Systematic Literature Review: Branches of Philosophy and Schools of Thought in Philosophy

Supri Yadi[1], Ice Linsa Sari[2], Yulia Septemi[2], Helita[3], Yesmi Elesti[4]
[1]SDN 5 Seluma, Bengkulu, Indonesia, [2]SMPN 24 Kaur, Bengkulu, Indonesia, [3]SDN 123 Seluma, Bengkulu, Indonesia, [4]SMAN 5 Bengkulu Tengah, Bengkulu, Indonesia

Corresponding author e-mail: supriyadifif@gmail.com

Abstract: This study aims to identify, classify, and synthesize the development of branches and schools of thought in philosophy based on the latest academic literature. The method used in this study is a Systematic Literature Review (SLR) with data search through the Google Scholar database using keywords such as schools of philosophy, branches of philosophy, and philosophy. Inclusion criteria included articles in English and Indonesian published between 2021 and 2025 that contain conceptual discussions of branches or schools of philosophy, while exclusion criteria included non-academic articles and popular works. Of the initial 200 articles, 15 studies met the criteria and were synthesized thematically. The results show five main branches (metaphysics, epistemology, ethics, logic, and aesthetics) and seven dominant schools (realism, idealism, pragmatism, existentialism, positivism, phenomenology, and postmodernism). The novelty of the study lies in the systematic mapping of the relationships between branches and schools. Its practical implications strengthen the foundation of the modern philosophy curriculum, while its contribution enriches epistemological understanding in contemporary philosophical studies.

Keywords: Branches of Philosophy, Schools of Philosophy, Systematic Literature Review

A. Introduction

Philosophy is a science that uses the mind to investigate everything that exists and can be done by using the mind as the main medium, while the philosophy of science is a means and process for seeking the truth so that humans can experience progress in civilization in their lives (Pratiwi et al., 2024). Philosophy is a very old science. When we talk about philosophy, we look back to ancient Greece. At that time, all science was called philosophy (Khaerunnisa et al., 2024). It is very difficult to define philosophy

precisely, as there are many different and varied definitions. However, in general, the word philosophy comes from a combination of two words: Philein, meaning to love, and Sophos, meaning wisdom. If we look at the origin of the word, philosophy means loving wisdom. Etymologically, philosophy means love of wisdom, love of knowledge, or friend of wisdom, friend of knowledge. The word philosophy is closely related to everything that can be thought of by humans, and will never end because it contains two possibilities: the process of thinking and the results of thinking. Based on the several definitions above, it can be concluded that philosophy is a systematic, radical, and universal way of thinking about something that exists and may exist, and also as a method for discovering the truth and essence of something. Philosophy is always related to the activities of thinking and thinking carried out by humans. Philosophy will always exist in human life, because it is something natural as long as humans have the freedom to think, and the activity of thinking will always exist as long as humans are still alive in this world (Pajriani et al., 2023).

This research aims to learn more about the main branches and schools of philosophy because of their significant contribution to the formation of critical thinking frameworks in various aspects of life, such as scientific reasoning and moral decision making. The main branches of philosophy are metaphysics, epistemology, and axiology, which can be divided into ethics, philosophy of good and bad human behavior, or moral philosophy, and aesthetics, or philosophy of beauty (Asyha et al., 2024). Differences in experience, perception, and belief about reality, differences in talents, interests, and aspirations, differences in natural factors, differences in history or era, advances in science and technology, and differences in responses to metaphysical problems can all be reasons for the emergence of philosophical schools. Some well-known philosophical traditions include rationalism, empiricism, idealism, pragmatism, and existentialism.

B. Methods

A systematic literature review is the process of finding, evaluating, and interpreting each study conducted with the aim of finding answers to specific research questions (Schröer et al., 2021). The purpose of a systematic literature review is to find strategies for solving problems, discover various perspectives related to the problem being studied, and develop theories relevant to research on branches of philosophy and philosophical schools. The article search process began using AI Chatgpt, then entered into Google Scholar based on article criteria in the 2021-2025 period.

Articles found through the Google Scholar search engine were used as references. Based on the research articles obtained, there were 15 research articles on branches of

philosophy and philosophical schools. Then the researcher provides limitations on the title and keywords used in compiling this article so that it can focus on discussing the branches of philosophy and its schools.

