

## Major Trends in Education

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### ABSTRACT

Education is a planned and organized effort aimed at developing human potential holistically, including intellectual, emotional, social, and moral aspects. Throughout the history of educational thought, various schools of thought have developed, each with its own characteristics regarding the nature of education, its goals, learning approaches, and the roles of educators and students. Traditional schools emphasize the importance of systematically and structured transmission of past values, culture, and knowledge. Progressivism, on the other hand, places greater emphasis on students' learning experiences, using a flexible and contextual approach tailored to the needs of the times. Meanwhile, existentialism allows individuals the freedom to determine the meaning and purpose of their education, while essentialism emphasizes the importance of mastering basic knowledge and essential skills as the foundation of education. Social reconstructionism views education as a means to bring about social change and create a better social order through innovation. The main findings from this study indicate that no single school of education is entirely superior; rather, each has complementary strengths and limitations. Integrating various approaches from these schools is a more relevant strategy in addressing the complex challenges of modern education. Furthermore, it was found that current educational trends are moving toward a more adaptive, contextual, and learner-oriented approach without neglecting the importance of core values and knowledge structures. Theoretical implications of this study reinforce the importance of an eclectic approach in developing educational theory that is not tied to a particular school of thought. Practically, the results of this study provide recommendations for educators and education administrators to combine various learning approaches proportionally according to the needs of students and the context of the educational environment. Thus, education is expected to become more relevant, innovative, and responsive to the dynamics of change.

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## INTRODUCTIONS

Education is a fundamental need for every individual that not only serves as a means to sustain life, but also as an important instrument in improving human dignity, quality, and social status. Through education, a person not only gains knowledge, but also builds character, mindset, and ability to deal with the dynamics of life. The educational process lasts throughout life, starting from the time the individual is in the womb to reaching adulthood, involving various environments such as family, society, and formal educational institutions.

In its development, education cannot be separated from various thoughts and theories that continue to develop from time to time. Experts and researchers have given birth to a diverse range of concepts and approaches known as educational streams. Each school offers a different perspective on human nature, the learning process, and the role of educators and learners. These differences in viewpoints ultimately affect the goals, methods, and education systems applied in different countries.

One of the classic schools in education is empiricism, which views human beings as *tabula rasa* or "blank sheets" that are completely shaped by experience and environment. In this perspective, education has a dominant role in shaping individual character and knowledge through interaction with the external environment. In contrast, the school of

nativism emphasizes that individual development is determined more by innate or genetic factors. According to this view, a person's potential, character, and intelligence are determined from birth, so education functions more as a means of developing an existing potential, rather than forming it from scratch.

Along with the development of the times, modern educational schools such as progressivism and constructivism have emerged that provide a more contextual and student-centered approach. Progressivism emphasizes the importance of learning experiences that are relevant to real life and the ability to adapt to changing times. Meanwhile, constructivism views that knowledge is actively constructed by individuals through interaction with the environment and meaningful learning experiences.

Although various streams of education have made significant contributions to the development of educational theory and practice, there are **research gaps** that still need to be studied further. Most studies tend to address each stream separately without examining in depth how integration between them can be effectively applied in the complex modern educational context. In addition, there are still limitations in research that links the relevance of classical schools to educational needs in the current era of globalization and digitalization.

In addition, there have not been many studies that have comprehensively identified how the combination of innate factors (nativism), environmental influences (empiricism), and active learning approaches (progressivism and constructivism) can be synergized in real educational practices. This shows the need to develop a more integrative, adaptive, and contextual approach to education.

Based on these research gaps, this study is important to be conducted to provide a more comprehensive understanding of various educational streams as well as examine their relevance and integration in facing contemporary educational challenges. Thus, this research is expected to make a theoretical and practical contribution to the development of an educational model that is more effective, innovative, and in accordance with the demands of the times.

## METHOD

This research uses a qualitative research type with a library *research* approach. This approach was chosen because the research focuses on the study of concepts, theories, and thoughts related to various streams in education. The data used in this study is sourced from various scientific literature, such as books, journal articles, academic documents, and other written sources relevant to the research topic.

