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The Theory of Positivism in Islamic Education, Curriculum and Learning Strategies

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Abstract:

Speaking of philosophical concepts of every field of science, including Islamic education focused on one of the philosophies that is positivism. The thinking of positivism has brought great progress in the advancement of science, especially for Islamic education. This can be seen in the development of curriculum and learning strategies that use the basics of positivism philosophy. For example, there is an induction method used in the 2013 curriculum that is very compatible with the method developed by Comte. Therefore, this writing is as an initial, even global, attempt to see how positivist paradigms are applied in the world of education. This research is included in the library research, that is, research that limits research and data search only through library collections without requiring research and field data. In this research, researchers use qualitative research methods. In the library research that uses qualitative methods, they take the necessary data from sources such as books, journals, articles.

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Introduction (مقدمة)

Positivism is the beginning of one of the modern philosophies and the foundation of the emergence of science and is present as a criticism of the understanding that prevailed in the Middle Ages namely metaphysics. Positivism bases the existence of proof of truth according to observable and measured methodologies into laws that are the basic reference in the search for truth that is summarized into natural laws. Unlike metaphysics, which cannot be observed and measured because of the search for truth based on human reason. Differences in human

experience will be the countermeasures of differences in determining truth, so that in metaphysics truth is abstract. (Wibisono, 1983)

Basically, education aims to instill knowledge, skills, appreciation, attitudes, interests, critical thinking and self-adaptation of a personal and social nature. All the ideal system elements in education, are the result of a study so that it can be determined accurately whether an educational process can be called successful at maximum or not. There are various paradigms that must be used in the development of social sciences, including education, namely the naturalistic positive pioneered by Auguste Comte and the culturalistic humanistic pioneered by Wilhelm Dilthey. Each has its strengths and weaknesses (Achmadi, 1997). Proponents of positivism are convinced, if this positivistic paradigm is applied in the field of education and in the area of educational research, then will obtain the best (concrete) solution to the problems of education that to date felt. This writing is a preliminary, even global, attempt to see how such positivist paradigms are applied in the world of education.

The curriculum plays a crucial role in creating a generation of people who are trustworthy, creative, innovative, and responsible. Like the body, the curriculum is the heart of education. Therefore, the curriculum must always be structured and perfected according to the development of the times and the needs of the society. Curriculum plays a very important role in the realization of quality Islamic education.



Method (منهج)

This research is included in the library research, that is, research that limits research and data search only through library collections without requiring research and field data (Husna Nashihin, 2023). In this research, researchers use qualitative research methods, that is, research that has the aim of understanding social reality by seeing the world as it is and not as it should be. Some characteristics of this qualitative research method, namely: performed on natural conditions, descriptive in nature, emphasizing on processes, data analysis inductively, and more emphasizing on meaning.



Result (نتائج)

1. History of Positivism

Positivism is one of the currents of modern philosophy. It is generally said that the historical roots of positivism can be traced back to the time of Hume (1711-1776) and Kant. (1724-1804). Hume argued that scientific problems should be tested through experimentation, whereas Kant was the one who implemented Hume's opinion by compiling the "Critique of Pure Reason" or criticism of the pure mind of the flow of criticism, and Kant also made boundaries to the realms of human knowledge and rules to condemn that knowledge by making it experience as its focal point. (Ahmad, 2009).

The first time the term positivism was used by Saint Simon (1825). The principle of the philosophy of positivism was developed by an English philosopher named Francis Bacon who lived around the 17th century. (Muhadjir, 2001). He believed that without pre-assumptions, comprehensions of thought and a priori of reason could not draw conclusions with pure logic. Therefore, it is necessary to observe the law of nature.

In the 19th century the philosopher Auguste Comte appeared. (1798-1857). He is known as a social philosopher, the founder of the sociology discipline and the French-born positivism doctrine with his main work entitled "Course de philosophie positive" or course on positive philosophy (1830-1842) published in six volumes. (Acmadi,1997). Through this writing and thought, Comte intends to warn scientists of the important developments that occur in the course of science as human thought shifts from theological, metaphysical and positive phases. In the theological phase (the phase of religion and divinity) it is believed that the existence of these subjective powers has been replaced by abstract concepts such as 'codrat' and 'cause'.

