LEARNING PHILOSOPHY: THE LEARNING CAPACITY DEPENDS ON THE NATURAL LEARNING APPROACH COMBINED WITH THE CLASSROOM APPROACH

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(This article belongs to the Theme 2: Learning for a Sustainable Future)

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Abstract

This study aims to shed light on the variables influencing learning capacity within the natural and classroom approaches by carefully examining a wide range of scholarly sources and analyzing important literature. This project seeks to clarify how learning philosophy influences educational theory and practice. To gain a deeper understanding of their impact on educational approaches and outcomes, the study combines empirical research with insights from academics such as Krashen, Terrell, and Gagné. The results found that a balanced strategy for maximizing learning capacity is provided by combining the natural approach, which emphasizes socialization and intrinsic motivation, with the classroom approach, which is concentrated on structured learning management. Teachers can design dynamic learning environments that stimulate curiosity and provide the structure and support needed for skill acquisition and knowledge retention by fusing elements of autonomy and guidance. In inclusion, the results found that a balanced strategy for maximizing learning capacity is provided by combining the natural approach, which emphasizes socialization and intrinsic motivation, with the classroom approach, which is concentrated on structured learning management. Teachers can design dynamic learning environments that stimulate curiosity and provide the structure and support needed for skill acquisition and knowledge retention by fusing elements of autonomy and guidance.

Keywords: Learning Philosophy, Natural Approach, Classroom Approach

Introduction

As a driver of social mobility, economic growth, and personal development, education is essential in forming both individuals and societies. Dewey (1916) highlighted that education is a transformative process that fosters critical thinking, creativity, and civic engagement rather than just the acquisition of knowledge and skills. Additionally, education gives people the skills they need to navigate a world that is getting more complicated, enabling them to make wise decisions and meaningfully contribute to their communities (Brimble & Stevenson-Clarke, 2005). Furthermore, education has a significant impact on society as a whole and is essential for social cohesiveness, economic growth, and the advancement of humanity (United Nations Educational, Scientific and Cultural Organization, 2015). To put it simply, education is critical to the advancement of human civilization, social justice, and personal development.

The process of facilitating learning, which includes a range of formal and informal activities intended to support the development of knowledge, skills, and personal development, can be conceived of as education. According to Bruner's (1960) theory, education entails designing learning opportunities that pique students' intellectual curiosity, encourage critical thinking, and encourage meaningful interaction with the material. According to this perspective, education goes beyond simple instruction and emphasizes students' active construction of their worldview. People engage in cognitive processes that result in the acquisition and assimilation of new knowledge and perspectives through dynamic interactions with teachers, peers, and resources (Bruner, 1960).

Fundamentally, education is meant to help people move from a state in which their actions are merely instinctive to one in which they exercise critical thinking and well-informed judgment. Philosophers like Kant (1996) have stated that the progression from an "animal" to a "human" is a fundamental goal of education. According to Kant, education should enable people to overcome their innate tendencies and behave morally and logically, so realizing their full potential as independent moral beings. Education gives people the ability to navigate the complexities of human experience and make reasoned decisions that advance both their well-being and the welfare of society (Kant, 1996). This is achieved through the development of intellectual faculties and ethical reasoning.

However, Numerous factors impact human learning capacity, indicating the intricacy of the human mind and its relationship with its surroundings. First, an individual's capacity for learning is largely determined by cognitive functions like memory, attention, and problem-solving (Anderson, 2000). Furthermore, curiosity and motivation act as catalysts for learning, encouraging people to actively seek out and interact with new information (Deci & Ryan, 1985). Furthermore, social variables that impact the learning environment and the acquisition of knowledge and skills include cultural norms, peer interactions, and educational opportunities (Vygotsky, 1978). Moreover, the various ways that people learn and process information are influenced by individual variances in learning preferences, styles, and past experiences (Gardner, 1983). In the end, human learning ability is determined by a complex interaction between cognitive, motivational, social, and personal factors, underscoring the complexity of the learning process.

