Engaging Presence of Constructivism Philosophy in and through Management of Christian Education: Reflective Investigation

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ABSTRACT

This paper attempts to stitch the participation of constructivism philosophy in the space of management, education, education management, and Christian education management. Such cross-disciplinary stitching became the locus of observation as well as a response to the presence of constructivism philosophy through critical reflection in education located in Christianity. Constructivism in this paper seeks to see knowledge not as an object of transfer to learners who are often perceived as objects of education. The position of teachers, management and policy makers in access to education is located at or as facilitators. The construction of knowledge according to constructivism philosophy originates and starts from the learners themselves. Thus, the teacher's position as a facilitator seeks to transfer and strengthen the responsibility as much as possible and according to the portion of the learner. This research is based on qualitative research with a data search model using literature studies. The literature study brings together interrelated cross-disciplines between education management and Christian education management with the philosophy of the presence of participation in the philosophy of constructivism. The results show that constructivism philosophy takes responsibility, criticizes, responds, takes part in class discussions, forms circular seating (learning strategies), and contributes innovations and sees gaps that have not surfaced in the learning process.

Keywords: Constructionism Philosophy, Management Philosophy of Education, Presence in and through Cultures

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INTRODUCTION

Constructivism philosophy has been one of the growing philosophies lately. This philosophy breaks more into cases that are around education. It is possible for constructivism to expand with other issues because the philosophers who dabble in this philosophy according to the author are quite a lot. Some of these are Maria Motessori, Jean Piaget, Heinz von Foester, Jerome Bruner, Paul Watzlawick, Edgar Morin, Paulo Freire, John Dewey, Wladyslaw Strzeminski, Lev Vygotsky, George Kelly, Herbert Simon, Ernst von

Glasersfeld, and Humberto Maturana (Affandi & Tantra, 2022; Anjini et al., 2022; Monica, 2023). Educational philosophies falling within the circle of constructivism examine learning difficulties, the complexity of educational management in terms of administration, evaluation and crossover with other disciplines (Andiny, 2020, 2023; Angellyna, 2021; Angellyna & Tumbol, 2022; Dandung, Andiny, & Sulistyowati, 2022; Darnita & Triadi, 2022; Nugrahhu, Sulistyowati, Utami, & Ernest, 2023; Sulistyowati, Munte, Silipta, & Rudie, 2022; Sulistyowati, Nugrahhu, & Utami, 2021; Tamara, Ramada R, Saras, Ronaldo, & Abidondifu, 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022; Wulan, 2005; Wulan & Sanjaya, 2022). The philosophy allows the theory to look at teacher perceptions, teaching methods, curricular content, and trends in historical development of educational life.

The authors explore, constructivism is a philosophical learning theory that develops students' logical and analytical capabilities based on their experiences and their surrounding circumstances. The foundation of this theory is that individuals' real-life experiences play an integral role in their educational process (Langi et al., n.d.; Mukuan, Pongoh, & Komalig, 2022; Nindi, Veronika, & Makalelu, 2022; Pernando, Natali, Dewi, & Friskila, 2022; Pongoh, 2022, 2023; Rahmelia, Haloho, Pongoh, & Purwantoro, 2022; Selawaisa, 2023; Suratinoyo, Pongoh, & Langi, 2019). Basically, the perspective of constructivism has the assumption that knowledge is contextual rather than absolute, which allows for multiple interpretations (multiple perspectives) rather than just one single perspective In constructivism's point of view, knowledge results from a cognitive construction of reality that occurs through a person's activities. Understanding Constructivism why is it valuable? Constructivism is valuable in education as it provides opportunities for learners to learn to discover their own competencies and knowledge, in order to expand their existing capabilities. Constructivism also helps improve learners' cognitive abilities and creativity in solving issues and making choices.

Applied in the context of learning, this approach emphasizes the idea of the learner actively constructing knowledge based on existing experiences. It refers to the finding of meanings behind concepts. Therefore, it shall be influenced by the individual's daily life experiences and the surrounding ambience. Application-based learning is considered important rather than knowledge just from reading a textbook. The authors find that in the constructivist model, learning is not about transferring science, but it shall be constructed by the learners on their own. Thus, the learning center shall be independently conducted by the learners. In constructivism, teachers or pedagogues only act as facilitators. It assumes that learners come to classroom with ideas, beliefs, and perspectives that need to be changed or modified by a teacher who facilitates this change, by designing challenging tasks and questions ([reciprocal questioning]) such as making dilemmas for the learners to solve. Constructivism asserts that one never really understands reality. The only thing that can be understood is the structure of one's construction of an object. It does not aim to capture the reality, but rather to illustrate the actual process by which people come to know things. According to constructivists, truth lies in viability, which is the applicability of a concept or knowledge into practice.