In this phase man explains phenomena with metaphysical understanding such as causality, substance and accident, essence and existence. And at a positive time (positivism stage) man has confined himself to the facts studied and established the relationship between those facts on the basis of observation and ability of ratio. At this stage man denies all forms of religious interpretation and philosophical examination and only advances empirical methods in revealing phenomena. (Juhaya, 2003).

2. Positivism

This theory of positivism was first introduced by Auguste Comte. The term "positive philosophy" began to be used by Comte in his work "Cours de Philosophie Positive" and continued to use the term throughout his work. Philosophy is used as a "general system of general concepts about human beings" and positively used as "a theory aimed at articulating observed facts". In this respect he states that science cannot go beyond the facts so that positivism really rejects metaphysics and accepts the existence of "das Ding an Sich" (Objects that can't be investigated by knowledge) (Prajā, 2005).

Positivism is the first scientific paradigm to emerge in the world of science. The basic belief of this stream is rooted in the understanding of ontology which states that reality exists in a reality that runs according to the laws of nature. (natural laws). The research effort in this regard is to reveal the truth of the reality that exists and how that reality smoothly runs. Positivism emerged in the 19th century, driven by the sociologist Auguste Comte, with its fruit and how reality smoothly runs. It was accompanied by a six-digit work entitled The course of positive philosophy. (1830-1842).

Positivism is a pioneering trend in modern Western historical thought that has begun to fade since the collapse of the medieval world order, through rationalism and empiricism. This paradigm has proved powerful and has been used by many scientists to reveal the truth of reality for quite a long time (more than 400 years) even though there are many weaknesses in this theory, including the inability to reach metaphysical studies.

3. Basic Features of Positivism

Characteristics of Positivism among others:

- a. Objective or value-free. A firm dichotomy between facts and values requires the subject to take a distance from reality by being free of values. Only through observable and measurable facts can our knowledge be assembled and become a mirror of reality.(korespondensi).
- b. Phenomenalism, the thesis that reality consists of impressions. Science only talks about the reality of the effects. The supposedly metaphysical substance behind the symptoms of rejection. (antimetaphysics)

- c. Nominalism, for positivism, is the only concept that represents the reality of the conclusion is the real.
- d. Reductionism, reality reduced to observable facts.
- e. Naturalism, the theory of the order of events in the universe that eliminates supernatural explanations (adikodrati). The universe has its structure.
- f. The mechanism, the thesis that all symptoms can be explained by the principles that can be used to explain the machines (system mechanis). The universe is like a giant clock work (Syaebani, 2008).

4. Progress of Positivism

The beginning of the birth of positivism is from the thought of Augute Comte (1798-1857). He was born in 1798 in the city of Montpellier in southern France. His father and mother were royal servants and were Catholics. From a young age, Comte's thoughts have begun to appear. He completed his school at the Polytechnic School in Paris (1814-1816) and was appointed as secretary by Saint Simon, a thinker who responded to the negative effects of the Renaissance, refused to go back to the Middle Ages and had to be answered using a new intellectual basis, empirically thinking, in studying questions of social reality. There was a disagreement between the two so they decided to separate. Then Comte wrote his book "System of positive politics" in 1824. Starting with the thinking of Plato and Aristotle, Comte tried to combine it into positivism. (Purwanto, 2008) There are three stages in the development of postivism:

- a. The primary place in positivism was first given to sociology (social and evolutionary positivism) as well as the theory by Mill.
- b. The second phase of empirio-positivism, beginning in 1870-1890 and linked with Mach and Avenarius (Positivism Criticism). Both leave formal positivism's knowledge of real objects as a characteristic of early positivism. In Machism, the problems of identification are interpreted from the point of view of extreme psychology, which relates to subjectivism.
- c. The development of late-stage positivism relates to the circle of Vienna with the characters O. Neurath, Carnap, Schlick, Frank, and others. (positivism logis). And the group that influenced the development of this third phase was the Berlin Society of Scientific Philosophy. Both groups combine a number of currents such as logical atomism, logical positivism, and semantics. The third phase of positivism is about language, the symbolic logic of the structure of scientific research.

5. Education in Positivism's Perspective

In the world of education positivism began in the early 1950. There are two great writers Charles D. Hardie through his work Truth and Fallacy in Education Theory and D.J.O. Connor's An Introduction to The Philosophy of Education are two widely influential figures in the world of modern education. (Hardie., 1962) Both of these authors have much criticized the theories of education nowadays as vague and non-scientific. In fact, it's just an expression of opinions. Both attempt to urge educational experts to engage more in the analysis of language and concepts through the methods adopted by positivism. Both authors also recommend that research in these areas of education be more scientifically oriented (Hardiman, 2012).