In literature research, researchers do not collect data directly in the field, but study and analyze written sources systematically and in-depth. The data collection process is carried out through identification, classification, and selection of literature that has high credibility and relevance to the study of educational streams.

The data analysis technique used is descriptive-qualitative analysis, which is by interpreting, comparing, and synthesizing various concepts and views from each school of education. This analysis aims to obtain a comprehensive understanding of the characteristics, advantages, and limitations of each educational stream studied.

Through this method, the research is expected to be able to provide a systematic and in-depth overview of various educational streams, as well as become a theoretical basis in understanding the development of educational thought and its relevance to today's educational practices.

## FINDINGS AND DISCUSSIONS

### Educational Stream of Empiricism (Critical Analysis)

The school of empiricism views that human beings are born in a neutral state without carrying innate knowledge or skills, which is often analogized to *tabula rasa* or "blank paper". In this perspective, the development of the individual is entirely determined by the experiences gained through interaction with the environment. Thus, education and the social environment have a dominant role in shaping a person's character, knowledge, and skills.

This view is reinforced by the thinking of John Locke in his work *An Essay Concerning Human Understanding*, which asserts that all human knowledge is derived from sensory experience. Locke explained that no knowledge arises without going through the process of sensing, so experience becomes the main foundation in the formation of human ideas and understanding. He also distinguishes between sensation as a source of initial data and reflection as the process of processing the experience in the mind.

However, when analyzed more critically, the empirical approach tends to overemphasize external factors and ignore the innate potential of the individual. In educational practice, the assumption that all individuals have the same starting point does not fully correspond to reality. Various studies and empirical phenomena show that there are differences in abilities, interests, and talents since individuals are born. This indicates that internal factors also have an important role in individual development.

Moreover, when compared to the school of rationalism pioneered by René Descartes, empiricism is in an epistemologically opposite position. Rationalism emphasizes that the primary source of knowledge is ratio or reason, while empiricism places experience as the primary basis of truth. This difference shows the dualism in understanding the process of acquiring knowledge, which ultimately raises the need for a more integrative approach to education.

Analytically, the strength of empiricism lies in its emphasis on the importance of real, contextual learning experiences. This approach is relevant to modern educational practices that emphasize *experiential learning*. However, the weakness is a reductionistic tendency that ignores the complexity of human beings as individuals who are not only influenced by the environment, but also by internal factors such as talent, motivation, and intelligence.

The implications of this analysis suggest that the application of empiricism in education should not be done absolutely, but rather combined with other approaches that recognize the role of innate factors. Thus, education can be designed in a more holistic manner, namely by combining rich learning experiences while developing students' internal potential.

### The Stream of Empiricism (Analytical Deepening)

Empiricism is a school of philosophy that affirms that all human knowledge comes from experience. In this perspective, individuals are seen as born without carrying with them innate knowledge, so their cognitive development is highly dependent on interaction with the environment. This concept is often analogized to *tabula rasa*, which is a state of mind that is still empty and will gradually be filled through life experiences.

This thought was systematically developed by John Locke who argued that humans have no ideas or knowledge from birth. According to him, all human understanding is formed through the process of sensory experience and interaction with the surrounding environment. Thus, education from an empirical perspective has a very strategic position, because it is the main means in shaping individual knowledge and character.

Conceptually, empiricism views the learning process as a gradual process that takes place cumulatively. Knowledge is not acquired instantly, but rather through a series of experiences that continue to evolve from the simple to the more complex. Social interactions, daily experiences, and formal education processes are the main factors that affect these developments. In other words, learning is understood as a process of continuous adaptation to the environment.

However, if analyzed more critically, the empirical approach tends to place the individual as an entity that is passive to environmental influences. This view ignores the possibility that there are internal factors, such as innate talents, interests, and potentials that also affect the learning process. In educational practice, the assumption that all individuals develop solely on experience can lead to a learning approach that pays less attention to the differences in learners' characteristics.

