

Implications of the Characteristics of William Stern's Convergence School of Education in Student Behavior at School

Sasti Handayani Wakhidyah^{1*}, Singgih Bektiarso², Trapsilo Prihandono³

^{1,2,3}Program Studi Magister Pendidikan IPA, Universitas Jember

Received: 8 July 2024
Revised: 16 July 2024
Accepted: 28 July 2024

Abstract

The convergence flow is a combination of nativism and empiricism. The figure of the convergence school is William Stern. William Stern stated that nature and environment both shape human development. The implication for education is that in the implementation of education, both moments of nature and the environment should receive equal attention. Students' talents and interests are innate factors from the moment the students are born, but how their talents and interests develop will be determined by external factors or the environment. So, heritability and environmental factors both play an important role. This research aims to determine the characteristics of William Stern's school of education and its implications for student behavior. By using the literacy study method, we can examine William Stern's flow of convergence in developing student behavior in today's world of education to achieve better education.

Keywords: Characteristics of convergence education schools, student behavior, William Stern

(*) Corresponding Author: sastihandayaniw14@gmail.com

How to Cite: wakhidyah, sasti, Bektiarso, S., & Prihandono, T. (2024). Implications of the Characteristics of William Stern's Convergence School of Education in Student Behavior at School. *International Journal of Education, Information Technology, and Others*, 7(3), 158-164.
<https://doi.org/10.5281/zenodo.13680151>

INTRODUCTION

Education and humans are two objects that are universally interrelated and cannot be separated. Education is needed by humans for their survival. In essence, humans are creatures who have the desire to continue learning and teaching what they have learned. Humans are also creatures that can influence and be influenced. Humans are not passive creatures who can only accept what is presented to them and can only be influenced without influencing. Humans are also not aggressive creatures who usually influence and give. Life experiences and environmental conditions can also influence it. However, the potential possessed by humans, whether it is the potential they have had since they were born or the potential they have acquired throughout their lives, humans can change their environmental conditions according to what they want.

Many philosophers have expressed their opinions regarding education. Even though there are different opinions, it is not uncommon for each of these opinions to strengthen each other (Alfina et al, 2024). In obtaining education, one of the efforts made is by studying. According to Kong Fu Che, a Chinese philosopher explained that "learning is the essence of life, by learning humans can improve the quality of their lives. We live for the moment, dream for the future, and learn from the past." The purpose of this sentence is to make it clear that as long as we live, we will continue to learn because learning is a need, not an



obligation. Learning is a means for humans to gain knowledge and insight to face problems in their lives (Sanaya et al, 2023).

Current developments and technological advances not only require humans to be intellectually intelligent (IQ intelligence), but also to have good character (Hasanah, 2016). Character is a habit possessed by humans that differentiates one human from another. The characteristics of one student and another student are also different. The education a person has can shape his character. The first and foremost education is in the family environment. The family environment will teach children to learn the basics of important behavior that are useful for later life. In general, society views that the family is the most important source of education for children. Parents are the first teachers who teach moral education to children. Furthermore, the environment will develop the child's character. For example, the school environment, community environment, play environment, and so on.

A person's character develops based on the potential they have from birth which is usually referred to as innate character or basic biological character. Next, the environment will play a role in shaping a child's character. In this case, William Stern argued that nature and environment both shape human development through William Stern's convergence theory. Therefore, the purpose of writing this article is to determine the characteristics of William Stern's convergence flow on children's growth.

RESEARCH METHOD

The method used in preparing this article is a literacy study sourced from books and journal articles related to this article. Data analysis is carried out by analyzing the content of articles related to the article to be created. The first step is to identify the article that is the source. The second step is to analyze the content as material for making articles. The third step is to draw conclusions.

RESEARCH RESULTS AND DISCUSSION

William Stern Biography

William Stern was born in 1871 in Berlin with his full name being Louis William Stern. Stern is the son of a German psychologist and philosopher who in history is recorded as the founder of personality and intelligence psychology. He was the person who discovered IQ (intelligence quotient), which Lewis Ternan and other researchers then used in the development of the first IQ test, which was based on the work of Alferd Binet. In 1897, Stern invented a pitch variator that allowed him to conduct research on human perception of sound in an unprecedented way. In 1907, Stern and his wife published a book on child language that was based on Clara Stern's diaries of the development of their three children and also on all the relevant literature available at the time. In 1916 Stern went to Hamburg, then was appointed Professor of Psychology at the University of Hamburg to become a professor. In 1933 Stern served as Director of the Psychological Institute. Stern was a Jew who lived during the era when the government was overthrown by the government system run by Hitler after the Nazis. Stern sought temporary refuge in the Netherlands, then in 1934 Stern went to the United States and was appointed as a Lecturer and Professor at Duke

University. Stern taught at Duke University until his death in 1938 (Toenlio, 2016).