However, research on the effectiveness of various learning approaches indicates that the optimal approach frequently depends on several variables, including the subject matter, the learner's preferences, and the learning context. Natural learning strategies place a strong emphasis on problem-solving, self-directed inquiry, and real-world experience. In contrast to more conventional classroom-based approaches, proponents contend that this strategy promotes longer-term retention, critical thinking abilities, and a deeper understanding of the material. In contrast to students who only received classroom instruction, Davidson & Worsham's (2018) study revealed that students who participated in natural learning activities— like field trips and hands-on experiments—exhibited higher levels of motivation and

knowledge retention in science education. On the other hand, classroom-based methods offer a controlled setting with precise goals, methodical teaching, and chances for collaboration with peers and teachers. Proponents contend that this approach makes it possible to deliver information consistently, makes it easier to understand concepts, and encourages group projects and social learning. According to research by Smith & Jones (2019), students who engaged in regular classroom activities like group discussions and teacher-led presentations demonstrated higher language proficiency and confidence than those who learned primarily through naturalistic approaches. This finding supported the efficacy of classroom-based instruction in language learning.

Therefore, it was said the natural approach, which emphasizes socialization and organic development, and the classroom approach, which concentrates on setting up and organizing the learning environment, are complementary approaches that must be integrated for education to be successful. According to Krashen & Terrell (1983), the natural approach recognizes that social interactions and experiential learning are the fundamental means by which humans can learn and develop. Educators can leverage intrinsic motivation and natural curiosity to create meaningful learning experiences by establishing a welcoming and inclusive environment that encourages self-discovery and exploration (Deci & Ryan, 1985). Simultaneously, the classroom Approach gives fundamental structure and direction by providing opportunities for practice and reinforcement, systematic instruction, and feedback (Gagné, 1985). Effective learning environment organization allows teachers to scaffold experiences and make sure students gain the knowledge and abilities they need to meet their learning objectives (Vygotsky, 1978). In the end, the effective blending of the natural and classroom approaches allows teachers to design dynamic and flexible learning environments that accommodate students' various needs and learning preferences, supporting students' holistic development and promoting the best possible learning outcomes. Therefore, the purpose of this study is to analyze factors related to learning capacity based on two learning philosophies.

Literature Review

Education theorists have been debating the best ways to support learning and skill acquisition for a long time. The classroom approach and the natural approach are two well-known strategies that have come out of this discussion. The natural approach holds that language learning happens most successfully when learners are exposed to understandable input in a low-anxiety environment. It is based on theories of language acquisition put forth by Krashen & Terrell (1983). This viewpoint emphasizes implicit learning through exposure to meaningful communication, and it claims that language acquisition is similar to the process by which people pick up their native tongue (Krashen, 1982).

On the other hand, behaviorist concepts of conditioning and reinforcement serve as the basis for the classroom approach's more explicit and structured methodology (Skinner, 1957). This method's proponents contend that methodical training, drill, and practice are necessary for mastering abilities and acquiring knowledge (Gagné, 1985). The classroom approach places more emphasis on conscious attempts to modify behavior through repetition and feedback than does the natural approach, which places more emphasis on subconscious learning.

Within traditional academic settings, classroom approaches also referred to as learning management systems, are essential for organizing and supporting educational experiences. These systems include a range of instruments and approaches designed to manage student interactions, organize curriculum materials, and evaluate learning objectives. To provide course materials and involve students in active learning processes, classroom approaches typically combine in-person instruction, multimedia resources, and online platforms. According to research by Anderson & Dron (2011), learning management systems are crucial for fostering collaborative learning environments where students can communicate with

teachers and peers, share resources, and take part in discussions. Careful planning, continuous support, and alignment with pedagogical goals are necessary for the effective implementation of classroom approaches that increase student engagement and foster meaningful learning experiences.