Moreover, although empiricism makes a major contribution in emphasizing the importance of experience as a source of learning, this approach has limitations in explaining how individuals can generate new understandings that do not entirely derive from direct experience. This suggests that the learning process is not only accumulative, but also involves more complex cognitive processes, such as reasoning and reflection.

Thus, it can be concluded that empiricism provides an important foundation in understanding the role of experience in education, but it is not enough to comprehensively explain the entire learning process. Therefore, a more integrative approach is needed by considering the interaction between external experiences and the internal potential of individuals so that the educational process can take place more optimally and holistically.

### **Dynamism and Optimism in Empirism (Critical Analysis)**

Empiricism not only emphasizes experience as the main source of knowledge, but also contains a dimension of dynamism and optimism for human development. In this framework, individuals are seen as beings who have the ability to continuously evolve through interaction with the environment. This means that the change and growth of an individual is highly dependent on the quality and variety of experiences gained throughout his or her life. This perspective rejects the deterministic view that considers human abilities to be fixed, and instead asserts that each individual has the opportunity to develop infinitely as long as he or she continues to learn from experience.

From an analytical point of view, the dynamic aspect in empiricism shows that the learning process is open and continuous (*lifelong learning*). There is no rigid limit on one's learning capacity, as each new experience has the potential to enrich the existing knowledge structure. However, this assumption also implies that the quality of experience is a major determinant of learning success. In other words, not all experiences automatically result in meaningful learning, so a conscious process of selection, reflection, and experience processing is required.

Optimism in empiricism is reflected in the belief that every individual has an equal opportunity to thrive through education. In this context, education is seen as a tool capable of changing individual conditions for the better through the provision of the right learning experience. However, if studied critically, this optimism has the potential to ignore the reality of differences in social background, economy, and early abilities of students that can affect access and quality of learning experiences obtained.

The implications of empirical dynamism on the world of education are very significant. This approach encourages the creation of a flexible, adaptive, and student-centered learning environment. The learning process is no longer one-way, but rather provides space for students to explore, experience, and actively interact with the learning environment. Learning models such as *experiential learning* and *student-centered learning* are concrete forms of the application of empirical principles in modern education.

However, if not balanced with other approaches, the application of purely empiricism can cause weaknesses, such as a lack of structure in learning and a lack of emphasis on conceptual and reflective aspects. Therefore, integration with other approaches is needed so that the learning process is not only experiential, but also able to develop critical thinking skills and deep understanding.

Thus, dynamism and optimism in empiricism make an important contribution to the development of a more open and adaptive education. However, this approach still requires strengthening through other perspectives in order to be able to answer the complexity of students' learning needs more comprehensively.

### Positivism in Empirism (Critical Analysis)

Positivism is a philosophical approach that is closely related to empiricism, especially in its emphasis on the importance of observation and objective reality as the basis of knowledge. Both reject metaphysical speculation and place sensory experience and empirical facts as the primary source of truth. In this framework, positivism can be understood as a reinforcement of the principles of empiricism, especially in affirming that valid knowledge must be testable, observed, and verified directly.

Conceptually, positivism develops the idea that reality can only be understood through scientific methods based on observation, measurement, and proof. Thus, any form of knowledge that cannot be empirically verified tends to be considered to have no scientific validity. If analyzed further, this approach makes an important contribution to building scientific foundations in various fields, including education.

In the context of education, the influence of positivism can be seen in the emphasis on fact, data, and proven learning. The learning process is directed so that students not only passively receive information, but also understand the process of knowledge formation through observation and proof. This encourages the development of learning approaches that emphasize scientific methods, such as experimentation, observation, and data analysis.

However, if studied critically, the dominance of positivism in education has the potential to cause a reduction in the meaning of learning that is too narrow, that is, it is only limited to aspects that can be measured and observed. This approach tends to ignore subjective dimensions, such as values, meaning, creativity, and personal experiences of students that also have an important role in the learning process. In other words, not all aspects of education can be fully explained through an empirical-positivistic approach.