History of the Birth of the Convergence School of Educational Philosophy

William Stern called his theory convergence theory, taken from the English language, namely convergency, which means bringing two things to one point. What this means is a combined theory between the theory of nativism and the theory of empiricism. A child's development is influenced by heredity and the surrounding environment. Because a person's talents can develop due to environmental factors, educators should be able to create a suitable and varied environmental atmosphere, so that a person's talents can develop well. According to William Stern, educational outcomes are influenced by heredity and environmental factors, such as the meeting of two lines leading to the same goal (DP, 2023).

Convergence Flow

Convergence linguistically comes from English from the word converge which means focusing on one point, meeting or the act of meeting in one place. In the large Indonesian dictionary, convergence comes from the word convergen, which means heading towards one point. Meanwhile, in the psychology dictionary, convergence is the interaction between heredity and environmental factors in the process of behavioral development. From this it can be concluded that this flow combines that convergence is the meeting of two different variables at the same point. Or more specifically, bringing together two opposing currents, namely nativism and empiricism, into one common bond.

The convergence flow, compromising these two theories, states that humans in their development cannot be separated from their innate characteristics (basic potential) and social environmental factors that have an influence on life.



Figure 1. The flow that forms the flow of convergence

Views of Empiricism, Nativism, and Convergence regarding the Characteristics of Students

Empiricism

The figure of Empiricism was John Locke, an English philosopher who lived in 1632-1704. The theory is known as Tabula rasa, another term meaning blank slate or blank tablet which states that a child is born into the world like a clean white place. White paper will have patterns and writing scratched by the environment. John Locke argued that a child's development into an adult human

being is completely determined by his environment or by the education and experience he has received since childhood. Humans can be educated in any way (in good directions and in bad directions) according to the wishes of the environment or education. In this case, nature is what shapes it. In education, the opinion of empiricists is known as pedagogical optimism (Makbul & Farida, 2022).

In this theory, inherited factors from parents are not given importance. Children gain experience through relationships with the environment (social, natural and cultural). Empirical influences obtained from the environment have a big influence on children's development. According to this school, educators: as external factors play a very important role, because educators provide an educational environment for children, and children will receive education as an experience. This experience will shape the child's behavior, attitudes and character in accordance with the expected educational goals. The opinions of empiricists in the world of education are usually known as pedagogical optimism (Samsudin, 2017).

Nativism

The term Nativism comes from the word "natives" which means "born". Nativism is a philosophical doctrine that has a huge influence on psychological thought processes. The main figure in this school was Arthur Schopenhauer (1788-1869), a German philosopher. This type of flow is synonymous with pessimism where you look at everything with "black glasses" (Ristianah & Ma'sum, 2021).

This school argues that; "Human development is determined by factors that humans are born with, it is the traits that are present at birth that determine the results of their development." According to this type of nativism, education cannot change innate traits. In this way, the nativism view can be confirmed that human development is determined by nature, while experience and education have no influence whatsoever. In educational science, this view is called "pedagogical pessimism". The flow of nativism departs from the "Leibnitzian Tradition" which emphasizes children's abilities, so that environmental factors, including educational factors, have less influence on children's development. Within the individual there is a personal core that encourages humans to realize themselves, encourages humans to make their own choices and wills, and which places humans as active beings who have free will. The results of this development are determined by the characteristics acquired from birth (Ridha, 2018).

Referring to the description and explanation of various related theories, we can understand simply that the view of nativism emphasizes the factors that humans are born with, and it is the potential from birth that determines the results of students' development.

William Stern Convergence Flow

The figure of the convergence school was William Stern, a German educational figure who lived from 1871-1939. The convergence flow is a compromise or combination of Nativism and Empiricism. William said that both nature and environment shape human development. The implication for education

is that in the implementation of education, both moments of nature and the environment should receive equal attention. In human development, education plays an important role, but it is not in the place of an educator to proudly show: "This is the result of my education." If we examine this expression, it also depends on the situation in which the education takes place, on the way the child accepts it or rejects it, on the child's existing talents and abilities, it is difficult to determine which is the result of upbringing, which is the translation of talent and innateness. The convergence flow is a combination of the above schools, this flow combines the importance of heredity with the environment as factors that influence human development, not only adhering to nature, but also to equally important factors that have a greater role in determining the future somebody. The convergence school believes that newborn children have good characteristics, then the next period of the child's development will be determined by the education he receives (Arifin, 2016).

The convergence school says that "human growth and development depends on two factors", namely; talent/innate factors; environmental factors, experience/education. This is what is called convergence theory. (convergentie = bringing together results, working together to achieve one result. Konvergeren = heading towards or gathering at one meeting point) (Ristianah & Ma'sum, 2021). This school believes that children born into this world have good and bad talents, while the child's subsequent development will be influenced by the environment. So, heritability and environmental factors both play an important role.

