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Research Article

Study of Ontological, Epistemological and Axiological Principles in Final Academic Assignments for Dissertation Scientific Papers: Philosophical Values in Scientific Writing

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ABSTRACT

This research is an initial exploration into the foundational branches of philosophy (axiology, ontology, and epistemology) and their profound implications for the philosophy of language. Investigating the contemporary study of language, the research examines five dissertations to uncover the interplay of these three philosophical domains. The research addresses three key questions: the domains within the philosophy of language covered by the dissertations, the featured interconnection of axiology, ontology, and epistemology in these dissertations, and the development of these domains to bolster arguments. The objectives include discerning how researchers describe these domains in relation to language philosophy, exploring the possibility of discussing a single domain without engaging the others, and fostering an objective discussion of language philosophy within an academic context. The research's significance lies in contributing to a comprehensive understanding of language, its relationship with users and the world, and how the three philosophical domains sustain language existence. It aims to enrich the study of language philosophy for students, particularly those in English Applied Linguistics programs, by emphasizing the correlations between philosophy and language characteristics, acquisition, planning, and translation. The research employs a qualitative approach, analyzing dissertations from a philosophical perspective. Findings reveal that the interconnection of axiology, ontology, and epistemology is intricate, challenging the initial assumption of discussing them separately. Notably, the

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dissertations exhibit varied emphasis on the three domains. The study concludes with valuable insights into the philosophy of language, highlighting the pivotal role of language in shaping reality, conveying experiences, and expressing cultural influences. The dynamic nature of language and the reciprocal relationship between language and philosophy underscore the need for an open-minded approach and continual engagement in discussions surrounding language philosophy. The research recommends incorporating philosophy as a mandatory course in university curricula to nurture a holistic understanding of language and its philosophical underpinnings.

Keywords: *Academic Context of Philosophy, Analysis of Dissertations, Domains of Philosophy, Foundational Studies in Language Philosophy, Perspectives in Language Study, Philosophy of Language, Interconnectedness of Philosophy*

Introduction

Axiology, ontology, and epistemology are fundamental branches of philosophy that have significant implications for the philosophy of language. How do these branches of philosophy relate to how we study language today? We will explore the interplay of these three branches with reference to the philosophy of language.

At a glance, ontology is the branch of philosophy that deals with the study of being, existence, and reality. It seeks to understand the fundamental nature of entities, the relationships between them, and the nature of existence itself. Ontology explores questions about what exists, what kinds of things exist, and how different entities relate to each other. Studying ontology is important for several reasons, and its exploration contributes to a deeper understanding of the nature of reality.

Next, epistemology is concerned with understanding the nature of knowledge, the processes by which we acquire knowledge, and the criteria for justifying our beliefs. It plays a crucial role in shaping our understanding of how we come to know the world and the extent to which our beliefs can be considered reliable and justified. Learning ontology is important for developing a foundational understanding of reality, engaging in philosophical inquiry, clarifying concepts, influencing scientific endeavors, and fostering critical thinking skills. It has broad applications and contributes to a more

comprehensive understanding of the world and one's place in it.

Following those elucidations above, the third domains which is no less interesting to discuss is axiology. Axiology is the branch of philosophy that deals with the study of values. It involves the examination of various kinds of values, their nature, and the principles underlying them. Axiology is concerned with understanding what is considered good, valuable, or beautiful and how these judgments are made. The three main subfields within axiology are ethics, aesthetics, and axiological epistemology. Learning axiology is important for understanding values, making ethical decisions, appreciating aesthetics, engaging in social and political discourse, and fostering personal and cultural development. It contributes to a more thoughtful and informed approach to life, relationships, and societal issues. Actually, there are some relevant studies to support this research writing intending to extend the improved decision-making, the advancement of knowledge, methodological guidance, policy development, professional development, problem-solving, educational enrichment, and the prevention of redundant research efforts. These advantages underscore the importance of incorporating and leveraging existing studies in various fields of inquiry. The relevant studies namely:

The Ontology, Epistemology, and Axiology of Social and Racial Justice Educators (2019):

An Untapped Resource to Address the Unequal Educational Outcomes for Students of Color and Other Non-dominant Communities Adriana Eva Rangel San Jose State University. Despite ongoing educational reforms, white students consistently achieve higher educational attainment levels than historically underserved students. The blame for this disparity has often been placed on disenfranchised populations, framing them as lacking the drive or interest to improve educational outcomes. Research suggests that educators working with Communities of Color may lack critical consciousness around issues of race, privilege, power, and oppression, hindering support for marginalized populations. This qualitative study explores the testimonios of five Faculty of Color committed to social justice, examining their ontological, epistemological, and axiological principles, strategies in professional training programs, and navigation of racial dynamics within academic institutions. The research proposes an ontogeny model for social justice educators, emphasizing the critical role of ontogeny in achieving social and racial equity in formal education.

Philosophy Of Management Science: Ontology, Epistemology, And Axiology Perspectives (2021), Harry Yulianto, Sekolah Tinggi Ilmu Ekonomi YPUP Makassar, Indonesia. This paper explores the deep connection between philosophy and the science of management, emphasizing that they are mutually dependent. It delves into ontological perspectives, highlighting the practical essence of management. The epistemological dimension is examined through the lens of the scientific method as a standard approach for studying management. Axiologically, the paper recognizes the significance of human values in managerial decisions and ethical considerations. Overall, it aims to elucidate the philosophical foundations of management science by addressing ontology, epistemology, and axiology.

Study of Ontology, Epistemology and Axiology on Management. The Second International Conference on Entrepreneurship (2015), Rahmat Setiawan, The Second International Conference on Entrepreneurship, Faculty of Economy and Business, University of Airlangga.

Management specialists debate whether management is a science, art, or profession. Management theory has evolved through classical, behavioral, and quantitative schools of thought. This necessitates a philosophical examination of management's development through ontological, epistemological, and axiological lenses. Management, defined as the science, art, and profession of task delegation, is viewed ontologically as an objective reality in social management. The deductive method prevails in management development, with recent inclinations towards inductive approaches. Axiologically, management evolution is not value-free, often relying on positivist or functionalist paradigms. However, ethical and humane considerations are vital when translating research findings into corporate policy.

From those articles elucidated above, it is found that there has not been any research discussing academic final scientific-paper assignment, dissertations, this makes the researchers feel interested and challenged to conduct research on academic final scientific-paper assignment, dissertations and of course this is a novelty in this research as this study focuses on how these branches of philosophy shape our understanding of language, the use of language, and its role in our contemporary society. This study would like to explore this in detail by examining available papers related to the teaching and learning of the English language. In regarding this issue, the researchers have chosen 5 dissertations as the source data to support this research.

Based on the explanation above, the research questions are formulated: In which domains of philosophy of language do the five dissertations fall into/; How are the three domains of philosophy featured in the five dissertations? How are the three domains of philosophy developed to support the arguments in the five dissertations?

This study also offers some objectives of the research in order to further support the benefit if this study, the objective of the study are: To find out how researchers describe the three domains of philosophy related to the philosophy and or learning of language in their dissertations; To understand whether it is possible to

discuss a domain of philosophy e.g., epistemology on its own without engaging the other two domains of axiology and/or ontology; To gain an awareness of how we can also discuss the philosophy of language objectively within an academic context.

Next, significance of the research is described such as: This research is expected to contribute to the understanding of the nature of language, the relationship between language, language users, and the world, and how the realization of the three domains of the philosophy supports language existence; This research is expected to add knowledge to the study of language philosophy especially for students who are enrolled in the English Applied Linguistics doctoral study program of the postgraduate faculty at The State University of Medan, as well as future students in understanding the three domains of philosophy and its correlation to language existence, the characteristics of language and its use, language acquisition, planning, and translation.