Authors refer to previous writings through Muhammad Mujtaba Asad's thoughts that look at education management at the high school level regarding the utilization of information and communication engineering innovations as an adaptive space in the work environment (Asad, Erum, Churi, & Guerrero, 2023). Asad's research was more about testing the relationship between techno-stress and psychologically prosperous students in postgraduate programs (Asad et al., 2023). Asad's research became significant when located and discussed about education management which is close to the author's discussion. The difference is that Asad's research uses a method of finding data through quantitative research by testing causal relationships. Meanwhile, the authors lead to qualitative research by searching for data through literature studies on Christian education management with constructivism philosophy as an analytical knife. In addition, the research locus is also a differentiator even though it is close to the discussion of management. Asad focuses on the sustainability innovation of technology and information that develops and its relationship with the psychological prosperity of students. Meanwhile, the authors are more concerned with management that transcends administrative barriers in the level of Christian education.

Further researcher existence through previous data searches stopped at Nelsen's research which examined qualitative research similar to the author which also both used qualitative research, although the authors researched through literature review. Nelsen's research although using qualitative research methods but also uses a questionnaire system with items including: college readiness factors, challenges, areas of readiness and unpreparedness of students (Nelsen, 2023). Nelsen's research subject was the same as Asad's, namely researching students. However, Nelsen was more about finding quantitative data facts about student challenges when dealing with time, independent accountability, academic life, and the surrounding environment. Although Nelsen's researched approached the authors' research in talking of management, Nelsen's research is more about management in general which is located at the student level. Meanwhile, researchers aim at the management of Christian education and clash it with the philosophy of constructivism.

Previous data retrieval was conducted by M. Ruth Lavergne who also talked specifically on management. Lavergne's research was the third previous research that the author presented in this paper because it has an affinity with the author's data search. Lavergne addressed the Canadian territorial context that prioritizes funding, availability of services in territorial health and also reformative organizing items (Lavergne et al., 2023). Lavergne's research indeed addressed maintenance activities and disparities in education in Canada, such as educational attainment, housing and tenure, racialization, and the presence of immigration. However, the authors noticed that Lavergne's research talked directly about management in terms of or in general, in this case: education. Nevertheless, Lavergne's research is distinguished in that Lavergne's research focuses specifically on health, medical personnel located at the school site. Meanwhile, the authors focus more on implementation and constructive philosophical work when encountering Christian education management.

Purpose of this research is to reflect on the participation of constructive philosophy in the work spaces of management, education, Christianity and Christian education management. Such reflection has become a revealing journey as the presence of constructivism philosophy as participants to take a distance, respond, criticize, and look for other ways (innovation of discovery) in the learning process, management work and management participation in Christian education, whether globally, regionally, nationally or locally.

METHOD

Utilizing qualitative research methods, this paper conducted literature study. The researchers searched for data on management, education, education management, Christian education management and constructivism philosophy through previous and recent journals. Both national and international journals. Literature study research displays constructivism philosophy as a differentiator when it encounters management, education, education management and Christian education management at large. Data searches as literature study research as the secondary source displays and responds to educational phenomena at the general level and encounters with educational management, especially Christian educational management. Literature study first describes and classifies education in a holistic managerial manner. The authors then use journals as the secondary source to avoid data and analysis results by using constructivism philosophy to see education from the eyes of philosophy as education that is friendly, reflective, and dares to take a distance, namely researchers avoid resistance data through journals for and as a comparison of the existence of education and management in general, and Christian education management in particular.

FINDING AND DISCUSSION

Construction as the building of space seeps out as merely the collection of individuals called social then does not necessarily take a segregative attitude or comparison between one another. Constructivism according to the authors is in mutual recognition of uniqueness, honestly with the hubbub of the difficulty of learning, despite getting grades and a lot of appreciation in the form of achievements, but the subject of education beneficiaries does not necessarily consider other learning subjects lower than themselves (Ariaini & Sanaya, 2023; Desti, 2023; Eksely, Handriani, & Marselina, 2023; Istiniah, Syakema, Susanti, Merlina, & Julianti, 2023; Loheni et al., 2023; Monica, 2023; Saputra, Pransiska, Agustiana, & Veronika, 2023; Tekerop, Istiniah, Elisabeth, & Munte, 2019; Valentino, Jesika, Filistina, & Doo, 2023). Rather, the appreciation lies in considering that each learner has their own uniqueness and ability in learning patterns and methods that are not the same as other subjects.