In addition, an over-reliance on facts and data can also limit critical and reflective thinking skills if not balanced with other approaches. Education aims not only to transfer existing knowledge, but also to develop interpretive, imaginative, and value assessment abilities that cannot always be objectively measured.

Nevertheless, the contribution of positivism in strengthening empiricism remains significant, especially in building an education system based on clarity of concepts, validity of knowledge, and scientific approaches. Through the integration of empirical observation and scientific methods, students can develop a more accurate and accountable understanding of reality.

Thus, positivism can be seen as an important complement within the framework of empiricism, but its application in education needs to be balanced with other approaches that are able to accommodate both subjective and humanistic dimensions. This balance is key in creating an education system that is not only scientific, but also meaningful and relevant to the development of the individual as a whole.

### Basic Concepts of Nativism (Critical Analysis)

Nativism is a school of educational philosophy that emphasizes that individual development is highly determined by innate factors, such as potential, talents, and natural tendencies that have been possessed since birth. In this perspective, an individual's personality, intelligence, and abilities are not completely shaped by the environment, but rather have a solid foundation from the beginning of life. Therefore, education is seen not as a process of "creating" abilities, but rather as an effort to develop existing potential.

This view is contrary to empiricism which considers human beings to be born as *tabula rasa*. Nativism rejects this assumption by asserting that individuals have a basic structure that influences the direction of their development. In a more in-depth analysis, this distinction reflects two major poles in educational theory, namely between internal determination (nativism) and external influence (empiricism). The tension between these two approaches suggests that the understanding of the learning process cannot be simplified on just one dominant factor.

In the context of language development, the nativism approach is clearly seen through the view that language skills are an innate capacity that has been embedded in humans. This

idea suggests that individuals have certain cognitive devices that allow them to master language naturally. This indicates that the learning process is not solely the result of experience, but is also influenced by pre-existing internal structures.

However, if examined critically, nativism tends to place innate factors as the main determinants that are relatively stable and difficult to change. The implication of this view is that there are limitations to the role of education in developing individuals. If a person's ability is considered to have been determined from birth, then the space for educational intervention becomes limited. This has the potential to cause a deterministic attitude that lacks opportunities for change and development through the learning process.

On the other hand, the main strength of nativism lies in its recognition of the uniqueness and diversity of individuals. Each student is seen as having different potential, so a uniform educational approach is considered less effective. In this context, nativism provides the basis for the importance of learning differentiation, which is the adjustment of educational methods and strategies to the characteristics and talents of each individual.

The practical implication of this approach is the need for an education system that is able to identify and develop the natural potential of learners optimally. Education should not impose the same standards on all individuals, but it does need to make room for the development of diverse talents and interests. However, if it is not balanced with an acknowledgment of the role of the environment and experience, this approach can be negligible potential changes that are possible through the educational process.

Thus, nativism makes an important contribution in affirming the role of internal factors in the learning process, but it has limitations if understood exclusively. Therefore, a more integrative approach is needed that is able to accommodate the interaction between innate factors and environmental experiences, so that the education process can take place more comprehensively and effectively.

### **Nativism in Educational Practice (Critical Analysis and Implications)**

In the perspective of nativism, differences in individual characteristics are a reality that cannot be ignored in the educational process. Each child is seen as having unique innate tendencies, both in terms of personality, interests, and cognitive abilities. Therefore, a uniform educational approach is considered less effective because it does not consider the diversity of potential that students have had since birth. For example, children who naturally have calm personalities and tend to be introverted should be facilitated through a conducive, reflective learning environment that does not demand excessive social interaction. Attempts to forcibly change these characters to be more extroverted have the potential to hinder their optimal development.

Analytically, nativism encourages the birth of the concept of *individualized learning* or personalized learning. This approach emphasizes that the educational process should be tailored to each individual's unique talents, interests, and characteristics. In this framework, the success of education is not measured by the uniformity of learning outcomes, but by the extent to which the natural potential of students can develop optimally. This is a criticism of the education system that tends to use general standards without considering the differentiation of students' abilities.

