Science education and needs to be fostered and developed in the face of a thriving and changing social life. (4) The value of philosophy to be phased and an overall discussion of the scope of Social Science according to the development of learner's abilities advance their awareness as members of society or social beings. Through such processes, learners develop awareness and delusion of their existence amid society. Furthermore, learners are made aware of their respective roles towards society and the entire environment. In other words, their ability to reflect on its existence and role in this society is becoming more developed. (5) The value of enjoyment of the Almighty God, to a growing and developable mind, that has brought the man himself or fulfilled every need from the resources provided. Enjoyment as human beings is capable of mastering IPTEK and forms the foundation of us bringing ourselves closer and increasing IMTAK to Him. Admiration of all His creations is a strategic value of divinity as a nation of luminaries. Social Science education is a strong foundation of the cultivation and development of the value of Godhead, a key to happiness. This divine value is the moral foundation of human resources, especially for the future. However, any material and learning process should be based on divine values, including material objects, covering social relations, economics, psychology, culture, history, geography, and politics. The weight of the area and depth of the material aspects is gradually adjusted to the development and ability of students.

The Hermeneutics of Elementary School Social Science

Philosophical Hermeneutics, as offered by Gadamer, shows that an understandable mediator is a language.[21] Strengthened by the principles of Hermeneutics, the unraveling of the principles showed that Philosophical Hermeneutics is to prioritize the language. The core principles include understanding and communication. Hermeneutics emphasize understanding and two-way communication between teachers and students to gain collective understanding. In Social Science, more emphasis is placed on the interaction and communication between good humans. Since good communication in learning goes both ways, teachers are not supposed to limit themselves to understanding students' language in social science studies. Similarly, students should not limit themselves to constantly establishing an understanding of the concept of social science. Social Science learning helps master scientific processes to discover/decompose scientific concepts/products underlain by interdisciplinary scientific attitudes. Therefore, the competence to be mastered by learners in this clump of subjects include intellectual skills, followed by process-making and investigation skills.

5 CONCLUSION

In advanced globalization, primary school education requires other disciplines, including Social Science, to be optimal. Social science ontology has three objects, including a general study, material, and formal objects. Epistemologically, the Social Science learning method can be divided into two, including the one with educational interaction in the classroom and the one that occurs outside the classroom. Axiologically, the goals of Social Science learning include being oriented towards (1) developing student self-related intellectual abilities and the interests of in Social Science, (2) student self-development and

---

[21] Gusmao, *Hans-Georg Gadamer: Penggagas Filsafat Hermeneutik Modern Yang Mengagungkan Tradisi,* pp. 34.

community interests, (3) student personal development for self-interest, society, and science. Furthermore, educational, practical, theoretical, philosophical, and godliness are essential values in Social Science learning. Hermeneutically, a social language with good interhuman interaction is a staple in social science learning, especially in higher grade elementary school.

REFERENCES

Adib, Mohammad. *Filsafat Ilmu: Ontologi, Epistemologi, Aksiologi, Dan Logika Ilmu Pengetahuan*. Yogyakarta: Pustaka Pelajar, 2011.

Bahtiar, Reza Syehma and Sartono, E. Kus Eddy, "The Role of Sociology in Development Primary School Education in Indonesia", Journal of Hunan University Natural Sciences, vol. 47, no. 11, 2020, pp. 58-66.

Barth, James L. "Beliefs That Discipline the Social Studies", *International Journal of Social Education*, vol. 6, no. 2, 1991, pp. 19-24.

Becker, James M. "Emerging Trends in the Social Studies", *Educational Leadership*, vol. 22, no. 5, 1965, pp. 317-321.

Birnbaum, Hannah et al., "A Diversity Ideology Intervention: Multiculturalism Reduces the Racial Achievement Gap", *Social Psychological and Personality Science*, vol. 12, no. 5, 2020, pp. 751-759.

Carlsson, Vanja. "Governance Structure and Ideology: Analysing National Administrative Conditions for Gender Equality in the EU's Regional Policy", *NORA - Nordic Journal of Feminist and Gender Research*, vol. 28, no. 2, 2020, pp. 153-166.

Comblain, Annick and Schmetz, Coraline. "Improving Theory of Mind Skills in Down Syndrome? A Pilot Study", *Journal of Cognitive Education and Psychology*, vol. 19, no. 1, 2020, pp. 20-31.

Couper, Carole, Reuber, A. Rebecca, and Prashantham, Shameen. "Lost That Lovin' Feeling: The Erosion of Trust between Small, High-Distance Partners", *Journal of International Business Studies*, vol. 51, no. 3, 2020, pp. 325-325.

Gusmao, Martinho. *Hans-Georg Gadamer: Penggagas Filsafat Hermeneutik Modern Yang Mengagungkan Tradisi*. Yogyakarta: Penerbit Kanisius, 2013.

Hughes, Claire, Aldercotte, Amanda, and Foley, Sarah. "Maternal Mind-Mindedness Provides a Buffer for Pre-Adolescents at Risk for

Disruptive Behavior", *Journal of Abnormal Child Psychology*, vol. 45, no. 2, 2017, pp. 225-235.