Constructionism Philosophy's Presence in and through Cultures

The authors contend that the distinctiveness of learning processes and outcomes cannot be separated from the surrounding culture, perceptions, acceptance and meaning of symbols, and social interactions. In fact, the philosophy of constructivism becomes a space for criticism when there are theories or even perceptions that differentiate and even alienate learning outcomes that prioritize the age system. The age system here is for example child and adult education. Involvement of constructivism philosophy in educational management spaces became crucial to reexamine the perceptions, theories and management actions that occur in the learning process. In addition, constructivism philosophy seeks to create recipes, designs up to the strategy stage, including learning strategies.

Eastern cultures that prioritize manners, for instance, are not inherently inferior to Western cultures that prioritize cognitive learning. In fact, according to researchers, comparing the two is a misguided endeavor (Munte, 2022b; Munte & Natalia, 2022; Natalia, 2020, 2023; Natalia, Tarantang, & Astiti, 2020; Nindi et al., 2022; Putri, Suriani, Sefle, & Munte, 2023; Riska, Liansih, Gustina, & Munte, 2023; Telhalia & Natalia, 2021, 2022). The authors argue that not all subjects involved in the learning process in eastern countries, including Indonesia, are always based on politeness. Learners as actors and beneficiaries of education may prioritize a cognitive learning system. However, for instance, memorization learning method is more preferred than reflection learning method. Researchers argue, in addition to prioritizing cognitive, it could be that the learner subject prioritizes reflection. Reflection here is the major action capable of withdrawing from facts, taking distance from conclusions, re-examining curriculum content along the journey of the curriculum itself to analyzing the teaching methods of each teacher in the class.

According to the researchers, constructivism is neither new nor a new philosophy that suddenly appears like a hero in response to the presence of the emergence of schools of educational philosophy. Nor is it itself classified as learning in a particular category. Rather, it is a thought that seeks to build, a theory that seeks to respond, respond, re-examine the question-condition-building of thought (Amiani, 2022; Anjini et al., 2022; Pengky, Octavia, Seruyanti, Endri, & Munthe, 2023; Riani et al., 2022; Setiawan, Wulandari, Olivia, Riyanti, & Juniari, 2022; Siburian, Amiani, & Munthe, 2023; Sinta et al., 2022; Sisianti, Iriani, & Senik, 2022; Stepania & Setianti, 2022). Constructivism is in the self trying to take distance, to reflect on the self through something that comes from outside the self. For example, when meeting with experiences and knowledge throughout the learning process received.

Christian Responsibility in Management Philosophy of Education

Christianity turned religion, the struggle for equality, including in terms of access to education, management transparency, budget allocation, and curriculum management (E. G. White, 1894); (Crumroy Jr, Crumroy, Kukawka, Witman, & Witman, 2023); (Novitasari, Natalia, Pebrianto, & Gresella, 2023); (Awak, Maling, Putri, Kladit, & Prihadi, 2023; Manuputty, Penti, Agustina, Anjelia, & Rinie, 2023; Nopitri & Irdayani, 2023; Tedy, Stevani, Tamara, & Yuliani, 2023). Researchers through this phenomenon

were not comparing with other religions since other religions also have the same spirit and responsibility when faced with philosophy, management, education and education management.

As far as the authors are concerned, the purpose of constructivism philosophy is to begin with the teacher's efforts to pass responsibility through a short process from the teacher to the students (Apandie & Rahmelia, 2020, 2022; Apandie, Rahmelia, Risvan, & Kodun, 2022; Kristin, Merilyn, & Rahmelia, 2022; Kurniati, Munte, & Simanjuntak, 2023; Rahmelia & Prasetiawati, 2021; Rahmelia, Prasetiawati, Surya, & Politon, 2023; Rahmelia, Prihadi, & Nopitha, 2023; Simanjuntak, 2019). Thus, learners are capable of taking responsibility for educational life. Responsibility is then implemented through active learning, playing a role, reflecting, forming order, being able to manage time, finding meaning in a series of cases and events and being consistent with the good values (perennialism) that he has acquired along these lines.