Identifying and Defining Keywords

The first step is to identify key concepts and relevant keywords for understanding the branches and schools of philosophy. The keywords used include 1) schools of philosophy; 2) branches of philosophy; and 3) philosophy.

Literature Search Strategy

This process involves searching the literature in leading academic databases to ensure the quality of the sources used. Researchers collected data from various platforms such as Google Scholar and Sci Hub using predetermined keyword combinations.

Literature Selection Process

After conducting the initial identification, researchers continued the selection process step by step with the following stages:
1. Initial Screening: Selecting articles based on relevant titles and abstracts, specifically regarding branches and schools of philosophy.
2. In-depth Review: Reading the contents of the articles and ensuring their relevance and contribution to this research.
3. Inclusion and Exclusion Criteria:
   a. Inclusion: Inclusion criteria include articles in English and Indonesian published between 2020 and 2025 that contain conceptual discussions about branches or schools of philosophy.
   b. Exclusion: Exclusion criteria included non-academic articles and popular works.

Data Extraction

We systematically collected essential information from the selected studies, including:
1. Details of the Research Methodology (type of research and approach used),
2. Main Findings
3. Contribution of each study to the understanding of the philosophy of science in the study of branches and schools of philosophy.

Data Analysis and Synthesis

The extracted data were analyzed using qualitative methods to identify key themes, trends, and gaps in the existing literature. Some aspects analyzed included:
How branches and schools of philosophy shape the paradigm of modern science,

1. Implications of branches and schools of philosophy of science on the development of modern science and technology,
2. The impact of major branches of philosophy, such as epistemology, ontology, and axiology, on the advancement of science and technology.

Results Report

The results of the Systematic Literature Review (SLR) are structured to provide a clear overview of: The contribution of branches and schools of philosophy of science to the development of science and technology, Implications and relevance of the findings for further research, Recommendations for the development of future studies in the philosophy of science. This method is expected to provide a deeper understanding of the branches and schools of philosophy in guiding the development of science and technology, as well as provide a stronger philosophical foundation for more responsible and sustainable scientific and technological innovation.

C. Results and Discussion

The branches and schools of thought in the philosophy of science are not merely theoretical aspects but also have a real impact on the development of science and technology. The development of the philosophy of science in Indonesia has experienced significant growth in recent decades (Fahrurrozhi & Kurnia, 2022). Based on an analysis of 15 selected journals that met the established criteria, the research results are presented as follows.

