Research Article

The Relevance of Philosophy to the Practice of Educational Administration

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Abstract. Educational administration functions as a process of managing all components of education so that they run in a directed, orderly, and coordinated manner. However, what often occurs in the field, educational administration does not always run in accordance with the principles of efficiency, justice, and transparency. Several forms of damage or problems often arise due to weak management, a lack of understanding of the philosophical values of education, and low integrity in the management of educational institutions, which also have a direct impact on the decline in the quality of education and the failure to achieve national education goals. Philosophy plays a major role in educational administration, serving as a foundation for thought, ethical guidelines, and determinants of direction at every stage of educational management. Philosophy helps educational managers to think rationally, critically, and reflectively in facing various problems, so that decisions taken are not merely technical, but also based on considerations of values and justice. This study aims to understand the relationship between philosophical values and educational administration practices in the context of decision-making. This study uses a qualitative approach, where data collection is carried out through a literature review derived from scientific articles relevant to the research topic. The study has shown that philosophical values play a significant role in shaping ethical principles in educational administration. The conclusion that can be given is that the integration between philosophy and educational administration can strengthen the moral basis and direction of the goals of educational institutions.

Keywords: Educational administration; educational philosophy; educational ethics; educational management; educational institutions.

1. Introduction

In the 19th century, with the development of the formal education system, the need for organized management within educational institutions began to be felt. The history of educational administration in Indonesia was initially reflected in the management of schools by the Dutch colonial government. A historical approach to educational administration shows that the beginnings of this discipline stemmed from the need to manage the increasingly complex schools of that century. According to McCulloch & Crook (2005), in the 19th century, the emergence of modern schools gave rise to the need for structured management and organization in the world of education and also provides in-depth insight into the development of educational administration since that time (Trisnawati et al., 2024) . Globally, administration is defined as the process of organizing activities carried out by an administrator in a systematic and orderly manner through planning, implementation, and supervision steps to achieve predetermined final goals (Hasbi et al., 2021).

According to (Trisnawati et al., 2024) educational administration is a discipline that studies organization, management, and policy in the context of educational institutions. The administrative role includes a number of management functions, such as organizing, planning, directing, monitoring, and reviewing or evaluating each work program, in accordance with administrative theories and ideas. To carry out this process properly, professionals must organize it properly so as to reduce waste (efficiency) and maximize the achievement of the potential of available resources (effectiveness) (Bijani et al., 2024) . With good administration, education can run efficiently, transparently, and oriented towards improving quality.

However, in practice, educational administration does not always operate according to the principles of efficiency, fairness, and transparency. Several forms of damage or problems often arise due to weak management, a lack of understanding of the philosophical values of education, and low integrity in the management of educational institutions.

Philosophy, as a discipline that investigates the nature of all things through profound human thought in search of truth, plays a crucial role in educational administration. Philosophy aims to produce administrators who think rationally, critically, and reflectively in facing various challenges, so that decisions made are not merely technical but also based on values and justice.

2. Literature Review or Related Research

Philosophy of Education

The word "philosophy" comes from the Greek term "Philosophia" which is formed from the words "Philos" meaning deep and broad love as a human motivation, and "Sophia" meaning wisdom (Rahmat, 2013, p. 1). Etymologically, philosophy is defined as the love of wisdom, knowledge, or prudence (Junihot Simanjuntak, 2013, p. 1). In general, philosophy is seen as a human effort to pursue truth and wisdom in order to achieve happiness through intense, broad, and comprehensive reflection and contemplation. Those who philosophize are individuals who think deeply, extensively, and holistically to uncover the roots of various problems.

Philosophy, particularly Western philosophy, began to emerge in Greece around the 7th century BC. Prominent Greek philosophers were Socrates, Plato, and Aristotle. Three factors motivate humans to philosophize: awe, doubt, and an awareness of limitations. Philosophy begins with human awe of all realities occurring within oneself, the universe, and the supernatural. Philosophy stems from awe, skepticism, dissatisfaction, and the urge to question. From this awe, humans seek answers to fundamental questions. Therefore, philosophy is a discipline that investigates reality from ontological, epistemological, and axiological perspectives.

Educational Administration

The term "educational administration" consists of two elements: "administration" and "education." Each element has its own meaning, but when combined, they form a distinct concept. Essentially, educational administration is the application of management principles in the education sector, encompassing the direction, improvement, and monitoring of practical activities in the field.

Etymologically, the word "administration" comes from Latin, formed from the components "ad" meaning "towards" and "ministro" meaning "to serve." In general, administration can be seen as a form of service or devotion to an object or party.

