Implementation Philosophy and Principles Science of Education in Learning at SMAN 1 Kota Padang

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Abstract. Education is a fundamental pillar of a nation's development, serving as a critical instrument in producing a high-quality generation capable of addressing increasingly complex and dynamic global challenges. To achieve this vision, the implementation of various educational foundations—philosophical, psychological, sociological, and cultural—is essential in shaping a comprehensive and effective learning environment. This article aims to analyze how different educational foundations are implemented in the educational practices at State Senior High School 1 (SMAN 1) Padang City, West Sumatra, Indonesia. The study adopts a qualitative research approach, employing data collection techniques such as in-depth interviews with teachers, classroom observations, and analysis of school documents related to learning strategies and policies. The research findings indicate that SMAN 1 Padang has made various efforts to incorporate educational foundations into the teaching and learning process. These include applying learner-centered approaches, integrating local cultural values, and fostering student potential in accordance with psychological development stages. However, the study also reveals several challenges that hinder optimal implementation, such as limited teacher training on educational theories, inconsistent application across subjects, and insufficient institutional support for long-term integration. These findings suggest that to effectively realize national education goals, there needs to be a stronger synergy between educational theories and practical implementation in schools. Continuous professional development for teachers, improved collaboration among stakeholders, and school policies that support the application of educational foundations can play a pivotal role in bridging the gap between theory and practice.

Keywords: Educational, Foundations, Philosophy, Character, Holistic Learning

INTRODUCTION

Quality education No only depends on the curriculum applied, but also on implementation various runway knowledge education that forms practice teaching in class. As a complex system, education must accommodate various aspect psychological, philosophical, sociological, and historical for create environment effective learning. According to study latest (Ulinuha et al., 2024)), philosophy education that prioritizes formation character and personality student through approach holistic now the more become attention main in system education in Indonesia. This is in line with (Wahyudi, 2021) findings show that activity extracurricular and learning based on experiences that emphasize formation moral and ethical values own impact positive to development character student.

SMAN 1 Kota Padang as one of the schools intermediate the most prominent in the city of Padang, has make an effort integrate various runway knowledge education in activity learning. Teachers at school This No only focus on teaching material academic, but also on formation character student through activities

that facilitate development skills social and ethical. This is in accordance with findings of Sari & Purnama (2023) which confirm importance activity extracurricular such as OSIS and scouts in support education character. While that, the use of principle psychology education, such as theory Study constructivism popularized by (Vygotsky, 2022), has applied in management class with approach based on activity group for increase involvement student in learning.

However, the implementation principles This No off from challenges. Some study latest indicates that although philosophy education based on character has applied, still there is gap in consistency its implementation in the field (Raharjo, 2024). In addition, teaching history education also faces challenge in make it more relevant with life student moment this, as stated by (Fuadah, 2016) who stated that student more tend interested in material that is practical and applicable in life they daily.

This article aiming for analyze implementation various runway knowledge education — including philosophy, psychology, sociology, and history education in practice learning at SMAN 1 Kota Padang. Focus main study This is for explore How integration theories education This applied in learning every day, and challenges faced by teachers and students in optimize potential said. Through study this, it is expected can give better understanding in about importance integration various runway knowledge education for create a holistic and quality learning process.

METHOD

This study employed a qualitative approach to explore the implementation of foundational educational knowledge—philosophical, psychological, sociological, and historical—in classroom practices at SMAN 1 Kota Padang. Data were collected through semi-structured interviews with five teachers and ten actively engaged students, direct classroom observations, and document analysis of curricula, lesson plans, and extracurricular activity reports. These methods provided a comprehensive understanding of how educational theories are applied in both academic and extracurricular contexts (Creswell, 2014; Ulinuha et al., 2024; Wahyudi, 2021).

Thematic analysis was used to examine the data, identifying key themes such as character-based educational philosophy, psychological learning strategies, and the influence of sociocultural factors. Triangulation across interviews, observations, and documents enhanced the credibility of the findings (Braun & Clarke, 2006). Ethical approval was obtained from school authorities, and informed consent was secured from all participants, ensuring confidentiality and anonymity throughout the research process (Patton, 2015).

RESULTS AND DISCUSSION

Following This is qualitative data that is arranged in a way systematic based on results research at SMAN 1 Kota Padang regarding implementation various runway knowledge education.