Kühn, Simone, Brass, Marcel, and Haggard, Patrick. "Feeling in Control: Neural Correlates of Experience of Agency", Cortex, vol. 146, no. 10, 2017, pp. 448–1459.

Marsigit. *Filsafat Matematika Dan Praksis Pendidikan Matematika*. Yogyakarta: UNY Press., 2015.

Marsigit, "Philosophy, Psychology, Spiritual, Math Education, Lesson Study, Indonesia",
https://powermathematics.blogspot.com/2015/04/pengembangan-lptk-pendidikan-guru.html, 2015, accessed 11 January 2021.

Nelson, Jack. "Defining Social Studies", *Information Age Publishing*, 2001, pp. 16-38.

Rose, Chelsea. "The Embodied Teen: A Somatic Curriculum for Teaching Body–Mind Awareness, Kinesthetic Intelligence, and Social and Emotional Skills", *Journal of Dance Education*, vol. 19, no. 3, 2019, pp. 136-137.

Saxe, David Warren. "Social Studies in Schools", *State University of New York Press*, vol. 13, no. 4, 1992, pp. 237.

Shahroom, Aida Aryani, and Hussin,Norhayati, "Industrial Revolution 4.0 and Education", *International Journal of Academic Research in Business and Social Sciences*, vol. 8, no. 9, 2018, pp. 314-319.

Suprapto, Sri. "Landasan Aksiologi Sistem Pendidikan Nasional Indonesia Dalam Perspektif Filsafat Pendidikan", *Cakrawala Pendidikan*, vol. 32, no. 2, 2013, pp. 266-276.

Surajiyo. *Filsafat Ilmu*. Jakarta: PT Bumi Aksara, 2008.

Suyitno. *Landasan Filosofis Pendidikan*. Bandung: Universitas Pendidikan Indonesia, 2009.

Tafsir, Ahmad. *Filsafat Umum Akal Dan Hati Sejak Thales Sampai Capra*. Bandung: Remaja Rosdakarya, 2009.

Tamir, Maya et al., "The Secret to Happiness: Feeling Good or Feeling Right?", *Journal of Experimental Psychology: General,* vol. 146, no. 10, 2017, pp. 1448–1459.

Van Niekerk, Retha. "The Development of Scientific Reasoning of Preschool Children: Micro-Analysis of Mind–Material–Body Integration", *South African Journal of Childhood Education*, vol. 9, no. 1, 2019, pp. 1-12.

Wee, Bert Van, and Banister, David. "How to Write a Literature Review Paper?", *Transport Reviews*, vol. 36, no. 2, 2016, pp. 278-288.

Winataputra,Udin Saripudin. "Jatidiri Pendidikan Kewarganegaraan Sebagai Wahana Sistemik Pendidikan Demokrasi (Suatu Kajian Konseptual Dalam Konteks Pendidikan IPS)", http://repository.ut.ac.id/2872/, 2001, accessed 20 January 2021.

Winchester, Catherine L., and Salji, Mark. "Writing a Literature Review", Journal of Clinical Urology, vol. 9, no. 5, 2016, pp. 308-312.

Yarkina, Natalia, Liudmila Yarkina, and Ivan Pougachev. "Translating Ideology: An Intergroup Mediation Perspective." *Russian Journal of Linguistics* 23, no. 2 (2019). https://doi.org/10.22363/2312-9182-2019-23-2-383-398.

REZA SYEHMA BAHTIAR

Universitas Negeri Yogyakarta, Indonesia

SUYANTO

Universitas Negeri Yogyakarta, Indonesia

HARYANTO

Universitas Negeri Yogyakarta, Indonesia

DIAH YOVITA SURYARINI

Universitas Wijaya Kusuma Surabaya, Indonesia

PRIMENA I ODRAŽAVANJE FILOZOFIJE U *DRUŠTVENOJ NAUCI* ZA UČENIKE OSNOVNE ŠKOLE

Sažetak: Brojne promene dogodile su se širom sveta usled tehnološkog napretka. Postoje, međutim, značajne posledice tog napretka koje ljudi ne mogu da izbegnu. Ovaj članak ispituje primenu i odražavanje filozofije u predmetu *Društvena nauka* za više razrede osnovne škole u Indoneziji. Podstaknut je snažnim tehnološkim progresom koji redukuje društvene interakcije učenika osnovne škole. Cilj ove studije jeste da utvrdi (1) suštinu pokazatelja ili objekata primene i ogledanja filozofije u *Društvenoj nauci* za osnovnu školu (ontološki osnovi), (2) kako zadobiti ili upravljati tim pokazateljima ili objektima (epistemološki osnovi), (3) korist tih pokazatelja ili objekata (aksiološki osnovi), kao i (4) razumevanje i dvosmerno razumevanje tih pokazatelja ili objekata (hermeneutika) u *Društvenoj nauci*. Podaci su prikupljeni iz različitih relevantnih izvora, uključujući članke iz časopisa, knjige i značajna istraživanja. Rezultati pokazuju potrebu da se razotkrije primena i odražavanje filozofije u ontologiji, epistemologiji, aksiologiji i hermeneutici *Društvene nauke*.
Ključne reči: filozofija, društvena nauka, osnovna škola