Methods

Analyzing texts for themes related to the philosophy of language using a qualitative research methodology involves a systematic approach to understand the intricacies of language and its philosophical implications. Qualitative research emphasizes exploring meanings, interpretations, and contexts (Maxwell, 2013). As mentioned in the introduction, for this research, we have chosen five dissertations that are related to the branches of philosophy of language of interest to us, namely, axiology, ontology, and epistemology.

The researchers looked for a structured approach that allowed us to explore nuanced ideas and interpretations within each text that we have chosen. We looked at notable research on how text analysis can be done (Miles, M. B., & Huberman, A. M. (1994). Then, the researchers modified the process to a simple five-step process to undertake such an analysis as follows:

Steps	Description
Step 1 Select Relevant Texts	It is begun by selecting 5 texts that are pertinent to the themes within the philosophy of language. These texts are dissertations that discuss language-related topics (Miles & Huberman, 1994).
Step 2 Familiarize Ourselves with the Texts	The researchers carefully read to understand the context in which each of these dissertations was written. We took note of the background of the authors, their purpose, and philosophical influences (Creswell, 2013).
Step 3 Develop Research Questions	The researchers generated specific research questions that relate to the philosophy of language. These questions guided our analysis, such as inquiring about the author's perspective on the role of language in cognition, communication, or epistemology (Maxwell, 2013).
Step 4 Coding	The researchers used coding techniques to identify relevant sections in the text as recommended by credible researchers (Saldaña, 2015). For instance, we invented the following codes to help us, namely, Axiology (AXT), Ontology (ONT), Epistemology (EPT).
Step 5 Thematic Analysis	Finally, the researchers conducted thematic analysis by identifying recurring themes or patterns in the text related to the philosophy of language. Themes may include concepts like meaning, reference, representation, or language's relationship with reality (Braun & Clarke, 2006).

Using this qualitative research methodology, the researchers hoped that we would uncover the philosophical dimensions of language-related themes within the selected texts.

This process allowed for a thorough and context-sensitive examination of how language is used and philosophically significant in the context of our analysis (Creswell, 2013).

In summary, the researchers have introduced why we wanted to do this mini-research which is to investigate the relationship between axiology, ontology, and epistemology about the philosophy and study of language. The researchers have also stated our methodology which is a qualitative research study of five dissertations. The researchers shared the five-step process to analyze the five dissertations. In the following chapters, the researchers will provide the findings, discussions, and conclusion on the five dissertations.

The results of the reliability test for the instruments for variables (Amin & Nasution, 2020).

From the test results above, it can be seen that the 34 question items provided by the researcher can be used as questionnaire questions because they meet the predetermined values.

Result & Discussion

Findings from the first dissertation

Apocalypse (from Ancient Greek ἀποκάλυψις (apokálypsis) 'revelation, disclosure') is a literary genre in which a supernatural being reveals cosmic mysteries or the future to a human intermediary. Our analysis shows that this dissertation mainly features Axiology which refers to ethics or our value system and throughout this dissertation, values are discussed. Axiology has two basic components, the value of beauty (Aesthetic) and morality (Ethic). These values consist of customs, habit, morals, and decency (Hasbullah, 1980).

In this dissertation, AXIOLOGY features prominently to answer these questions:

1. What is this knowledge (apocalypse) used for in this dissertation?
 - The use of apocalypse is to teach and strengthen God's followers in difficult times such as when they face tough struggles in life to easily give up but keep holding fast to God.
2. How is this method of use (method of conveying apocalypse) related to moral rules?
 - The effect of apocalypse use of moral values such as honesty, justice, tolerance, kindness, and responsibility are very relevant as the purpose of apocalyptic writing is to teach and strengthen

God's followers in difficult times – to encourage them not to give up easily when they face tough struggles in life, but to keep holding fast to God, and this the highest realization of moral values.

Findings from the Second Dissertation

The author purposely conducted this research to analyze how far the language textbooks of Indonesian and English reflect aspects of cultural cognition collectively to linguistics in cultural conceptualization; the relationship between cultural conceptualization and the character expected in its character education in Indonesia; and the cultural values reflected.