Table 1. Qualitative Data Implementation Foundation Philosophy of Education

Aspect	Findings Field	Data source	Information
Main values in learning	Emphasis on morals, ethics, discipline, and character	Teacher interviews, observations	The teacher inserts values character in the learning and assessment process attitude
Activity extracurricular	OSIS, scouts, and sports to plant leadership, work same, and responsibility answer	Observation activities, documentation	Student trained value time and work in team
Impact on students	Formation character positive through involvement active in non- academic activities	Teacher and student interviews	Student more disciplined and communicative outside class
Challenge implementation	Consistency internalization mark character in self students outside school	Teacher interview	A number of students Still dominant in achievement academic

Based on findings from Table 1 regarding implementation runway philosophical education at State Senior High School 1, Padang City, can concluded that school This has make an effort integrate moral values, ethics, discipline and character in the learning process and activities extracurricular. Activities such as OSIS, scouts, and sports become means for to plant leadership, work same, and responsibility answer.

However, the challenge main issues faced is consistency internalization values those outside environment school, remembering a number of students Still more focus on achievement academic.

In line with findings said, research by (Devitri & Syukur, 2024) showed that implementation Independent Curriculum can strengthen formation character participant educate through an approach based on moral and ethical values. In addition, (Habsy et al., 2024) emphasize importance integration values culture and religion in system education for to form character appropriate students with values national. While that, (Suyitno, 2009) reminded that education kindness character must applied in a way consistent in school for to form character good students. Finally, (Suyitno, 2009) emphasized that education character and culture nation must aligned with wisdom local for reach optimal results.

Table 2. Qualitative Data Implementation Principle Educational Psychology

Aspect	Findings Field	Data source	Information
Learning methods	Activity group push discussion and work the same	Observation class	Student more active and collaborative
Adaptation style Study	Use lectures, discussions, visual media for student with style Study different	Teacher interview	Some teachers try personalization, although There are limitations
Engagement and motivation student	Involvement increase moment method varied applied	Interview students, teachers	Student feel appreciated and more Spirit in Study
Obstacle	Lack of time and facilities for personalization more in	Teacher interview	Needed training and development source Power

Based on finding from table 2, Implementation principal psychology education at SMAN 1 Kota Padang shows that approach based on activity groups and personalization method teaching has applied with Enough good. Approach This in line with Bima's findings (2023) emphasize importance personalization in increase motivation and achievement Study students. Activities learning based on group push involvement students, strengthening skills social, and improve understanding conceptual. However, the challenge appears consequence limitations time, source power, and capacity of teachers in implement approach personalization optimally. This is in line with results research by (Wahyudi, 2021) which shows that implementation Independent Curriculum can increase motivation learning and formation character student.

For overcome challenge mentioned, it is necessary development teacher competence and provision facility support learning. Research by (Muzzaki, 2024) shows that development The Independent Curriculum at SMA Negeri 1 Raja Ampat is carried out with to form team special design implementation of P5, which has an impact on the formation of character participant educate. In addition, research by (Okta et al., 2024) emphasized importance improvement teacher training and collaboration with parents Fforstrengthen implementation Independent Curriculum in formation character students. With Thus, strengthening aspect psychological in learning need approach holistic involving development teacher professionalism, provision source adequate power, and involvement active all party related.

Table 3. Qualitative Data Foundation Sociological in Social activities

Aspect	Findings Field	Data source	Information
Type of activity social	Social service, environmental programs, activities community	Documentation school	Routine activities are carried out every semester
Learning objectives	Embedding empathy, caring environment, and responsibility answer	Teacher, student	Student Study direct from

social	social	interviews	experience social
Impact to student	Increase ability interaction social and awareness to public	Observation activity	Student more sensitive to issue social around
Obstacle	A number of activities Still nature ceremonial, not yet fully impact significant on behavior student	Teacher interview	Need integration mark social in routine learning in class

Based on finding from table 3, Implementation runway sociological education at SMAN 1 Kota Padang shows that activity social and community own significant impact in to form ability social students. Activities like devotion social, public area cleaning, and campaigns environment give chance to student for develop empathy, work same, and responsibility answer social. This is in line with the opinion of (Devitri & Syukur, 2024), who stated that involvement student in activity social can increase understanding they about dynamics social in society. In addition, (Satriadin, 2019) also emphasized that sociology education plays a role important in prepare student for play a role active in public through strengthening activities interaction social. Although thus, the challenges faced is How ensure that involvement student in activity social This No only limited to activity ceremonial, but truly impact on development character social they.