Table 1. SLR with Prism Method
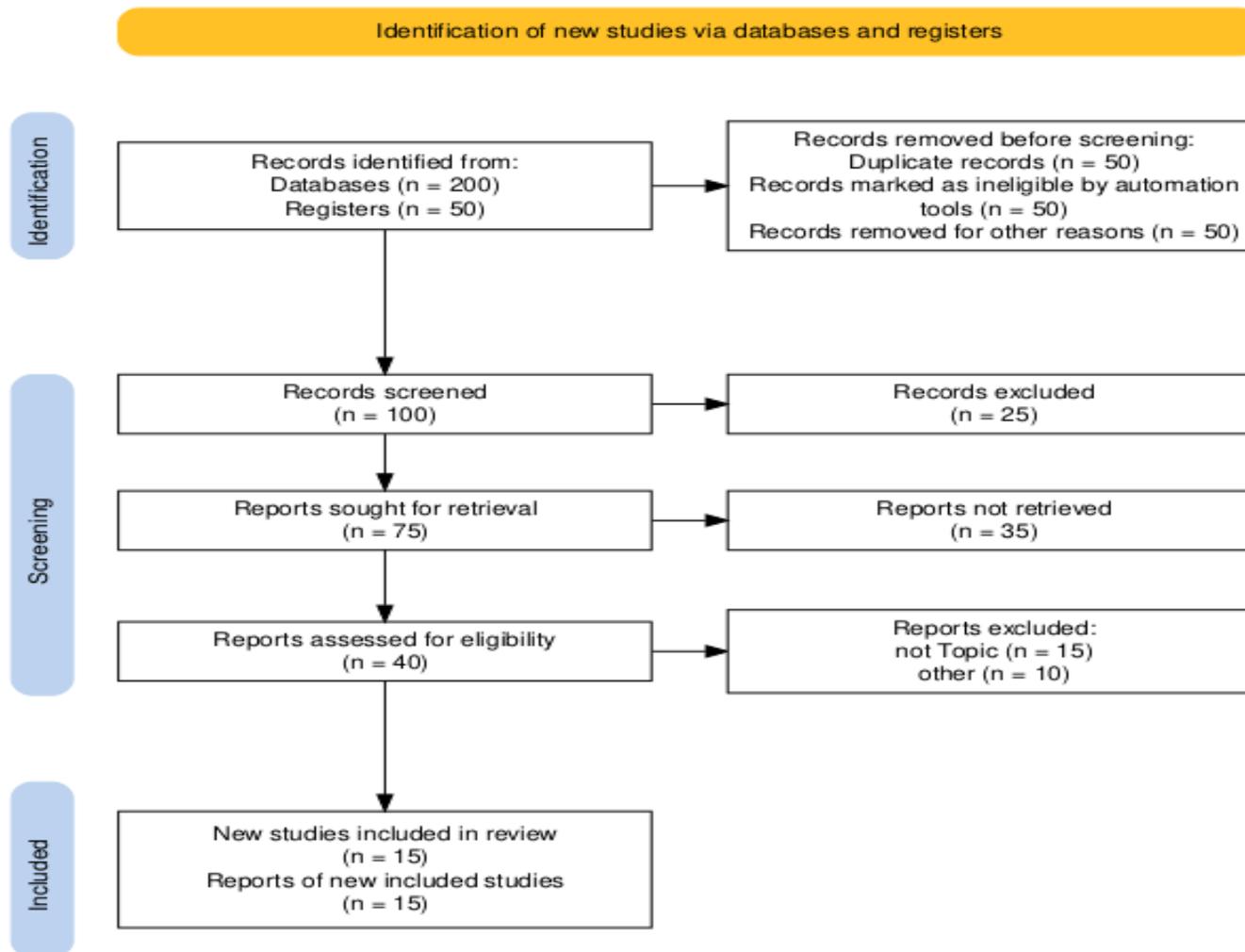
Table 2. Results of the Review of Mapping Journal Article Data with Related Research

No	Title	Author	Research purposes	Research methods	Research result	Conclusion
1	Science in Philosophical Review: Ontology, Epistemology, and Axiology.	(Hayati & Dalimunthe, 2022)	Discussing science knowledge from philosophical perspective, namely ontology, epistemology, and axiology	Literature Study	Ontology focuses on the nature of something science, epistemology focus on methodology and methods development of science, Axiology discusses the benefits or the utility value of science,	In simple terms, this research discusses ontology, discusses the existence of epistemology, discusses the development of axiology and the value of science.
2	Axiological Review of the Pancasila Student Profile in the Independent Learning Curriculum	(Trisnawati et al., 2022)	Reviewing the philosophical aspects of science that focus on the axiological aspects (utility value) of the Pancasila student profile of the independent learning curriculum.	Qualitative research method with a literature study approach.	It was found that there are three dimensions that contain descriptive ethics, there are four dimensions that contain normative ethics and there are three dimensions that contain metaethics.	This research focuses on the components of the axiological domain, namely the ethical components that can be reviewed in the profile of Pancasila students in the independent learning curriculum as follows: global descriptive ethics, normative ethics, metaethics.
3	Basic Understanding of the Nature of Science in a Philosophical Review: Ontology, Epistemology, and Axiology.	(Asyha et al., 2024)	This research aims to examine in depth from a theoretical perspective the nature of science, including ontology, epistemology and	Qualitative research using literature study methods.	The results of this study show that ontology is main stages of giving birth a science that discusses everything that exists identical to the question. Epistemolgy is the second stage which contains activities	Ontology, epistemology and axiology is three aspects that cannot be separated and mutually interconnectedness in understanding of a science.

					search to find answer to the desired object	
				axiology.		
4	The Relationship between Ethics and the Branches of Philosophy	(Milasari et al., 2021)	Give actual understanding of the existence of a close and inseparable relationship between ethics and the branch of philosophy	Qualitative methods	Humans receive guidance from ethics on how to live their lives through various daily behaviors. Ethics helps people adopt the right perspective and behavior as they navigate their lives. Ultimately, it helps us make decisions about the values embodied in the attitudes and behaviors that truly shape and define the meaning of our lives.	Ethics helps in adopting the right perspective and behavior while living their life.
5	Philosophy of Islamic Education: Ontological, Epistemological, and Axiological Perspectives	(Qadafi et al., 2024)	Determining the systematics of philosophy in general, namely epistemology, ontology, axiology, which discusses the use of knowledge.	Literature review method (library research) with a qualitative approach.	Ontology is the philosophical science that discusses the nature of all that exists. Epistemology is the philosophical science that discusses how to seek knowledge and what that knowledge is like. While axiology is the philosophical science that discusses the purpose for which knowledge is used.	Educational philosophy is a theory or ideology of education that arises from the philosophical nature of an educator, from his experiences in education and life from his studies of various sciences related to education.