Overall, the author's analysis shows that eight cultural values of Gotong Royong (helping each other), being friendly, fostering harmony, being humble), mutual respect, mutual respect, virtuousness, and Tapa Slira (tolerance) are reflected. Thus, it can be concluded that the text books analyzed have reflected several cultural values that are important to character formation.

There are several strong reasons to determine that this research is in the domains of ontology, epistemology, and axiology, as follows:

1. The essential form of the object (English and Bahasa Indonesia Texts book) from the view point of cultural linguistics or ethnolinguistics, in this case, to answer the question on how the interrelation of one variable to other variable is used to analyze the discourse of English and Bahasa Indonesia Texts book in the dissertation (ontology).
2. There some important things related to qualify textbooks which can give the character-building education/formation, namely, if the textbooks can include cultural conceptualization (cultural schemas, cultural categories, and cultural metaphor) (epistemology).
3. This research describes and discusses the interrelation of language and culture in developing materials in English and Bahasa Indonesia textbooks. Results show that material content can include the cultural values, conceptualization schemas, and character education so it can achieve better education achievement. In fact, the

development of materials in English and Bahasa Indonesia textbooks is delivered well with the role of good written language use (axiology).

4. This research uses cultural linguistics analysis which is better known as “ethnolinguistics” study. Ethnolinguistics is the study of language as an aspect or part of culture, especially the study of the influence of language on culture and of culture on language. Moral values are related to good and bad actions that form the basis of human life and society. English and Bahasa Indonesia textbooks in this research can reflect these cultural values in character formation (axiology).

Findings from the Third Dissertation

In this dissertation, the author was motivated to study epistemological beliefs because they are individual's beliefs about the nature, construction, and evaluation of knowledge (Hofer & Pintrich, 1997). According to Schommer-Aikens (2004), epistemological beliefs are thought to include the following five discrete, independent dimensions:

1. Organization of Knowledge
2. Certainty of Knowledge
3. Source of Knowledge
4. Control of Knowledge
5. Speed of Knowledge.

From our analysis, this research project focused mainly on **epistemology** by measuring teacher education students' epistemological beliefs. Teacher education students' epistemological beliefs were compared according to participants' academic and demographic characteristics as well as characteristics of the courses in which students are enrolled at the time of study at data collection.

This dissertation described how participants' epistemological beliefs and the development thereof are both, at times, related to their demographic and academic characteristics as well as the characteristics of the courses in which they were enrolled during the study, sometimes at statistically significant levels. Epistemology refers to the study of knowledge and belief.

Findings from the Fourth Dissertation

In analyzing this dissertation, we find that the author's motivation to conduct this study is axiologically-based. She is driven by changing perspectives of media over time. Based on her academic background in the humanities, she wants to unveil hidden truths by considering the impact of popular culture and media on national identity and values. However, to discuss the axiology of language used in mythology, the author also had to bring out issues related to ontology and epistemology.

In this dissertation, it can be seen:

Axiological considerations where there is discussion on the values embedded in the myth of liberation. These axiological considerations underlie the author's choice of research focus and the sources she uses to provide an evaluation of societal relations and power dynamics.

Ontological views in how the author addresses ontological questions regarding the existence and impact of cultural myths. The author acknowledges the existence of complex power structures and identities within society. The author recognizes the existence of global hierarchies of identities and economies that have been constructed by European and cultural descendants, thus underlining the material existence of these power structures.

An epistemological perspective where the author draws on various academic disciplines to gain knowledge about the relationship between culture, myths, and political action. Moreover, in the context of media studies, the author recognizes the importance of ethnographic and quantitative studies as methods for generating knowledge, acknowledging the interpretive nature of media analysis.

The results of the heteroscedasticity test with the Scatterplot test on the regression model between implementation time (X1), materials used (X2), methods used (X3), and faith building (X4) on the appreciation of faith (Y) show that the observation data points are scattered. randomly and does not form a particular pattern (Lee, Lalwani, & Wang, 2020). Thus, there was no indication of heteroscedasticity in the regression model.