However, even though various activity social has applied, challenges main is ensured that the values taught through activity This can internalized with well by students. Research by (Habsy et al., 2024) shows that awareness social built through activity community need supported with integrated learning in curriculum. (Suyitno, 2009) also underlined importance education characters that are not only depend on activity extracurricular, but also integration values social in every aspect learning in the classroom. Therefore that, strengthening mark social in education No only limited to outside activities class, but must become attached part in every activity learning at school for create students who have concern high social and capable adapt with change existing social.

Table 4. Qualitative Data Implementation Foundation History of Education

Aspect	Findings Field	Data source	Information
Student interests to history	Student tend not enough interested with Topic history that is considered No relevant with life they	Interview student	Many students more interested in issues contemporary
Teaching strategies history	Linking Topic history with situation today 's social for increase relevance	Teacher interview	Some teachers started apply approach contextual
Impact of new strategies	Not evenly distributed implemented and not yet significant increase interest all over student	Observation class	Needed more Lots approach creative and based project history
Challenge main	Need For compile material applicable and appropriate history context of the times	Documentation study, interviews	Curriculum need adaptive and innovative to preference Today 's Students

Finding from table 4, Implementation runway historical education at SMAN 1 Kota Padang refers to the importance of integrate values history in learning for to form better understanding in about development nation. Through teaching history, students invited for know struggle the Indonesian nation in to achieve independence as well as understand importance value culture and tradition. This is in line with opinion (Ulinuha et al., 2024) stated that that integration values historical in education can strengthen identity national and build a sense of pride to inheritance history nation. As example, linking learning struggle

independence with condition contemporary socio- politics can increase awareness student will importance values struggle in life everyday (Yasyakur et al., 2021). Although thus, there are challenge in interesting interest student for more interested in the material history that often considered not enough relevant with life they moment This.

However, teaching history at SMAN 1 Kota Padang is still face challenge in ensure that Topics history accepted with enthusiasm by students. Research by (Habsy et al., 2024) revealed that for interesting interest students, teachers need to hook material history with issues more contemporary near with experience students. As example, teaching about role culture in Indonesian history can more interesting If associated with development existing modern culture. Apart from that, as stated by (Devitri & Syukur, 2024), teaching history of a nature contextual can help student see relevance direct between history and life them, so that can create better understanding in-depth and applicable to importance Study history.

Table 5. Common Implementation Challenges Foundation Educational Science

Challenge	Description Problem	Data source	Impact on Practice
Limitations source Power	Lack of technology modern learning and tools evaluation digital based	Documentation school	Hinder learning based on personalization and digital
Guard motivation digital generation	Student more interested in gadgets/ social media than activity learning conventional	Teacher and student interviews	Teachers are sued more innovative and adaptive in convey material

The last finding from table 5, Challenge in implementation runway knowledge education at SMAN 1 Kota Padang related with limitations source power and management efficient time. This has a big impact on the ability school for in a way maximum apply theory existing education, especially those related with technology learning. According to (Devitri & Syukur, 2024), the limitations facility like learning media that is not adequate and lacking training technology for teachers to be constraint significant in optimize implementation approach learning based on technology. In addition, the limitations the time the teacher has for adapt every style Study student also become challenge main in apply principles psychology education in a way comprehensive (Bima, 2023). With limited time, teachers often focus on aspects academic without can fully notice aspect character and psychology student individually.

In addition, the challenges other is difficulty in guard motivation students, especially in the digital era full of with distraction. At SMAN 1 Kota Padang, even though Already There is effort for adopt a more approach interesting and creative in learning, many more students interested in social media and technology than activity study in class. This is in line with research conducted by (Habsy et al., 2024), which shows that the influence of social media and technology often divert attention student from formal learning. For that, school need develop method learning that is not only based on technology, but also integrates moral and social values in every activity education. As expressed by (Yasyakur et al., 2021), the importance of a balanced approach between teaching academic and formation character must become attention main in face challenge generation more millennials technology and entertainment oriented. Visual framework for modeling the Integration of Educational Science Foundations in Holistic Learning Practices can be seen in Figure 1.
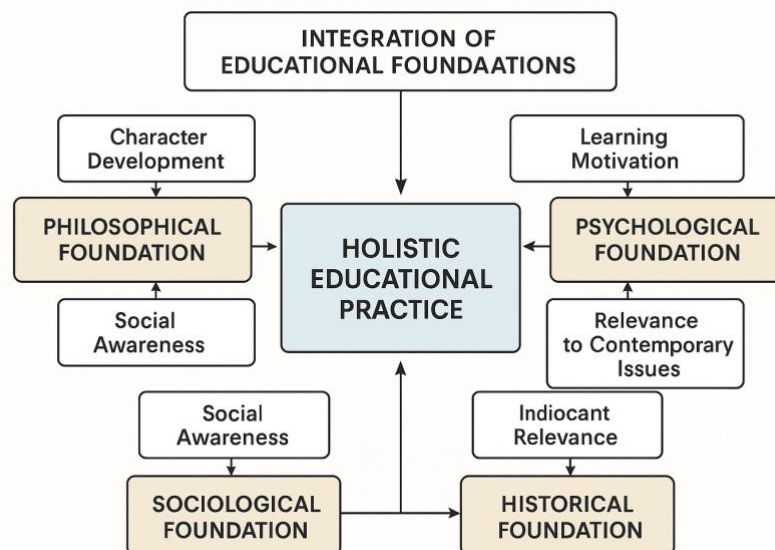
Figure. 1 Modeling the Integration of Educational Science Foundations in Holistic Learning Practices