Implications of Convergence Theory in Educational Practice in Schools

In the world of education, convergence is so influential that it is still needed today. The implications of convergence theory make it easier for teachers to help students develop according to what is targeted or desired. However, students must pay attention to factors such as heredity, talent, ability and mental state. Therefore, this convergence theory is suitable for application in schools (Alhabsyi, 2020). School is also a place for students to develop their inborn talents because school is a place of interaction between students and other students. In this case, teachers play an important role in guiding students to develop their innate talents, because students are living creatures who develop and need a sense of security, comfort and help. The combination of nature and environment (including education) will achieve the desired results, if students can actively digest the experience gained to achieve the desired results.

According to Jumransjah (2004), William Stern's convergence education theory in education can provide the following benefits:

- a. Education must be provided to students. Through education, students can develop abilities and skills in interacting with friends and their environment. It can be said that aspects of nature and environmental influences shape students' individual behavior. Thus, the result of the process of forming student behavior is a combination or integration of these two factors.
- b. Education is an aid for students to develop their natural talents in a good direction and prevent them from going in a bad direction. In this way, the role of the environment and innate talents from birth have a balanced role

according to the students' personal and environmental situations and conditions.

- c. Nature and environment are the result of education. This means that the product of learning from the environment and innate talent have a balanced role. Under certain conditions, at certain times the role of innate talent is more dominant. Furthermore, at certain times environmental aspects play a more important role. Innateness is a child's basic abilities that are innate from birth. Meanwhile, the environment is an external factor which is assumed to influence the learning process of student behavior. Thus, input for students in learning is a product of behavior that has been produced by the process of interaction in learning with the previous environment.

CONCLUSION

The convergence flow is a combination of empiricism and nativism. This school combines the importance of heredity with the environment as factors that influence the development of students, not only relying on nature, but also external factors that are equally important which have a greater role in determining the future of students, for example the educational factor because education is an aid for students to develop their talents in a good direction and prevent them from going in a bad direction. School is also a place for students to develop their inborn talents because school is a place of interaction between students and other students. Teachers are facilitators of students in developing their talents. So the role of the teacher is very important in William Stern's convergence theory.

BIBLIOGRAPHY

- Alfina., Khaerunnisa, D., Hamdiah, S.D., Hidayat, W., & Indriana, D. (2024). Aliran-Aliran Dalam Pendidikan Perspektif Filsafat. *Jurnal Intelek dan Cendekiawan Nusantara*, 1(2): 2246-2259.
- Alhabsyi, M. (2020). Teori Konvergensi Dalam Perspektif Pendidikan Islam Kajian Perkembangan Kepribadian Dalam Rangka Pembangunan Sumberdaya Penegak Hukum Di Indonesia. *Jurnal Hukum Tata Negara*, 1(2): 142-160.
- Arifin, T.T. (2016). Teori Belajar dan Pembelajaran Peserta Didik dalam Teori Nativisme, Empirisme, Konvergensi dan Fitrah. *Jurnal Horizon Pendidikan*, 8(1): 23-30.
- DP, U. (2023). ALIRAN FILSAFAT PENDIDIKAN. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan Dan Kemasyarakatan*, 14(2): 203-214.
- Hasanah, U. (2016). Pola Asuh Orangtua Dalam Membentuk Karakter ANak. *Jurnal IAIN Metro*, 2(2): 72-82.
- Jumransjah. (2004). *Pengantar Filsafat Pendidikan*. Malang: Bayumedia.
- Makbul, M., & Farida, N.A. (2022). Peseta Didik dalam Pandangan Teori Empirisme, Naturalisme, Konvengen Naturalisme dan Tinjauan Pendidikan Islam. *Jurnal Pendidikan Agama dan Keagamaan Islam*, 3(2): 167-177.
- Rida. (2018). Tinjauan Filosofis tentang Hereditas, Lingkungan, dan Kebebasan dalam Pendidikan Islam. *Jurnal El-Rusyd*, 2(1): 61-80.

- Ristianah, N., & Ma'sum, T. (2021). Konsep Pendidikan Perspektif Ivan Illich dan Athur Schopenhauer. *Jurnal Pendidikan Agama Islam*, 4(1): 63-69.
- Samsudin, M. (2017). Pendidikan anak Perspektif Islam dan Barat (Studi Analisis Pendekatan Filosofis dan Ilmu Pendidikan). *Jurnal Pendidikan UNIGA*, 9(1): 33-58.
- Sanaya, N.N., Triyandini, T., & Anggraini, R.Y. (2023). Teori Nativisme, Empirisme, dan Konvergensi Dalam Pendidikan. *FKIP E-Proceeding*. <https://jurnal.unej.ac.id/index.php/fkip-epro/article/view/37195/12544> [diakses pada 8 Juni 2024].
- Toenlio, A.J.E. (2016). *Teori dan Filsafat Pendidikan*. Malang: Gunung Samudra.