Researchers explored that the primary focus of constructivism philosophy is on the self. Individual experiences involved in the learning process become necessary by the concoction of constructivism thinking. According to the authors, the self is in an intertwined series when encountering learning. Perceptions, for example, of the events they experience, representations as a response to a dislike of something. Each person further tries to re-represent something they get or learn (Erika, Lukas, Debi, Kosdamika, & Rijaya, 2023; Fitriana, Elisabeth, Esa, Nopraeda, & Munte, 2023; Ligan, 2022; Loheni et al., 2023; Manik et al., 2023; Munte, 2022a, 2023; Munte, Hasan, Harahap, Sos, & Mainuddin, 2022; Munte, Natalia, Magdalena, Wijaya, & Malau, 2023; Pradita & Veronica, 2023; Susanto, Natalia, Jeniva, & Veronica, 2022; Trisiana, Munte, Betaubun, & Malau, 2023; Veronica, 2022). Framing in the act of representation then operates outward which is then referred to as learning outcomes. Fixation or congestion in the learning process according to the authors based on the reading so far is in the trajectory of various factors. Both factors from the family, the surrounding environment, the existence of school life, the cognitive experiences they get in the learning space to the response from themselves. No wonder the awakening of each learner has a variety of times depending on the extent to which he or she has been able to receive and manage the latest and best information and conditions.

Constructivism Philosophy and Management of Christian Education

Materials on education management in Christian circles according to the authors as far as reading through previous research, specifically in the vortex of service, leadership (teachers and churches), the current era, and student life in the campus environment. Researchers have so far focused on strategy as management. Constructive philosophy questions on the phenomenon of intertwining educational management among Christians through previous research, for example, what kind of model or strategy? Is each strategy a strength by alienating strategies that are rarely used in the church and school environment? If yes, then the logical consequences of constructivism philosophy become visible and operational (Munte & Korsina, 2022; Munte, Saputra, & Guilin, 2023; Nugrahhu, 2020, 2021; Nugrahhu et al., 2023). If not, then the purpose of constructivism philosophy

becomes successful because the purpose of this philosophy according to researchers is more to achieve egalitarian, complementary, provide opportunities and as a diversity like a dream garden of learning strategies in Christian spaces (Outhwaite & Simon, 2023); (Valentino et al., 2023). Questions of Christian education management which lead to age segregation, non-balancing leadership levels, and competitive systems become irrelevant.

Christian religious education in terms of content, curriculum, values, and philosophy is an integral part of education management that immerses itself in education management (Pazmiño, 2008; Tye, 2000; E. G. H. White, 1977). All of these findings, the researchers found, are on a mutually constructive path by not stigmatizing certain areas. Management is indeed more strategy to the vision, mission of a strategy, institution, and struggle, but the question of constructivism philosophy here, what if it is not maximized? maximality itself is not the end that as a standard of successful management of Christian education, but rather to enjoy each process that surrounds it (Kurian & Lamport, 2015). According to the authors, constructivism philosophy also takes an attitude to be honest about the existence of self and surroundings, and appreciates limitations. The authors are of the view that even though the maximum results of performance achievement appear, whether it is measured in terms of vision and mission or numerically, the maximality of the results themselves also needs to be questioned by taking the analogy of the maximum achievements of Christian education management work from the other side.

Michael Anthony as one of the Christian education figures who has written about Christian education management is of particular interest to the authors in talking about integration in terms of biblical and administrative perspectives (Anthony & Estep, 2005). Planning in terms of mission and vision, development of budget-planning tools (Faot & Hutapea, 2022; Hutapea, n.d.; Hutapea & Yusuf, 2023; Malau, 2021, 2023; Munte, Natalia, et al., 2023; Supriatin et al., 2021; Tye, 2000; Wirawan, Maling, Malau, & Ullo, 2023). Organizing at the level of structure, preparation of job vacancies for congregations, effectiveness of church and school meetings, decision-making and communication links. In addition, Anthony added the points of finding staff as colleagues, transformative mentoring, and mutual program evaluation. Anthony added that the evaluation stage, according to the authors, is also found in the education management of religions in Indonesia or in the world, including the sect of belief (Anthony & Estep, 2005).

CONCLUSION

Based on the authors' concoction of education, management, education management, Christian education management with constructivism philosophy, it follows that responsibility in classrooms, such as each learner actively taking part in discussions, giving responses, responses and criticisms, forming a circular seat, observing the situation of each friend, interpreting, contributing innovations by seeing gaps that are rarely exposed, sharing difficulties and happiness, filling each other's shortcomings by giving responsibilities according to portions in a community of learners or classmates. Responsibility according to the authors here also parallels distributive motivation in each learner by giving space to trust with their friends. Believe that their friends are capable (experts) and participate in

the learning process (discussion, joint task work, not throwing responsibility and then releasing it, giving each other feedback) and reciprocal questioning. Both in independent work activities and group work on the tasks he gets from the teacher, namely the teacher as a class facilitator or as a class manager.

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