This study explores the implementation of educational principles at SMAN 1 Padang, highlighting efforts and challenges in translating core educational values into daily learning practices. The qualitative data collected are categorized into four key areas reflecting the school's efforts in building a holistic learning environment aligned with current educational demands.

1) Integration of Core Values in Learning Practices

The school has made substantial efforts to instill character, ethics, and discipline through both curricular and extracurricular activities. For example, student participation in organizations such as OSIS, scouts, and sports teams promotes leadership, cooperation, and a sense of responsibility. These practices reflect a value-driven learning culture where character formation is seen as essential as academic achievement. This approach echoes national curriculum goals which prioritize character development as a foundation of student learning. However, a major challenge remains: ensuring consistency in internalizing these values beyond school boundaries, as some students remain heavily focused on academic scores without demonstrating corresponding moral growth.

2) Personalization and Psychological Engagement in Learning

In the classroom, various teaching strategies such as group discussions, project-based learning, and the use of visual media indicate an effort to align learning with students' developmental needs and individual learning styles. Teachers attempt to personalize instruction, although limited time and resources constrain their ability to do so fully. Nevertheless, students report feeling more motivated when teaching methods are varied and when their efforts are recognized. These findings underscore the importance of understanding learners' psychological profiles and highlight the need for continuous teacher training in adaptive instruction and student-centered learning.

3) Strengthening Social Responsibility through Community Engagement

SMAN 1 Padang also demonstrates commitment to fostering social awareness by involving students in social service, environmental programs, and community projects. These activities serve as experiential learning platforms that help students build empathy, teamwork, and public awareness. Although such activities are routinely conducted, their impact on long-term behavioral change remains limited if not reinforced by classroom learning. Therefore, integrating these social experiences into daily instruction is vital for nurturing socially responsible individuals capable of contributing to the wider community.

4) Contextualizing Historical Understanding in Modern Learning

Efforts have also been made to link historical content with contemporary issues to increase student engagement. Some teachers have adopted contextual strategies that make history more relevant, such as connecting past national struggles with current societal dynamics. However, not all students respond equally to such approaches, indicating a need for more creative and project-based historical learning. The development of culturally relevant and student-centered historical materials could enhance students' appreciation of the nation's heritage and strengthen their identity as Indonesian citizens.

5) Common Barriers in the Implementation of Educational Foundations

Despite these efforts, certain systemic challenges hinder the full implementation of educational ideals. Limited access to modern learning technologies and digital assessment tools restrict the school's capacity to provide personalized, tech-based learning experiences. Furthermore, students' growing preference for digital entertainment and social media over academic engagement demands more innovative and adaptive teaching methods. Teachers are expected to manage these distractions while still delivering values-based, high-quality instruction.

To address these challenges, it is necessary to improve school infrastructure, provide teacher training programs focused on character-based and adaptive learning, and foster stronger collaboration with parents and the community. Embedding educational values across all learning domains—curriculum, school culture, and extracurricular activities—is key to building a comprehensive and responsive education system. This aligns with the broader national agenda of producing learners who are not only academically competent but also morally grounded, socially responsible, psychologically resilient, and historically conscious.

CONCLUSION AND SUGGESTIONS

Foundation philosophical has integrated through learning Character and activities extracurricular, but required consistency and reinforcement value outside class. Foundation psychological applied through approach activity groups and personalization, but its implementation Still limited by resources teacher power and readiness. Basis sociological reflected in various activity social that forms skills social and empathy students, although a number of activities Still nature ceremonial. The foundation historical has applied, but need approach contextual so that students more interested and capable to hook history with reality life they. Implementation fourth runway face challenge main in matter facilities, management time, readiness power educators, and involvement active student..

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