Findings from the Fifth Dissertation

The study looks at the ontological, epistemological, and axiological principles that shape how 5 professors (Faculty of Colour) approach their work in training teachers. These principles are foundational in the philosophy of language and relate to questions of existence, knowledge, and values. . This study touches several aspects of the philosophy of language, within the context of education, race, and social justice. The researcher was motivated to study this because data shows that students of Colour are under-represented

From our analysis, we found the following themes that are related to the philosophy of language in terms of axiology, ontology, and epistemology in several ways:

1. Axiology deals with questions of value and ethics. In the text, the language used to describe responsibility and accountability in the context of historically under-served students raises questions about the values and ethical considerations associated with education. The study suggests that the language used in discussions about responsibility impacts how we view the value of education and who is accountable.
2. Ontology deals with questions of being, existence, and reality. The text mentions the "ontogeny model" proposed for social justice educators. This model reflects a philosophical aspect related to the development and evolution of ideas and practices in social justice, indicating an ontological dimension. It addresses the nature of social justice and its evolution as a concept.
3. Epistemology deals with questions of knowledge, belief, and justification. In the text, language and discourse are highlighted as playing a critical role in shaping issues related to race, privilege, power, and oppression. This reflects the epistemological dimension of how language influences our understanding and actions.
4. Additionally, the discussion of different paradigms and lenses, such as Critical Race-Grounded Methodology, Indigenous Methodologies, and Chicana Feminist Epistemology, reflects the role of language in shaping knowledge and research methodologies.

From the analysis, we can see that this dissertation demonstrates how language is intertwined with axiological, ontological, and epistemological aspects in the context of the philosophy of language within the broader field of social justice and education. It shows that language is not merely a tool for communication but also a vehicle for expressing values, shaping concepts, and influencing knowledge and beliefs in the realm of social justice and education. For higher education, teacher training, and K-12 schools, the need for curriculum changes and the incorporation of critical race theory involves linguistic and philosophical considerations regarding what is taught and how it is taught.

Conclusion

This study has raised our awareness of the three domains of the philosophy of language within the context of axiology, ontology, and epistemology. We analyzed five dissertations to look for elements of axiology, ontology, and epistemology. We started by saying that we were like the blind men touching an elephant for the first time. At first, we thought that we could talk about axiology, ontology, and epistemology separately. However, as we analyzed the dissertations, we realized that it is not so clear-cut.

For instance, in the third dissertation, the researcher focused on epistemology in terms of shaping the beliefs of teachers and students. However, in the first and second dissertations, while the focus was on axiology, there were also elements related to ontology and epistemology. Furthermore, in the fourth and fifth dissertation, all the three domains were mentioned in equal importance.

Overall, this has been an interesting mini-research to undertake. In terms of the philosophy of language, we have learned the following:

1. Language plays a key role in **shaping** our sense of reality, attitudes, perceptions, and actions e.g., creating education materials, educational beliefs, or the pursuit of social and racial equality. This involves an interplay or interaction of axiology, ontology, and epistemology. We must include this awareness in the learning of philosophy of language. Perhaps all university students

- should offer Philosophy as a mandatory two-credit course at S1, and at three-credits at S2 and S3.
2. Language helps us in **conveying** experiences, philosophies, and insights. Through language, we convey learning, express responsibility, address identity and representation, and promote improvement in educational settings. This involves the use of language (axiology) but it also requires a consideration for issues related to reality, reasons, rationale (ontology and epistemology).
 3. We need language in **expressing** our work and insights that are shaped by our linguistic and cultural influences. When we think about language and its use, it is necessary to have a background understanding of axiology, ontology, and epistemology.
 4. Language is **evolving** all the time. Principles of philosophy do not change because it is logic, reasoning, and search for truth. However, the emphasis on philosophy or the value we placed on it will change. It is not only philosophy that shapes language; it is also language that shapes philosophy. We must keep an open-mind, and be ready to engage in discussions related to language philosophy.

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