6	Philosophy of Pancasila Education in the Review of Ontology, Epistemology, and Axiology	(Pristiwiyanto, 2021)	The implementation of this nation's national education system reflects philosophical views rooted in Pancasila.	Library research.	The Pancasila educational philosophy, as the soul of Indonesia's national education system, must be truly internalized as a source of values and a reference for strategic planning in the Indonesian education sector. The Pancasila educational philosophy must be implemented concretely and consistently to ensure that the development of the Indonesian people, as mandated by the nation's great ideals, can be achieved through the fundamental principles of Pancasila values.	The philosophy of Pancasila education as the spirit of the national education system in Indonesia and the basic principles of Pancasila values are the principles of religiosity, the embodiment and appreciation of humanitarian values, adhering to the spirit of unity as a nation, the spirit of respecting differences and respect for democratic life as well as the embodiment of the values of justice.
7	Axiology-Based National Education	(Zulfahmi & Aprison, 2022)	Describe the benefits or value of axiology and its application in National Education.	Library research method.	The development of students' conceptual knowledge about national education based on axiology, the development of procedural knowledge to develop students' skills and capacity in applying axiological principles, students are encouraged to develop their personalities into wise and moral human beings by caring about education.	The National Education System is based on axiology, the foundation of which is the values of Pancasila, namely religious values which are the basis and source of values for human values.
8	Objects of Study of the Philosophy of Science (Ontology, Epistemology,	(S. et al., 2023)	The aim is to study ontology, epistemology,	interdisciplinary qualitative	Theology of Philosophy of science can help in understanding theological	This research concludes that the study of ontology, epistemology,

	Axiology) and Their Urgency in Islamic Studies		and axiology in the philosophy of science, as well as its urgency in Islamic studies.	research	methodology and reasoning, as well as in evaluating different theological arguments. Sharia: The philosophy of science can help in understanding the methodology and reasoning of Islamic law, as well as in evaluating different interpretations of the law. Ethics: The philosophy of science can help in understanding the foundations of Islamic ethics, as well as in applying Islamic ethical principles in various contexts.	and axiology in the philosophy of science is highly urgent in Islamic studies. A thorough understanding of these concepts will not only enrich academic discussions but also significantly contribute to the development and application of Islamic values in various aspects of life. Philosophical epistemology is a way of acquiring knowledge with a love of wisdom.
9	Philosophical Epistemology	(Pajriani et al., 2023)	This analysis aims to question how something happens, how we know it, how we distinguish it from others, and so on about the state and condition of something in space and time.	Quantitative descriptive analysis method	Research results show that epistemology is a branch of philosophy that studies how humans think. Epistemology also means "science," so it can be interpreted as the study of knowledge. Knowledge is fundamental to human life.	Epistemology discusses the process of acquiring knowledge, what must be considered to obtain true knowledge, what is true, and what constitutes a standard. Meanwhile, philosophy is taken from the Greek language, namely philosophia. The word philosophia consists of the words philein, meaning love (lore), and sophia, meaning wisdom (wisdom). So etymologically, the term

						philosophy means love of wisdom (love of wisdom) in the deepest sense. Therefore, if concluded from epistemology, philosophy is a way of acquiring knowledge with a full love of wisdom.
10	Ontology, Epistemology, and Axiology of Islamic Philosophy	(Ilmu & Islam, 2024)	Discussing the concept ontology, epistemology, and axiology in Islamic education	Library research research methods	Ontology explores the nature of education, epistemology focuses on the sources of knowledge and educational methods, while axiology emphasizes values in education. Finally, this article highlights the close relationship between these three aspects in the context of education. Their relationship to education is that ontology, epistemology, and axiology examine the existence of knowledge, how knowledge is acquired, and how to utilize it.	Philosophy of education, with its ontology, epistemology, and axiology, provides a strong framework for understanding and guiding Islamic education. Keywords: Ontology, Epistemology, Axiology, Philosophy of Education.
11	The Existence of Legal Science in the Review of Philosophical Epistemology Studies	(Sidik, 2022)	see how the actual existence of legal science, and what legal science is like	literature review	Legal science itself has its own characteristics; legal science has different characteristics when compared with other sciences in general. The characteristics that are signs in legal science include, being normative, practical and	In principle, legal science focuses more specifically on legal norms. However, legal science also encompasses perspectives and studies on ethics, morals, justice, legal cases, lawmaking, and the