Furthermore, nativism emphasizes that innate factors have a dominant influence in determining the direction of individual development. The implication of this view is that effective education is not one that seeks to change the basic nature of students, but one that is able to identify and develop these potentials optimally. In this context, the role of educators shifts from "shaper" to "facilitator" who helps learners recognize and develop their natural capacities.

Nevertheless, if analyzed critically, the nativism approach has considerable potential weaknesses. Too much emphasis on innate factors can give rise to a deterministic view, that is, the belief that individual abilities are fixed and difficult to change. This has the potential to reduce the role of education as an agent of social and personal change. Moreover, the view

that environment and experience have a limited influence does not fully correspond to the empirical reality that suggests that social interactions and learning processes can change behavior as well as improve individual abilities.

On the other hand, the contribution of nativism in education remains important, especially in emphasizing appreciation for individual diversity. This approach provides the basis for the development of a more inclusive and adaptive education system, where each student is treated according to their individual characteristics. The concept of learning differentiation, potential-based assessment, and special talent development are real implementations of the principles of nativism in modern education.

Thus, it can be concluded that nativism provides an important perspective in understanding the role of internal factors in the educational process. However, its application needs to be balanced with recognition of the role of the environment and experience so as not to be trapped in too deterministic views. The integration between the nativist and empiricist approaches is a more comprehensive solution in designing an education system that is able to develop individual potential optimally while being responsive to environmental dynamics.

### **Positivism and Negativism in Nativism (Critical Analysis)**

In the framework of nativism, the concepts of positivism and negativism can be understood as two tendencies in looking at the role of innate and environmental factors on individual development. Positivism in nativism refers to the belief that the potential, talent, and character that have been possessed since birth are the main factors that are positive and decisive in the formation of a person's personality and thinking ability. Thus, innate traits are seen as the main foundation that must be recognized, appreciated, and developed through the educational process.

Analytically, the positivistic approach in nativism emphasizes the importance of optimizing the natural potential of the individual. Education is not directed to "form from scratch", but rather to strengthen existing capacity. For example, individuals who have a natural inclination in the field of music will have an easier time achieving a high level of expertise compared to individuals who do not have similar talents. In this case, the environment and education function as supporting factors that accelerate or facilitate the development of these potentials, not as the main factors that create them.

On the other hand, negativism in nativism shows a skeptical attitude towards environmental influences. This approach views that external factors, such as education and experience, have a limited role and are even less likely to be able to change the basic nature of the individual. In other words, although the environment can provide certain stimulation, it is not strong enough to change the innate characteristics that have been inherent since birth. This view places the environment as a secondary factor that only serves to complement, not determine.

However, if analyzed critically, the division between positivism and negativism in nativism contains the potential for deterministic bias. Excessive emphasis on innate factors can lead to the assumption that individual abilities are fixed and cannot be significantly developed through education. This has the potential to undermine the role of education as a means of transformation and empowerment of individuals, especially for those who do not show outstanding initial potential.

In the context of education, the implications of these two approaches can be seen in the learning orientation that focuses more on the development of natural talents. Effective education, according to this perspective, is one that is able to identify the potential of learners early on and provide an environment that supports their development. However, if this approach is applied rigidly, there is a risk of neglecting unseen or undeveloped potential due to a lack of opportunity and experience.

Therefore, although positivism and negativism in nativism make important contributions in emphasizing the role of internal factors, this approach still requires a balance with other perspectives that recognize the importance of experience and the environment. The integration between developing innate potential and providing meaningful learning

experiences is key in creating an education system that not only rewards natural talents, but also opens up opportunities for broader development.

Thus, an analysis of positivism and negativism in nativism shows that both provide an important understanding of the role of internal factors, but they need to be critically examined so as not to lead to too narrow and deterministic views in educational practice.

### **The Educational Stream of Naturalism: Basic Concepts and Critical Analysis**

The school of naturalism in education is rooted in Jean-Jacques Rousseau's thought which emphasized that human beings are inherently born in good and pure circumstances. In contrast to nativism, which highlights innate potential as the primary determinant of development, naturalism emphasizes that the quality of individual development is strongly influenced by the environment, particularly how education is delivered. In this view, a good education will produce a good individual, while an improper education can actually damage that natural potential.