According to the positivist view of the current, the original theory of education must

follow the logical structure of the theories of science. Therefore, such a theory must include premises, logical hypotheses and statements as keywords in the premises. What a theory must possess, according to Charles D. Hardie, is that "as long as the educational process continues, the environment plays a role on the fact of human originality to form values that will change its behavior" (Hardie., 1962). He said that human reality consists of characteristics that can be modified and characteristics which cannot be changed because they are characteristics (Kneller, 1984)). In other words, a theory must include a statement about human character that can be changed and a statement of a character that cannot be changed, whether it is necessary or not. But Hardie also said that it was a mistake that educational theories adopted many of the empirical sciences (Hardie, 1960). Because these theories are more based on formal relationships, and closely related to unobservable entities because they are merely postulates.

It is understandable that there is an inseparable connection between philosophy and science. Scientific theories were born out of the curiosity of society when it was philosophical, and science then evolved from it. If a stream of philosophy emphasizes the experiential aspect, then the knowledge acquired tends to be experimental knowledge. The science it produces is scientifically proven. That is the general picture of the philosophy of positivism. As a process aimed at transmitting knowledge to the students, of course education has a very close relationship with the science. On the one hand, it is the process of transmission of science, and on the other, science creates the educational process. Because, this training includes curriculum, teaching methods, and evaluation of learning that are the benchmarks in the implementation of the educational process. That's some of the aspects that are included in educational research. More specifically, the role of positivist philosophy with its emphasis on empirical questions can be seen in some important aspects of the educational process, namely curricula and teaching methods.

6. Positivism and Islamic Education in Indonesian

On the one hand, religion is often accused of being a scapegoat of primitive and ancient life. However, on the other hand, religious practitioners can breathe relief because Comte's predictions are not fully fulfilled. On the ontological level, religion is still an important part of human life to this day, although the prediction is that people will abandon religion in the modern era. To some extent, positivism is seen as a failed idea; some believe that the solution is to revive religious values and customs within human beings. The teaching of positivism contributes little to religion in the academic world. A new mapping in the field of religious studies has been created by positive thinking that bases knowledge and truth on empirical data that can be validated using systematic logical language.

In the context of Indonesia, one of the educational systems affected by positivism is the Islamic Religious College. (PTKI). Al Azhar University in Egypt is the first example of the Islamic education system in Indonesia. The structure and curriculum of the faculty are aligned with al-Azhar (Lukens-Bull, 2013). In the early days, the educational pattern was religious education with a theological orientation; Muslims studied in such institutions to become better Muslims with a deeper understanding of their teachings.

The Indonesian government changed Islamic education during the New Order. The government implemented the integration agenda of Islamic Education through figures such as A. Mukti Ali and Harun Nasution. Integration means incorporating a secular scientific

approach andining religious education with a theological orientation. Here, positivism enters the Indonesian Islamic education system. Therefore, to study Islam in Indonesia, approaches that rely on factual empirical data, such as historical approaches, have begun to be used. The publication of Aaron Nasution's book "Islam Revised from Its Various Aspects" was one of the turning points (Lukens-Bull, 2013).

In later developments, the integration of Islamic sciences in PTAIN is growing. Each university introduces its own integration paradigm. For the most obvious example, let's call it sociology. In addition to his aspirations to realize a positive society, Comte is also recognised as a pioneer in sociology. Today, sociology has become one of the alternative approaches in the study of religion rather than theological. Although the scholar recognized as the pioneer of religious sociology was E. Durkheim, Durkheimer's position as an advocate of Comte's positivism made this relationship inescapable. Similarly, although the study of religion also gained influence from the advances of science after positivism, sociology of religion simply cannot be separated from Auguste Comte's own positivism. As a separate discipline, Comte has served to open the field of sociological study of the religious life of society (Siswomiharjo, 1996).

Therefore, it makes sense to say that the Living Qur'an or Living Hadith theory developed at Sunan Kalijaga Yogyakarta University is inspired by Auguste Comte's sociology. This has been proven by the frequent use of sociology as an approach in living Qur'an research or living hadith. of such examples is only a few of a number of religious studies that have used a Scientific approach, where this cannot be exempt from the influence of the development of scientific epistemology, including positivism (Martin, 1985).