					prescriptive.	implementation of existing laws. Although legal science primarily examines normative matters, its existence can be viewed as a body of scientific knowledge.
12	The Influence of Rationalist Philosophy on Mathematics: The Thoughts of Immanuel Kant	(Taufik Qurohman, 2022)	The aim of this research is to determine the influence of the rationalist philosophy on mathematics according to the thoughts of Immanuel Kant.	Literature review	The research findings of the philosophical school that contributed to the development of the philosophy of mathematics, namely rationalism, examine how it arises, its procedures, and what constitutes truth. Kant stated that the method for obtaining mathematical truth is to treat mathematics as a priori knowledge. Specifically, the objective validity of mathematical knowledge is obtained through a priori forms that allow for sensory experience.	concluded that mathematics, arithmetic, and geometry are synthetic and independent disciplines. His works, the Critique of Pure Reason and the Prolegomena to Any Future Metaphysics, concluded that mathematical truths are synthetic a priori truths. Logical truths and truths derived only through definition are then analytic truths.
13	Schools of Thought in Philosophical Perspective Education	(Khaerunnisa et al., 2024)	This study examines schools of education from a philosophical perspective and provides an in-depth understanding of	Qualitative methods and library methods	The Materialist School of Educational Philosophy. This school holds that the essence of realism is material, not spiritual or supernatural. Idealism is one school of thought that is considered to have an important role in the	Schools in Education from a Philosophical Perspective may include a detailed analysis of the views of each school, such as: Permanence, essentialism, progressivism,

			each school's ideological framework and ideas regarding the goals, methods, and processes of education.		world of education.	constructivism, humanism, realism, and idealism.
14	A Comparative Study of the Main Schools of Islamic Educational Philosophy and Western Educational Philosophy	(Laily Navi'atul Farah, 2022)	The aim of this paper is to examine the three schools of Islamic educational philosophy and the main schools of Western educational philosophy.	This research is in the form of library research.	The research findings reveal three schools of Islamic educational philosophy: the religious-conservative school, represented by Imam Ghazali; the religio-rational school, represented by the Ikhawanus Shafa group; and the pragmatic-instrumental school, represented by Ibn Khaldun. Within Western educational philosophy, there are four main schools: progressivism, essentialism, perennialism, and reconstructionism.	Western educational philosophy is divided into several schools, including: progressivism, essentialism, perennialism, and reconstructionism.
15	Study of the Nature, Goals, and Philosophical Schools of Education in the MBKM Curriculum	(Chrismastianto et al., 2023)	The purpose of this study is to analyze the nature, objectives, and flow of educational philosophy in the MBKM Curriculum so	library research	The philosophical schools of education that influence the MBKM curriculum, namely progressivism, pragmatism, existentialism, and critical pedagogy, play an important role in underpinning the thinking behind the preparation of the substance of	Based on the research results and discussion above, it can be concluded that the nature and objectives of the MBKM curriculum are a field of knowledge that is able to formulate normative rules and values that serve as

	that it can provide benefits to stakeholders as material for thought and discussion to produce relevant and contextual recommendations for efforts to improve the quality of education in Indonesia.	the MBKM curriculum.	guidelines for human behavior in relating to the community around their place of residence.

Based on the article analysis, the researcher obtained 15 national articles that had been sorted according to criteria, including the publication period of the articles in 2021-2025, keywords, schools of philosophy, branches of philosophy, philosophy. Therefore, this study did not cover too broad topics that the researcher would search for. Based on the results of the search conducted by the researcher, there were 15 articles containing branches of philosophy and schools of philosophy. Therefore, the researcher wanted to explain the relationship between several articles that had been searched according to the title of this study, namely "Branches of philosophy and schools of philosophy".