Both approaches provide insightful perspectives into the learning process, but their underlying presumptions and methods of instruction are very different. According to Krashen & Terrell (1983), the natural approach promotes an immersive and communicative learning environment in which students participate in real-world interactions that support language acquisition through exposure to meaningful input. As opposed to this, the classroom approach prioritizes a more directed and structured method of instruction, placing special emphasis on opportunities for practice and reinforcement as well as the methodical delivery of the material (Gagné, 1985). Thus, both strategies have been successfully applied in a variety of educational contexts despite their differences, underscoring the significance of taking learners' individual needs and learning preferences into account. To maximize learning outcomes, educators must assess the benefits and drawbacks of each strategy critically and adjust their teaching strategies accordingly (Richards & Rodgers, 2001). Educators can design dynamic and productive learning environments that support language acquisition and skill mastery by combining aspects of the training and natural approaches.
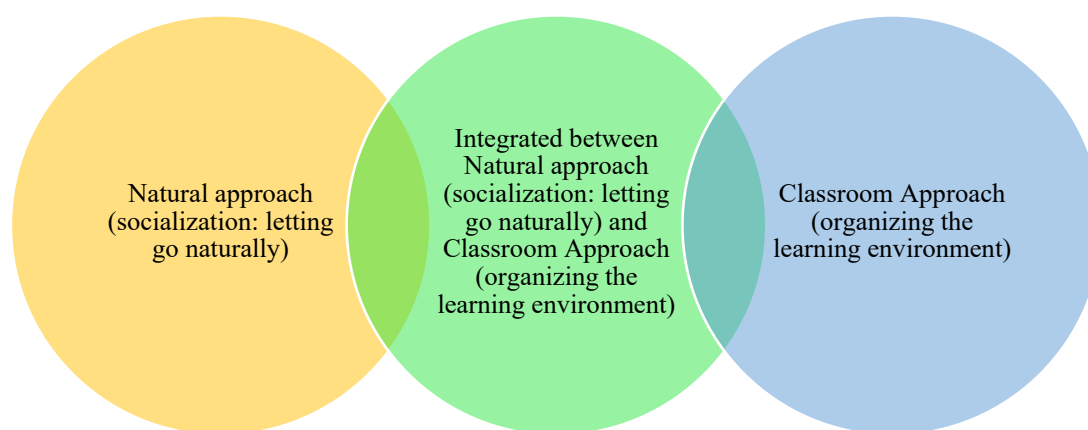
Conceptual Framework

Figure 1 Conceptual Framework

Methodology
Data Source
An extensive search of academic databases, journals, and pertinent scholarly sources is first carried out to compile a wide range of publications, books, and research studies about the subject.

Data Collection
The identified literature is carefully examined and summarized after a thorough search. Finding important concepts, themes, and elements related to learning capacity within the framework of the two philosophies under consideration is the goal. Emphasis is placed on empirical research, theoretical frameworks, and seminal works written by eminent experts in the field, such as Gagné (1985) for the training method and Krashen & Terrell (1983) for the natural approach.

Data Analysis
The review aims to offer a thorough understanding of the factors influencing learning capacity and their implications for educational theory and practice within the framework of these opposing learning philosophies. This is accomplished through a thorough process of analysis

and synthesis, in which the collected data is methodically examined and combined to derive significant findings and understandings.

Results

Natural Approach (Socialization: Letting Go Naturally)

The natural approach to learning, which is based on theories of language acquisition, highlights the natural ability of humans to pick up language in a way that is similar to how young children pick up their native tongue (Krashen & Terrell, 1983). The idea of socialization, which entails fostering an atmosphere that supports organic learning processes by letting students participate in real-world encounters and meaningful communication, is fundamental to this philosophy. This method, which was promoted by Krashen & Terrell (1983), encourages teachers to give up control and support learning by exposing students to understandable input, which promotes language acquisition in a low-stress setting.