Furthermore, it is explained that the educational administration process includes all efforts to achieve educational goals that are integrated, organized, and well-coordinated so that all required resources can be utilized effectively and efficiently.

Educational Ethics

Educational ethics encompasses two distinct yet closely interrelated main aspects. To understand these two aspects as the foundation for a proper understanding of educational ethics, a clear explanation of the meaning of educational ethics itself is necessary.

Ethical education can be defined as a lifelong, ethical learning process that occurs through the transmission and instillation of moral values. Its goal is to ensure that an individual's abilities, talents, skills, and interests develop in balance with ethical behavior throughout their life.

In essence, every individual is involved in the educational process, and education cannot be separated from ethical values in human life. From childhood, children receive their initial education from their parents, and as adults and establish their own families, they continue this process by educating their children respectfully and in accordance with applicable ethical norms. Ethics and education are closely related. The characteristics of an educated person can be seen in their behavior, speech, and lifestyle, which reflect politeness and courtesy rooted in ethical principles.

As explained by Umar Tirtaraharja, education aims to help students develop their human potential. Human potential is the seed for becoming a complete human being. The educational process will run smoothly if educators are able to understand and apply exemplary values grounded in good ethics and morals. Humans have unique characteristics that distinguish them from other creatures. One of the most obvious differences is that human life is filled with values of goodness, beauty, and nobility. The purpose of education, among other things, is to instill and explain the values of a good, true, noble, and meaningful life. Thus, education has two important functions: as a guide in all educational activities and as the main goal to be achieved by the entire educational process.

According to the Big Indonesian Dictionary (KBBI), ethics is defined as the science that discusses good and bad, moral rights and obligations, as well as a collection of principles or values related to morality, namely the values of right and wrong that are adhered to by society.

3. Research Methods

This study employs qualitative data obtained through a literature review. The data were sourced from various sources, including academic articles and scientific books relevant to the fields of philosophy and educational administration. The collected data were then analyzed descriptively and critically to understand how philosophical values play a role in shaping educational administration principles, particularly in the context of decision-making. This qualitative approach was chosen because it allows researchers to delve deeply into the meaning and relationship of philosophical values to existing administrative practices, as well as to understand the ethical dimensions inherent in the educational administration process.

4. Results and Discussion

Based on the results of the literature review, it was found that philosophy has an important role as a basis for thinking, value guidelines, and moral direction in educational administration practices.

Philosophy as the Basis for Administrative Thinking

Philosophy supports educational administrators in logical, introspective, and analytical thinking when making decisions (Rahmat, 2013). Philosophical principles guide educational policies so that they are not only technically effective but also reflect elements of justice, wisdom, and human values (Junihot Simanjuntak, 2013).

Therefore, educational administration is not only bureaucratic but also based on ethical and moral values.

Integration of Philosophy in the Decision Making Process

In administrative practice, the planning, implementation, and evaluation processes are influenced by philosophical foundations.

Ontological foundations help understand the nature of humans and the goals of education (Trisnawati et al., 2024).

Epistemological foundations guide how to acquire knowledge and information for decision making (McCulloch & Crook, 2005).

The axiological basis emphasizes values and morals in policy implementation (Hasbi et al., 2021).

With these three foundations, administrative decisions become more oriented towards humanity and the noble values of education.

Ethics as the Implementation of Philosophical Values

Educational ethics is a concrete manifestation of the application of philosophical principles in the field of administration. Ethics guide administrators to act fairly, transparently, and responsibly (Tirtarahardja & Sulo, 2005).

Philosophy strengthens the understanding that administration is not just a technical matter, but also a moral responsibility towards students and society (KBBI, 2024).

Relevance to Improving the Quality of Education

The integration of philosophy into educational administration results in a system that emphasizes quality and character development (Bijani et al., 2024). Administrators with a solid philosophical foundation can guide educational institutions toward excellence in efficiency, justice, and morality. Thus, philosophy serves as an ethical and intellectual foundation for the successful management of educational institutions.

5. Conclusion

Based on the results of the literature review, it can be concluded that philosophy has a close relationship and significant influence on educational administration practices. Philosophy serves as a basis for thinking. and moral guidelines for administrators in carrying out their duties. The integration of philosophy, administration, and ethics will strengthen the quality of decision-making and improve the quality of educational institutions that are character-based, transparent, and equitable (Rahmat, 2013; Hasbi et al., 2021; Trisnawati et al., 2024).

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