

## **Reinventing the Learner: The Influence of Existentialist Philosophy on Modern Education**

**Yeni Astria<sup>1</sup>, Dewi Angraini<sup>2</sup>, Sunayah<sup>3</sup>, Nerma Jelestari<sup>4</sup>, Elni Septi<sup>5</sup>**

<sup>1</sup>SMPN Karya Sakti, South Sumatra, Indonesia, <sup>2</sup>SMAN 2 Muara Beliti, South Sumatra, Indonesia, <sup>3</sup>SMAN Tiang Pumpung Kepungut, South Sumatra, Indonesia, <sup>4</sup>SMPN 17 Bengkulu Selatan, Bengkulu, Indonesia, <sup>5</sup>SMPN 08 Seluma, Bengkulu, Indonesia

Corresponding author e-mail: [astriayeni089@gmail.com](mailto:astriayeni089@gmail.com)

Article History: Received on 8 September 2025, Revised on 6 October 2025,  
Published on 22 December 2025

**Abstract:** This article examines the influence of existentialist philosophy on the concept of modern education, specifically in terms of freedom, responsibility, and self-awareness among learners. Using a Systematic Literature Review (SLR) method, the author analyzes 15 relevant scholarly articles to examine how existentialist principles are applied in educational settings. The findings reveal that existentialism promotes a more humanistic and student-centered educational approach, allowing learners to determine their own learning paths with autonomy and accountability. Teachers act as facilitators who guide students in developing reflective, critical, and authentic character traits. Although the existentialist approach has great potential to improve educational quality, its implementation requires a flexible system and adaptive teachers. This article affirms that existentialist philosophy remains relevant in shaping a more meaningful and contemporary education system.

**Keywords:** Existentialism Philosophy, Humanistic Learning, Modern Education

### **A. Introduction**

Education is not merely a process of knowledge transfer but a transformative endeavor aimed at shaping individuals who are capable of understanding themselves and making meaningful decisions in their lives. In this regard, existentialist philosophy offers a critical perspective that challenges traditional transmissive models of education by emphasizing freedom, responsibility, and authenticity in the learning process. Rather than positioning learners as passive recipients of predetermined knowledge, existentialism views students as active subjects who are responsible for constructing meaning through their lived experiences.

Rooted in the philosophical works of Søren Kierkegaard, Martin Heidegger, and Jean-Paul Sartre, existentialism places human existence, choice, and responsibility at the center of inquiry. Humans are understood as free beings who simultaneously bear

responsibility for their choices, continually confronting uncertainty, limitation, and the possibility of failure (Wibisono, 2019). Within educational contexts, this perspective underscores the importance of individuality, personal growth, and learners' freedom to shape their own learning trajectories. Consequently, education is oriented not toward conformity, but toward the development of authentic individuals who are conscious of their choices and accountable for them.

This existential orientation necessarily redefines the role of the teacher. As the focus of education shifts toward learners' freedom and self-determination, the teacher is no longer positioned merely as a transmitter of knowledge. Instead, as Hajiyeva (2024) notes, the teacher becomes a facilitator of authentic inquiry who encourages critical thinking, reflection, and value formation. In this role, teachers translate curricular frameworks into meaningful learning experiences by adapting content to students' needs, capacities, and existential realities (Sutikno, 2023). Curriculum implementation thus becomes a reflective and contextual process, shaped by teachers' professional judgment, ethical responsibility, and philosophical orientation (Alemdar & Aytaç, 2022). An existentialist foundation enables teachers to exercise greater autonomy in designing learning that remains humanistic and transformative amid the pressures of globalization and educational standardization (Sutikno, 2023).

From an epistemological perspective, existentialism emphasizes authenticity by encouraging individuals to determine values responsibly through rational reflection and lived experience, rather than uncritically accepting externally imposed norms (Mutmainnah, 2020). This view resonates with Paulo Freire's conception of education as a dialogical and participatory process in which learners function simultaneously as subjects and objects of education (Cardoso<sup>1</sup> et al., 2024). In contemporary contexts marked by rapid technological advancement and the dynamics of the Industrial Revolution 4.0, existentialist philosophy serves as a critical lens to ensure that educational innovation remains oriented toward human values, agency, and ethical responsibility (Muhammad Rijal Fadli, 2023).

Within the Indonesian educational context, particularly under curriculum reforms such as *Merdeka Belajar*, existentialist principles find renewed relevance. The emphasis on learner autonomy, meaningful learning, and personal relevance reflects core existentialist tenets, especially those articulated by Sartre, who argued that individuals are not products of external determination but free agents responsible for defining their own essence (Siswadi, 2024). However, while the theoretical relationship between existentialism and education has been widely discussed, there remains a lack of synthesized empirical and conceptual research that systematically examines how existentialist philosophy concretely influences modern educational concepts and practices, particularly within the framework of contemporary curriculum reforms in Indonesia. Therefore, this Systematic Literature Review aims to address this gap by critically examining the influence of existentialist philosophy on

modern education. Specifically, this study seeks to answer the following research question: How are the existentialist principles of freedom, responsibility, and authenticity reflected in and shaping the concepts and practices of modern education?

## **B. Methods**

### **Research Design**

This study employed a Systematic Literature Review (SLR) approach to examine the influence of existentialist philosophy on modern education. The review was conducted in accordance with PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency, replicability, and rigor in the process.

### **Data Sources and Search Strategy**

All articles were retrieved from Google Scholar, which served as the sole database due to accessibility. The search covered publications from 2010 to 2024 and included studies in English and Indonesian.

### **Eligibility Criteria**

The inclusion and exclusion criteria were established to ensure that only relevant and high-quality studies were analyzed (Table 1).