The philosophy of science is divided into three parts: ontology, epistemology, and axiology (Munip, 2024). Ontology focuses on the foundations of science: discovering and examining what knowledge is. Epistemology focuses on methodology and how science develops, directing discussion to the sources and techniques scientists use to produce knowledge. Axiology determines whether science is worth pursuing and discusses its benefits. In simple terms, epistemology talks about existence, axiology talks about the value of knowledge.

There are three dimensions for descriptive ethics, four dimensions for normative ethics, and three dimensions for metaethics (Trisnawati et al., 2022). This research concentrates on ethical aspects in the domain of axiology. Three categories of ethics can be found in the Pancasila student profile in the free curriculum of learning global descriptive ethics, normative ethics, and metaethics.

The results of (Pratiwi et al., 2024) showed that ontology is the first step towards creating knowledge, namely discussing everything that exists that is identical to questions. Epistemolgy is the second stage, where people conduct research to find answers. Axiology focuses more on the usefulness of research. In understanding a science, ontology, epistemology, and axiology are three components that are interrelated and cannot be separated. People are guided by ethics in how they live their lives through various everyday behaviors (Kiamani, 2023). Ethics helps people adopt appropriate perspectives and behaviors as they navigate their lives, ultimately helping us make decisions about the values embodied in our attitudes and behaviors and ultimately determining the meaning of our lives.

Ontology is a field of philosophy that investigates how everything exists (Qadafi et al., 2024). Axiology is the philosophical discipline that examines how knowledge is used, while epistemology is the philosophical discipline that examines how and what knowledge is produced. Educational philosophy is a theory or ideology about education derived from an educator's philosophy, their experiences in education, and their studies of various disciplines related to education.

The Pancasila educational philosophy must be truly internalized as a source of values and a reference in the strategic planning of Indonesia's national education system (Pristiwiyanto, 2021). To achieve the development of Indonesian people as mandated in the great ideals of the Indonesian nation, the Pancasila education philosophy must be implemented effectively and consistently. The basic principles of Pancasila values include religiosity, creation and appreciation of human values, adhering to the spirit of unity as a nation, a spirit of respecting differences, and respect for democratic life. In addition, the Pancasila education philosophy must be used effectively and consistently. In formulating educational goals, particularly in relation to national values, the axiological foundation of the national education system is the values of Pancasila; religious and humanitarian values serve as the basis and source of the values of national unity, people's democracy, and justice (Zulfahmi & Aprison, 2022).

The study of the philosophy of science in an Islamic context is crucial because it can broaden theological, epistemological, and ethical understanding of Islam (Afriandi & Hakim, 2024). By combining scientific and philosophical ideas, Islamic studies will become more comprehensive and critical. This will enable Muslims to utilize a strong intellectual foundation to address current challenges. This study also enriches academic discussions on Islamic studies and provides a stronger foundation for interdisciplinary discussions between Islam and modern science. Overall, this research suggests that the study of ontology, epistemology, and axiology in the philosophy of science is crucial for Islamic studies. A thorough understanding of these ideas will help develop and apply Islamic values in various aspects of life, as well as enrich academic discussions. The results showed that epistemology is a branch of philosophy that studies and concerns how humans think; it also means "science," so it can be interpreted as "knowledge." Philosophical epistemology is a way of acquiring knowledge with a love of wisdom (Pajriani et al., 2023).

Epistemology studies the methods and sources of knowledge, ontology investigates the nature of education, and axiology concentrates on values in education (Ilmu & Islam, 2024). Finally, the article emphasizes the close relationship between these three components in education. In relation to education, ontology, epistemology, and axiology study the existence of knowledge, how it is acquired, and how it is used. Legal scientists are a scientific group that is different from other scientific groups (Sidik, 2022). Basically, legal science studies more legal norms, but also studies ethics, morals, justice, legal cases, law making, and law implementation. Thus, legal science can be considered as part of all fields of science. The epistemological approach can be used to determine the presence and application of the philosophy of science in legal science.

The results concluded that mathematical truth is an a priori truth (Taufik Qurohman,

2022). Logical and analytical truths can only be derived from definitions. As Kant concluded, conceptual analysis does not produce new knowledge, but rather reveals what is embedded in concepts. For example, mathematical conclusions are not embedded in concepts. Intuition indicates objects or groups of objects that represent the ideas being studied. Construction, an a priori mental process, is used in mathematics to uncover new knowledge.