The natural approach's understanding of socialization is consistent with more general theories of human development, which highlight the significance of social interactions and hands-on learning in forming people's language and cognitive capacities (Vygotsky, 1978). Teachers facilitate language acquisition by placing students in real-world communication situations so they can observe, mimic, and take part in meaningful conversations (Krashen & Terrell, 1983). This procedure highlights the role of socialization in supporting learning outcomes by reflecting the normal course of language acquisition seen in children.

Furthermore, the natural approach echoes the ideas of self-determination theory by highlighting the importance of intrinsic motivation and autonomy in the learning process (Deci & Ryan, 1985). Teachers can leverage students' innate curiosity and intrinsic motivation to create more meaningful learning experiences by letting them take charge of their education and explore subjects that interest them. This learner-centered approach supports self-directed learning and empowers students by encouraging them to investigate and find information on their own (Deci & Ryan, 1985). As such, it is consistent with the philosophy of socialization.

Moreover, the natural approach highlights the significance of affective factors in language acquisition and learning outcomes, including anxiety and self-confidence (Krashen, 1982). Teachers can lessen the detrimental effects of affective filters on students' capacity to understand and assimilate new information by fostering a supportive and anxiety-free learning environment (Krashen, 1982). This emphasis on psychological comfort and emotional well-being is ingrained in the natural approach's socialization philosophy, which places a high value on fostering a welcoming and supportive learning environment in which students feel comfortable taking chances and making errors.

In conclusion, the natural approach to learning, which is distinguished by the socialization philosophy, promotes the establishment of an environment that facilitates natural learning processes by providing opportunities for learners to participate in genuine interactions and meaningful communication. This method emphasizes the value of social interactions, intrinsic motivation, autonomy, and emotional well-being in promoting the best possible learning outcomes. It draws on theories of language acquisition, human development, and motivational psychology (Krashen & Terrell, 1983; Deci & Ryan, 1985; Vygotsky, 1978). Teachers can create dynamic and enriching learning environments that nurture learners' innate curiosity, promote language acquisition, and foster holistic development by embracing the principles of socialization and letting go naturally. It concludes that.

1) Emphasis on Socialization: The natural approach promotes the creation of calm, natural settings that facilitate meaningful communication and real-world interactions while fostering language learning.

2) Alignment with Developmental Theories: The natural approach acknowledges the significance of social interactions and experiential learning in the development of language and cognitive abilities, which is consistent with theories such as Vygotsky's.

3) Promotion of Intrinsic Motivation and Autonomy: According to self-determination theory, the natural approach promotes intrinsic motivation and autonomy by giving students the freedom to choose how they want to learn and study subjects that interest them.

4) Attention to Affective Factors: The natural approach stresses the creation of supportive, stress-free environments to maximize learning potential because it acknowledges the impact that emotional states like anxiety and self-confidence have on learning outcomes.

5) Integration of Theoretical Frameworks: Based on theories related to language acquisition, human development, and motivational psychology, the natural approach integrates various viewpoints to create dynamic learning spaces that support students' holistic growth.

Classroom Approach (Organizing the Learning Environment)

The classroom approach to learning is distinguished by its focus on methodical practice, structured instruction, and setting up the classroom to support the development of new skills and the retention of existing knowledge (Gagné, 1985). This philosophy's central tenet is that instructional materials can be carefully planned, sequenced, and reinforced to maximize learning outcomes. Teachers who use the classroom approach have a directive role in directing the learning process; they do this by giving learners specific goals, instructions, and feedback to help them acquire new knowledge and abilities.

The training methodology primarily utilizes behaviorist principles, specifically those of B.F. Skinner highlights the significance of reinforcement and conditioning in modifying behavior (Skinner, 1957). This viewpoint holds that educators can effectively influence behavior by providing appropriate stimuli and reinforcement contingencies. Learning is the result of stimulus-response associations. Educators can facilitate effective skill acquisition and promote positive learning outcomes by systematically arranging the learning environment and structuring instructional materials to elicit desired responses.