7. Positivism's Role in Education in Indonesian

If a stream of philosophy emphasizes the empirical aspect, then the science it produces tends to be empiric science as well. That's the general view of the philosophy of positivism (Biyanto, 2015). Education is closely related to science because education is the process of giving understanding to students. On the one hand, education serves as a teaching process, and on the other hand, science is the basis of the educational process. Therefore, curricula, teaching techniques, and learning evaluation will be the benchmarks in the educational process. These are some of the elements studied in the science of education. More specifically, the philosophy of positivism, which emphasizes empiricism, has a significant impact on some important components of education, such as curricula and learning techniques (Mohd Nasir Ayu, 2014).

a. Curriculum

Curriculum can be defined broadly and narrowly. Strictly speaking, the curriculum covers all subjects that students should learn at school (Syaifuddin Sabda, 2016). This broad understanding shows the importance of the curriculum in the educational process. The curricula will cover the education goals and learning experiences that each student should have. It will lead the learning process in a clear direction so that the learning goals can be achieved (Lismina, 2018).

The development of curricula in Indonesia is not far from empirical. The curriculum development journey in Indonesia will take into account the experience of parents, teachers, experts, and educational observers. The curriculum that has been developed over the years takes into account the actual conditions of society, as is the case in terms of

science and technology. However, when the realities of life show real and empirical progress in this field, the curriculum to be developed must be able to accommodate and anticipate this progress (Lismina, 2018).

Omar Hamalik stated that the development of curricula should depend on several things: social and cultural conditions of the environment, student development, and development needs (Siti Halimah, 2009). Of course the above is something to be seen from an empirical perspective. Thus there is an element of positivism philosophy taken in order to develop a curriculum.

For example, in the 2013 curriculum with a scientific approach, the methodology of thinking positively is very visible in the curricula. There are induction methods used in the 2013 curriculum that are very much in line with the methods developed by Comte. The scientific approach with inductive methods is seen as more appropriate to the world of scientific discovery. For he will depart from concrete matters and close to the matter of investigation (Nur Kholifah, 2019).

b. Learning Strategies and Methods

In terms of the influence of positivist philosophy on learning methods, there are two things that can be done: positivism philosophers contribute to the process of developing the methods of learning, and positivism Philosophy contributes to the method of learning itself. Empirical data, such as number of students, number of teachers, and learning success rates (values), are needed to develop learning methods. Several studies have been carried out to evaluate and create learning approaches that use positivist thinking patterns. Quantitative approaches are the most widely used, even in the research journal "Dwijaya Primary", which discusses learning methods and strategies. It shows that the paradigm of positivism that underpins a quantitative approach is closely related to the birth and development of a learning strategy (Nikmatur Ridha, 2017).

As for the second, the role of positivist philosophy in relation to learning strategies can be seen from the method of learning itself. There are some learning methods that are now used with scientific approaches, such as discovery learning, project based learning and problem based learning (Fitrianto et al., 2023). It includes scientific activities such as identification of problems, observation, measurement, data collection, proofing, testing of results, etc (Nikmatur Ridha, 2017).

Moreover, the reorganization of Islamic education in Indonesia in the era of the New Order did not take place without considering the theory of positivism. Methods based on empirical evidence began to be used in the study of Islam in Indonesia. Developed in Indonesia, the State Islamic Religious College (PTKIN) integrates science. Besides, after the idea of Islamic historicity by Amin Abdullah appeared. He stated that the study of historical Islam is a study of Islam based on validated empirical evidence. According to Amin Abdullah, the introduction of empirical-positivist approaches into religious doctrinal-dogmatics is done to address the problem of religious pluralism, which poses problems for the religious (Parluhutan Siregar, 2014).

Indeed, August Comte's ideals in removing religious dogmas from society did not work fully, but his positive thoughts have brought great progress in the advancement of science. However, on the one hand, any current technological advances will diminish the value of humanity (Fung & Lo, 2023). The most important thing is how humans as

thought creatures are capable of applying positive thinking with all its benefits and minimizing its dangers.



Conclusion (خاتمة)

The conclusion that we can draw is that the theory of philosophy of positivism created by August Comte with the ideology of removing religious dogmas from society, does not fully work. But his positive thoughts have brought great progress in the advancement of science, especially for Islamic education. However, on the one hand, any current technological advances will diminish the value of humanity. The most important thing is how humans as thought creatures are capable of applying positive thinking with all its benefits and minimizing its dangers.



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