Conceptually, naturalism contains a criticism of formal education that is too restrictive and not in accordance with the natural development of children. This approach is often associated with the term "negativism", in the sense that educators should not intervene too much, but rather provide space for children to grow and develop naturally. Rousseau's idea of "returning to nature" emphasized the importance of keeping children away from social influences that were considered to undermine the purity of their natural nature.

However, if analyzed critically, the view that education is "not very important" or even needs to be minimized in its intervention is contradictory. On the one hand, naturalism emphasizes that education affects the outcome of individual development, but on the other hand it encourages a reduction in the role of education itself. This shows that there is a conceptual tension between the need for guidance and the desire to maintain the naturalness of child development.

In educational practice, naturalism makes an important contribution through its emphasis on *student-centered learning*. Learners are no longer positioned as passive recipients, but rather as active subjects who build knowledge through direct experience. The learning process is not limited to the classroom, but involves interaction with real environments that are relevant to students' lives. This approach encourages the emergence of experiential and exploratory learning methods, which have proven effective in increasing student engagement and understanding.

In addition, naturalism also emphasizes the importance of freedom in learning. Students are given space to explore their interests and abilities independently, so that the learning process becomes more meaningful and contextual. However, if this freedom is not balanced with adequate direction, there is a risk of a lack of structure in learning, which can have an impact on the achievement of optimal educational goals.

From an analytical point of view, naturalism has the advantage of emphasizing the importance of natural development, direct experience, and freedom of learning. However, the weakness lies in the tendency to reduce the role of formal education and ignore the need for targeted guidance. Therefore, this approach is more appropriately understood as a criticism of the rigid education system, rather than as a rejection of education itself.

Thus, naturalism makes an important contribution in directing education to be more humanistic, contextual, and student-centered. However, its application needs to be balanced with other approaches in order to still be able to provide clear structure, direction, and goals in the learning process. The integration between freedom of learning and targeted guidance is the key to optimizing the potential of students as a whole.

### **Convergence Education Streams: Basic Concepts and Critical Analysis**

The convergence stream in education is an integrative approach that seeks to bridge the two main poles in the theory of human development, namely empiricism and nativism. This approach emphasizes that individual development cannot be adequately explained through just one factor, but rather is the result of an interaction between innate factors (genetic) and environmental factors (experience, education, and social conditions). Thus, convergence

offers a more comprehensive perspective on understanding the learning process and human development.

Conceptually, this school rejects the extreme view that human beings are entirely shaped by the environment (*tabula rasa*) as well as the view that the individual's abilities are entirely determined by innate factors. Instead, convergence puts the two factors in a complementary relationship. An individual's innate potential provides the basis for development, while experience and environment determine how that potential is developed and manifested in real life.

If analyzed further, the main strength of the convergence approach lies in its ability to explain the complexity of human development in a more realistic way. Individuals are not only influenced by internal factors, but also actively interact with their environment. In this context, education not only functions as a means of knowledge transfer, but also as a process that shapes, directs, and optimizes existing potential.

The implications of this approach in the world of education are significant. It is not enough for education to focus only on the development of talents or innate abilities, but it must also create a conducive and experiential learning environment. This requires a learning design that is flexible, adaptive, and able to accommodate the needs and characteristics of diverse individuals. Thus, the convergence approach encourages the birth of differentiating and contextual learning practices.

In addition, convergence also emphasizes the importance of a multidisciplinary approach in understanding the educational process. The integration between the fields of psychology, sociology, and educational sciences allows educators to design learning strategies that are more comprehensive and based on a deep understanding of learners. This is also a criticism of the educational approach that is too theoretical and does not consider social realities and individual conditions of students.

Nevertheless, while it offers a more balanced approach, convergence also faces challenges in its implementation. Integrating congenital and environmental factors proportionately is not easy, especially in an education system that still tends to use a uniform approach. In addition, high competence is needed from educators to be able to identify individual potential while designing appropriate learning experiences.