Furthermore, in line with the concepts of purposeful practice and mastery learning, the classroom approach emphasizes the value of repetition and practice in skill mastery (Bloom, 1976). Teachers can ensure that students can effectively apply what they have learned to real-world situations by giving them ample opportunities to apply new knowledge and skills in a variety of contexts. This will reinforce learning and promote transferability (Gagné, 1985). This emphasis on practice, which entails giving students the chance to practice with meaning and purpose under the supervision of the teacher, is consistent with the philosophy of setting up the learning environment.

Additionally, the training strategy places a strong emphasis on enhancing learning outcomes using multimedia resources and instructional technologies (Clark, 1994). Teachers can accommodate different learning styles and deliver interesting and dynamic learning experiences by incorporating multimedia components like movies, simulations, and interactive exercises into the classroom (Clark, 1994). Because it involves utilizing resources and tools to create a dynamic and stimulating learning environment that encourages active engagement and participation, this use of technology is consistent with the philosophy of organizing the learning environment.

In conclusion, the classroom approach to learning stresses systematic practice, structured instruction, and the use of instructional technologies to help with knowledge retention and skill acquisition. It is distinguished by the philosophy of setting up the learning environment. This method emphasizes the organization and optimization of the learning environment to support effective learning outcomes. It draws on behaviorism, deliberate practice, and instructional design principles (Gagné, 1985; Skinner, 1957; Clark, 1994; Bloom, 1976). Through the implementation of a methodical and purposeful approach to teaching, instructors can establish

vibrant and productive learning spaces that facilitate students' acquisition of novel abilities and ideas. It concludes that.

1) Structured Instruction and Systematic Practice: In order to maximize learning outcomes, the classroom approach places a high priority on structured instruction and methodical practice while giving students precise instructions, goals, and feedback.

2) Behaviorist Principles: Educators can strategically arrange stimuli and reinforcement contingencies to promote skill acquisition by using this approach, which emphasizes the importance of reinforcement and conditioning in shaping behavior. It is based on behaviorist principles, especially those of B.F. Skinner.

3) Emphasis on Repetition and Mastery: The approach aligns with the concepts of mastery learning by highlighting the importance of deliberate practice and repetition in skill mastery. It provides students with ample opportunities to apply their knowledge in a variety of contexts, thereby promoting transferability and reinforcement.

4) Integration of Multimedia Resources: Acknowledging the significance of instructional technologies and multimedia resources, educators integrate a range of multimedia elements to suit different learning styles, resulting in dynamic and captivating learning spaces that encourage active engagement.

5) Optimization of the Learning Environment: Generally speaking, the classroom approach is centered on structuring and maximizing the learning environment to promote learning outcomes that are grounded in behaviorism, intentional practice, and instructional design principles. This allows teachers to assist students in gaining knowledge and skills in lively and effective learning environments.

Integrated Approach between Natural and Classroom Approaches

The natural approach, which emphasizes socialization and intrinsic motivation, and the classroom approach, which concentrates on structured instruction and skill acquisition within a structured learning environment, are both combined into an integrated approach to learning philosophy. To maximize learning outcomes, this hybrid philosophy acknowledges the importance of establishing a safe, engaging environment that encourages natural curiosity and exploration (Krashen & Terrell, 1983; Gagné, 1985). By combining these two methods, teachers can take advantage of each philosophy's advantages and build dynamic, flexible learning environments that meet the different needs and learning preferences of their students. The understanding that learning is a complex and multifaceted process with cognitive, affective, and social components is essential to the integrated approach (Ormrod, 2006). Educators prioritize the development of authentic learning experiences that foster meaningful communication, active engagement, and collaboration by utilizing the natural approach (Krashen & Terrell, 1983). By offering opportunities for practice and reinforcement, well-defined objectives, and organized activities, educators integrate aspects of the classroom approach concurrently (Gagné, 1985). This dual emphasis on offering structure and direction in addition to encouraging intrinsic motivation and autonomy is indicative of a comprehensive understanding of the learning process.