The process of change towards change is called progressive (Khaerunnisa et al., 2024). The theory of philosophical essentialism comes from the word "assesnsi," which means "main," and "essensial," which means "basic properties." The theory of philosophical existentialism argues that existence, or existence, is the basis of all phenomena. Existence is the way humans exist in the world. This shows that human existence is different from the existence of other material objects. Where material objects do not communicate with each other and do not have their own consciousness, humans are not the same as material objects.

The results of (Laily Navi'atul Farah, 2022) were that from a philosophical perspective, Islamic educational philosophy can be classified into three. There are differences of opinion about these three branches of Islamic educational philosophy. While the religious-conservative stream has a strong tendency towards religion, the religious-rational stream is not as strong as the religious-conservative stream because they interpret science in a limited way and only cover fields related to religion. In other words, conservative religious groups believe that the Qur'an and Hadith have a limited definition of knowledge, while rational religious groups believe that the definition is broad. Intuition is the main source of knowledge, and they are more flexible in developing it. Ibn Khaldun is a pragmatic-instrumental figure. According to him, the goal of education is not only to acquire knowledge but also to acquire worldly and hereafter skills, both of which must be beneficial.

Critical theory, progressivism, pragmatism, existentialism, and critical pedagogy are some of the schools of educational philosophy that influence the MBKM curriculum (Chrismastianto et al., 2023). All of these streams play a crucial role in shaping the substance and objectives of the MBKM curriculum. Based on the research findings and discussions above, it can be concluded that the essence and purpose of the MBKM curriculum is that it is a field of knowledge capable of creating standards and principles that will guide human behavior in relating to the surrounding community.

Taking into account the findings of these fifteen articles, this discussion further clarifies that the branches and schools of philosophy not only provide a theoretical framework but also have practical consequences in everyday life, such as management, education,

and technological progress. For many years, philosophy was still difficult to use in various fields. The most difficult thing is to combine the principles of philosophy with the complex, ever-changing and dynamic needs of modern society.

D. Conclusion

Based on the results of several studies, it is clear that philosophy is a very broad field of study with many interconnected branches and schools of thought. Research has shown that philosophy helps us better understand what happens, what is important, how, and why humans exist. The main branches of philosophy, including ontology, epistemology, ethics, logic, axiology, philosophy of education, and philosophy of science, each focus on a crucial part of our understanding of the world and human life. However, various philosophies, including materialism, realism, idealism, empiricism, rationalism, existentialism, and so on, offer different perspectives on the world and the world we know today. They complement each other, enhancing our understanding of the world, even though these schools differ greatly from one another. In addressing moral, social, and scientific issues, philosophy never loses its relevance. It also plays an important role in teaching humans in various contexts of life to think critically, rationally and ethically.

E. Acknowledgments

References

Afriandi, B., & Hakim, R. (2024). Objects of Study of the Philosophy of Science (Ontology, Epistemology, Axiology) and Their Urgency in Islamic Studies. *Jurnal Universitas Muhammadiyah Sumatera Barat*, 7(1), 72–80. https://www.jurnal.umsb.ac.id/index.php/ummatanwasathan/article/view/5524/3806

Asyha, A. F., Mustofa, Pahrudin, A., & Munawar, A. (2024). Philosophy of Science and Philosophy of Science Review: Historical Analysis and Perspectives of Ontology, Epistemology, and Axiology. *FOKUS Jurnal Kajian Keislaman Dan Kemasyarakatan*,

Vol. 9 No. 2 (2024), 122–129. https://journal.iaincurup.ac.id/index.php/JF/article/view/11708/3337

Chrismastianto, I. A. W., Lasmawan, I. W., Suharta, I. G. P., & Kertih, I. W. (2023). A Study of the Nature, Objectives, and Schools of Educational Philosophy in the MBKM Curriculum. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 13(03), 202–209.

Fahrurrozhi, A., & Kurnia, H. (2022). Indonesian Philosophy of Science: A Sustainable Contribution to the Development of Science. Academy of Social Science and Global *Citizenship Journal*, 2(2), 61–67. https://doi.org/10.47200/aossagcj.v2i2.1840

Hayati, N., & Dalimunthe, I. S. (2022). Integration of Science Based on Philosophy Review (Study Aspects of Ontology, Epistemology, and Axiology). *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 13(2), 169–182. https://doi.org/10.47766/itqan.v13i2.670

Ilmu, J., & Islam, S. (2024). *Al-Hukumah. 1*(1), 59–69.