From an analytical point of view, convergence can be seen as a synthesis of the various streams of education beforea. This approach not only accommodates differences of view, but also combines them into a more complete framework. By viewing education as a dynamic process that involves interaction between individuals and the environment, convergence provides a strong foundation for the development of an education system that is more adaptive, inclusive, and relevant to the needs of the times.

Thus, the convergence stream offers a more balanced and comprehensive perspective on understanding education. The integration between the development of innate potential and the provision of meaningful learning experiences is the key in creating an educational process that is able to optimize the overall development of students.

### **Interaction between Innate and Environmental Factors in a Convergence Perspective (Critical Analysis)**

In the convergence approach, the interaction between innate (genetic) factors and the environment is a central aspect in understanding the individual developmental process. This approach emphasizes that there is no single factor that single-handedly determines the success of development, but rather the result of a dynamic relationship between internal potential and external experience. Thus, individual development is understood as a process that takes place continuously through the reciprocal interaction between what is carried from birth and what is obtained from the environment.

Conceptually, innate factors provide the biological and psychological basis that affects an individual's cognitive, emotional, and physical abilities. Potentials such as intelligence, artistic talent, and certain motor abilities can be inherited genetically. However, if analyzed more deeply, this potential is latent and requires environmental stimulation in order to

develop optimally. In this case, the environment serves as a catalyst that activates and directs the development of that potential.

From an analytical point of view, the interaction between innate factors and the environment is not linear, but complex and contextual. A supportive environment, such as access to quality education, family support, and a positive learning experience, can accelerate the development of an individual's potential. On the contrary, a less conducive environment has the potential to hinder and even suppress these developments. This suggests that innate potential does not automatically guarantee success in the absence of adequate environmental support.

As an illustration, individuals who have a talent in the field of music will not develop optimally without appropriate facilities, guidance, and social support. This example confirms that success is not only determined by "what we have," but also by "what we experience." Thus, convergence rejects deterministic views both in terms of nativism and empiricism which tends to place one factor as the main determinant.

An important implication of this approach in the world of education is the need to create a holistic and adaptive learning environment. The environment includes not only physical aspects, such as facilities and infrastructure, but also psychological and social aspects, such as a sense of security, emotional support, and positive interactions. An inclusive learning atmosphere that respects individual differences has been proven to increase students' motivation, confidence, and active participation in the learning process.

Furthermore, understanding the interaction between innate and environmental factors also has implications for education policy. The education system needs to be designed in a fair and inclusive manner so that every individual, regardless of background, has an equal opportunity to develop his or her potential. This includes equitable access to education, strengthening the quality of learning, and providing support for students with diverse needs.

Nevertheless, while the convergence approach offers a more balanced perspective, the main challenge lies in its implementation. Accurately identifying innate potentials while providing a suitable environment requires high competence from educators and adequate education system support. Without this, the convergence approach risks becoming just an ideal concept that is difficult to realize in practice.

Thus, the interaction between innate and environmental factors in a convergence perspective provides a more comprehensive understanding of individual development. This approach emphasizes that the success of education does not depend only on one factor, but on the synergy between internal potential and external experience that is appropriately and sustainably managed.

## CONCLUSIONS

Based on the findings of this study, it can be concluded that various educational schools of thought have distinct characteristics, assumptions, and contributions to understanding human learning and development. Empiricism emphasizes that knowledge is acquired through experience and interaction with the environment, highlighting the importance of dynamic and contextual learning processes. Meanwhile, other perspectives such as nativism, naturalism, and convergence contribute complementary views regarding innate potential and environmental influences in education. The study indicates that no single educational approach is entirely superior; instead, an integrative and balanced approach is necessary to support effective learning and holistic human development. Theoretically, this article enriches educational literature by emphasizing the importance of synthesizing multiple educational perspectives. Practically, the findings suggest that educators should design learning strategies and curricula that consider experiential, individual, and social factors simultaneously. Such an approach is expected to support not only cognitive achievement but also character formation and students' overall personal development.

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