Additionally, the integrated approach highlights how important it is to differentiate instruction and individualize it to meet the needs and preferences of a wide range of learners (Tomlinson, 2014). Teachers work to establish flexible and accommodating learning environments because they understand that students have different backgrounds, interests, and learning styles when they enter the classroom (Tomlinson, 2014). Teachers can create individualized learning experiences that boost student engagement and encourage academic success by combining aspects of the natural and classroom approaches into their instruction.

Moreover, Means et al. (2009) assert that the integrated approach acknowledges the contribution of technology to improving learning outcomes and broadening educational opportunities. Teachers make use of digital resources and tools to design immersive, interactive

learning experiences that go beyond the walls of the conventional classroom (Means et al., 2009). Since it enables teachers to provide both structured and scaffolded learning experiences and authentic communication and collaboration, this technology integration is consistent with both the natural and classroom approaches (Krashen & Terrell, 1983; Gagné, 1985).

The strengths of both approaches are combined in the integrated approach between classroom and natural learning approaches to create a comprehensive and dynamic learning environment. This method recognizes that students differ in their preferences and how they react to different teaching styles. Teachers can accommodate a variety of learning styles and increase student engagement and comprehension by combining aspects of natural learning with traditional classroom-based instruction, such as practical experiences, real-world applications, and self-directed exploration. According to research by Staker & Horn (2012), blended learning models—which combine in-person and virtual instruction—have the potential to improve learning outcomes by offering flexibility, individualized pacing, and chances for group projects. Teachers can tailor their instruction to each student's needs while developing critical thinking abilities and a deeper conceptual understanding by utilizing technology and adaptive learning platforms. Additionally, the integrated approach makes it easier for students to move from formal classroom settings to real-world contexts, allowing them to apply the knowledge and skills they have learned in the classroom to real-world scenarios. This connection between theoretical knowledge and real-world application improves the relevance and application of course material, leading to more in-depth learning opportunities and better-equipping students for success across a range of subjects. In order to improve students' problem-solving skills, teamwork abilities, and career readiness, Johnson & Smith's (2017) study, for instance, showed how effective it is to incorporate experiential learning opportunities, like internships and service-learning projects, into traditional classroom instruction. Teachers can create a holistic learning environment that fosters academic achievement, critical thinking, and lifelong learning skills by combining natural learning approaches with classroom-based instruction.

In conclusion, to put it briefly, an integrated approach to learning philosophy builds dynamic, flexible, and student-centered learning environments by fusing the best elements of the natural and classroom approaches. This approach, which prioritizes structured instruction, socialization, intrinsic motivation, and personalized learning experiences, reflects a comprehensive understanding of the learning process and aims to maximize learning outcomes for every student. It concludes that.

1) Comprehensive Learning Environment: By combining the best elements of the classroom and natural approaches, the integrated approach creates a dynamic learning environment where opportunities for natural curiosity and exploration are mixed with structured instruction.

2) Acknowledgment of Learning Complexity: Teachers emphasize real-world experiences that incorporate cognitive, affective, and social components while utilizing both unstructured and structured teaching strategies because they understand how complex learning is.

3) Differentiated Instruction: The integrated approach, which prioritizes individualized learning experiences, considers the varied needs and preferences of students, taking into account their backgrounds, interests, and learning styles.

4) Technology Integration: By utilizing digital tools and resources, educators create immersive learning experiences that go beyond conventional limits, encouraging real communication and collaboration in addition to structured learning.