Khaerunnisa, D., Hamdiah, S. D., Hidayat, W., & Indriana, D. (2024). Streams in Education From a Philosophical Perspective. *JICN:Jurnal Intelek Dan Cendikiawan Nusantara*, 2246–2259.

Kiamani, A. (2023). The Relationship between Ethics and the Branches of Philosophy . *Saint Paul's Review*, 3(1), 13–25.

Laily Navi'atul Farah. (2022). Comparative Study of the Main Schools of Islamic Educational Philosophy and Western Educational Philosophy. *HEUTAGOGIA: Journal of Islamic Education*, 2(1), 115–128. https://doi.org/10.14421/hjie.2022.21-08

Milasari, M., Syukri, A., Badarussyamsi, B., & Fadhil Rizki, A. (2021). Philosophy of Science and Development of Scientific Methods. *Jurnal Filsafat Indonesia*, 4(3), 217–228. https://doi.org/10.23887/jfi.v4i3.35499

Milasari, M., Syukri, A., Badarussyamsi, B., & Fadhil Rizki, A. (2021). Philosophy of Science and Development of Scientific Methods. *Jurnal Filsafat Indonesia*, 4(3), 217–228. https://doi.org/10.23887/jfi.v4i3.35499

Munip, A. (2024). Science in Philosophical Review: Ontology, Epistemology, and Axiology. *Jurnal Pendidikan Dan Ilmu-Ilmu Keislaman*, 10, 49–58.

Pajriani, T. R., Nirwani, S., Rizki, M., Mulyani, N., Ariska, T. O., & Harahap, S. S. A. (2023). Epistemologi Filsafat. *PRIMER : Jurnal Ilmiah Multidisiplin*, 1(3), 282–289. https://doi.org/10.55681/primer.v1i3.144

Pratiwi, U., Karneli, Y., & Marsidin, S. (2024). A Fundamental Understanding of the Nature of Science in a Philosophical Review: Ontology, Epistemology, and Axiology. *Jurnal Pendidikan Siber*, 2(2), 74–80. https://siberpublisher.org/index.php/JPSN/article/download/170/122

Pristiwiyanto, P. (2021). Pancasila in the Study of Philosophy: Ontology, Epistemology and Axiology. *FATAWA: Jurnal Pendidikan Agama Islam*, 1(2), 253–262. https://doi.org/10.37812/fatawa.v1i2.448

Qadafi, M., Aprison, W., & Akbar, A. (2024). Axiological Philosophy of Islamic Educationi. *Jurnal Ilmiah Pendidikan Kebudayaan Dan Agama*, 2(1), 92–96.

S., S., Sartika, Satria, R., Ibrahim, D., & Syarnubi. (2023). Comparative Analysis of Philosophy of Science and Philosophy and Its Implications for Modern Education. *Jurnal Pendidikan Islam*, *13*(2), 176–190. https://doi.org/10.38073/jpi.v13i2.1327

Schröer, C., Kruse, F., & Gómez, J. M. (2021). A systematic literature review on applying CRISP-DM process model. *Procedia Computer Science*, *181*(2019), 526–534. https://doi.org/10.1016/j.procs.2021.01.199

Sidik, M. (2022). The Existence of Law in a Review of Philosophical Epistemological Studies. *Jurnal Cerdas Hukum*, *6*(1), 30–40. https://e-journal.institutabdullahsaid.ac.id/index.php/jurnal-cerdas-hukum/article/download/105/54

Taufik Qurohman, M. (2022). The Influence of the Philosophy of Rationalism on Mathematics: The Thought of Immanuel Kant. *PRISMA, Prosiding Seminar Nasional Matematika*, *5*, 145–149. https://journal.unnes.ac.id/sju/index.php/prisma/

Trisnawati, W., Putra, R. E., & Balti, L. (2022). Axiological Review on Pancasila Student Profiles of the Independent Learning Curriculum. *Jurnal Muara Pendidikan*, *7*(2), 286–294. https://doi.org/10.52060/mp.v7i2.985

Zulfahmi, M. R. Y., & Aprison, W. (2022). National Education Based on Axiology. *Sukma: Jurnal Pendidikan*, *7*(1), 65–77.