5) Preparation for Real-World Application: The integrated approach facilitates the transition from classroom learning to real-world contexts by providing students with critical thinking skills, problem-solving abilities, and career readiness through the combination of practical experiences and technology integration.
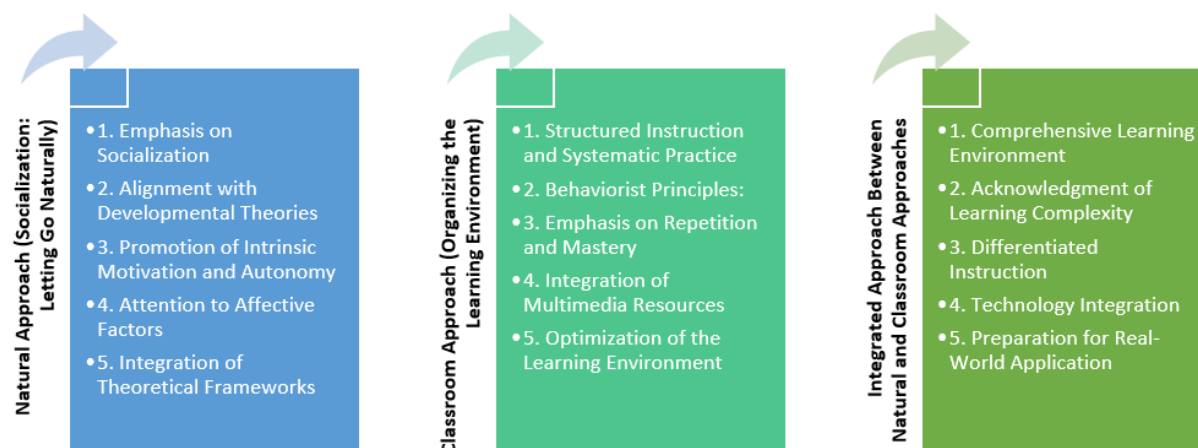
Natural Approach (Socialization: Letting Go Naturally)
- 1. Emphasis on Socialization
- 2. Alignment with Developmental Theories
- 3. Promotion of Intrinsic Motivation and Autonomy
- 4. Attention to Affective Factors
- 5. Integration of Theoretical Frameworks

Classroom Approach (Organizing the Learning Environment)
- 1. Structured Instruction and Systematic Practice
- 2. Behaviorist Principles:
- 3. Emphasis on Repetition and Mastery
- 4. Integration of Multimedia Resources
- 5. Optimization of the Learning Environment

Integrated Approach Between Natural and Classroom Approaches
- 1. Comprehensive Learning Environment
- 2. Acknowledgment of Learning Complexity
- 3. Differentiated Instruction
- 4. Technology Integration
- 5. Preparation for Real-World Application

Figure 2 Learning Approaches

Conclusion and Discussion

Although there are potential advantages to integrating the natural and classroom approaches in learning capacity, there are also several difficulties and restrictions. The possible conflict between the concepts of autonomy and control that these methods entail is one criticism. The natural approach advocates for a hands-off approach from educators to allow for natural learning processes, emphasizing learner autonomy and intrinsic motivation (Krashen & Terrell, 1983). On the other hand, the classroom approach limits learner autonomy and spontaneity by implementing learning management and structured instruction (Gagné, 1985). In a contradictory learning environment where autonomy and control are at odds, students may experience confusion or conflict regarding their agency and role in the learning process.

Furthermore, without addressing underlying epistemological differences, the integration of the natural and classroom approaches may result in a surface-level blending of pedagogical strategies. The natural approach emphasizes the value of socialization and genuine communication and is based on theories of language acquisition and sociocultural learning (Krashen & Terrell, 1983; Vygotsky, 1978). However, the classroom approach, which emphasizes structured instruction and skill acquisition, is based on behaviorist principles and instructional design theory (Gagné, 1985). A disjointed or incoherent instructional approach that underutilizes the advantages of each philosophy may arise from an attempt to integrate these approaches without first resolving their underlying theoretical frameworks.

Additionally, combining the natural and classroom approaches may reinforce a uniform teaching strategy that ignores student variations in learning preferences and styles. Although the classroom approach offers structure and organization, it might not be sufficient to meet every student's unique needs and learning profile (Tomlinson, 2014). Similarly, the natural approach may overlook the need for explicit instruction and scaffolded support for learners who need extra guidance, even though it promotes autonomy and authenticity (Ormrod, 2006). Some students may become disengaged, frustrated, or cut off from the learning process because of this lack of individualization.

Furthermore, the integration of the natural and classroom approaches may unintentionally give surface-level behaviors and outcomes precedence over profound and significant learning opportunities. The classroom approach may place more emphasis on procedural knowledge and rote memorization than on conceptual comprehension and critical thinking because it places a strong emphasis on performance and mastery of predefined objectives (Gagné, 1985). On the other hand, although encouraging genuine communication and hands-on learning, the natural approach might not offer enough structure or direction to guarantee that students grasp key ideas and abilities (Krashen & Terrell, 1983). This imbalance could lead to learning experiences that are too superficial to support knowledge transferability or long-term retention.

Thus, there are several obstacles and restrictions associated with integrating the natural and classroom approaches in learning capacity, despite the possibility that this will result in dynamic and adaptable learning environments. The effectiveness of this integrated approach may be hampered by problems like the conflict between autonomy and control, the flimsy blending of pedagogical strategies, the lack of individualization, and the emphasis on surface-level results. To maximize learning outcomes for every student, educators must consider the ramifications of combining these approaches critically and work to resolve any conflicts or constraints.

Practice Recommendation

1) Integration of the natural approach and the classroom approach: It is recommended that educators proactively integrate elements of both the natural approach (socialization-natural release) and the classroom approach (learning management) into their lesson plans. This means creating a learning environment that is well-balanced and combines opportunities for natural exploration, socialization, and intrinsic motivation with structured instruction, specific goals, and methodical practice. By striking a harmonious balance between guidance and autonomy, teachers can work to create a dynamic and flexible learning environment that caters to the diverse needs and learning preferences of their students.

2) Differentiated Instruction: Individualization and differentiation should be given top priority by educators to accommodate the needs and preferences of a diverse group of students. This means that when students enter the classroom, their backgrounds, interests, and learning styles vary, and instruction must be modified to account for this. By incorporating components from the natural and classroom approaches, teachers can provide individualized learning experiences that increase student interest, promote independence, and help each student succeed academically.

3) Reconciliation of Philosophical Differences: The theoretical foundations and guiding principles of the natural and classroom approaches should be critically examined and reconciled by educators to preserve coherence and efficacy in instructional practices. This may mean avoiding a shaky blending of pedagogical techniques and determining where the two philosophies align and complement one another. By amalgamating the essential concepts and methodologies from both approaches, educators can create a cohesive and all-encompassing pedagogical approach that optimizes educational achievements for each pupil.

Further Research Recommendation

1) Longitudinal Studies: Further research is necessary to evaluate the long-term outcomes and effects of integrating the classroom and natural approaches in educational settings. Longitudinal studies, which track students' growth and development over a long period of time, can provide valuable insights into the ways in which this integrated approach impacts academic achievement, cognitive development, and socio-emotional well-being. Examining the long-term effects of integrated instructional practices allows researchers to contribute to evidence-based recommendations for effective teaching and learning strategies.

2) Longitudinal Studies: The long-term effects and results of combining the natural and classroom approaches in educational settings require more investigation. Studies that follow students over an extended period, known as longitudinal studies, can offer important insights into the ways in which this integrated approach affects socio-emotional development, academic achievement, and cognitive growth. Researchers can contribute to evidence-based recommendations for successful teaching and learning strategies by looking at the long-term effects of integrated instructional practices.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Conflicts of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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