<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Peer-reviewed journal articles or academic books	Non-peer-reviewed articles, conference abstracts, or opinion pieces
Focus on existentialism in educational contexts	Articles not related to education
Publications in English or Indonesian	Publications in other languages
Published between 2010–2024	Duplicate studies or articles with insufficient data

### **Selection Process**

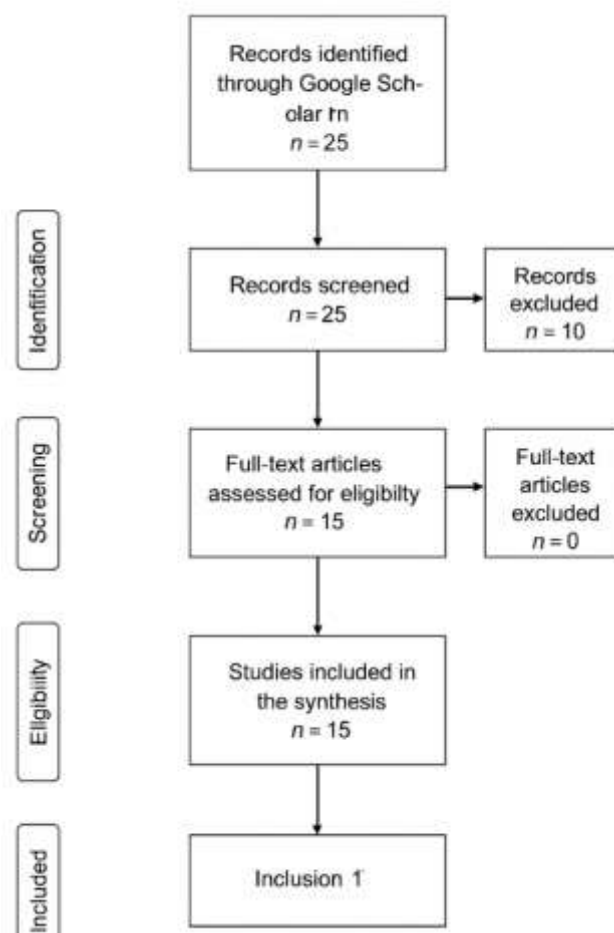
The initial search retrieved 25 articles. After removing duplicates and screening titles and abstracts for relevance, 15 articles met the inclusion criteria for full-text analysis. The PRISMA Flow Diagram (Figure 1) illustrates the identification, screening, eligibility assessment, and final inclusion stages, providing a clear explanation for the reduction from 25 to 15 studies.

### **Data Extraction and Analysis**

Data were analyzed using thematic analysis, which involved:

1. Familiarization with the content of each article through repeated reading.
2. Generating initial codes related to existentialist principles (freedom, responsibility, authenticity) and their application in education.
3. Identifying patterns and grouping codes into broader themes.
4. Reviewing and refining themes to ensure consistency and relevance across studies.
5. Defining and naming the final themes to synthesize findings systematically.

This process allowed for a comprehensive understanding of how existentialist philosophy informs modern education, highlighting both its contributions and practical challenges.



### C. Results And Discussion

No	Title	Author	Research Objectives	Research Methods	Research Results	Conclusion
1	Existential aspects in modern education	(Makhamatov et al., 2021)	Analyze how existential aspects influence modern education	Systematic Literature Review (SLR)	The results show that the modern education system is more oriented towards the formation of a ready-made workforce rather than building individuals with strong existential awareness. Current education often neglects students' existential aspects, such as anxiety, uncertainty of the future, and the search for the meaning of life. However, by integrating the concept of existentialism, education can help students understand and overcome the absurdity of life, increase their mental endurance, and build a stronger and more independent character.	This research concludes that the existentialist approach in education can be a solution to overcome the challenges of modern education that tends to be mechanistic and pragmatic. By applying the concept of "Sisyphean labor" and other existential values, education can help students face life challenges more optimistically and meaningfully. Therefore, there needs to be a paradigm shift in the education system to not only emphasize professional skills, but also character building and existential awareness of students.
2	Existentialism: A Self-Maker Philosophy and Its Implications on Education	(Adeleye, 2021)	To explain existentialism as a philosophy that emphasizes individual freedom and responsibility, and analyze its implications for education.	Qualitative approach with philosophical and logical analysis methods	The results of this study show that existentialism emphasizes individual freedom in determining the meaning of his life and responsibility for his choices. In education, this approach emphasizes freedom of thought, critical discussion, and experiential learning,	Existentialism offers the perspective that humans are their own creators through their freedom and choices. In the context of education, this philosophy emphasizes the importance of freedom of thought, responsibility, and meaning to life. Therefore,

---

3	Existentialism's view of disciplinary character education in civic education learning	(Madon et al., 2023)	To analyze the character of student discipline in learning Citizenship Education (Civics) based on the perspective of existentialism. This study highlights how the concept of existentialism can be applied in shaping students' awareness and responsibility towards discipline.	Qualitative method with a case study approach	where the teacher acts as a facilitator. Education not only transfers knowledge but also shapes individuals who are aware and responsible for their lives. The results of this study indicate that student discipline in Civics learning can be explained through self-potential, ability exploration, self-awareness, and self-discipline. Students who are enthusiastic and active in learning, free to express opinions, responsible for assignments, and obeying class rules reflect the concept of existentialism in education. Discipline is not just compliance, but the result of individual awareness and responsibility.	education should put more emphasis on developing individual awareness in determining the direction of their lives and taking responsibility for their decisions. Existentialism in education emphasizes that discipline is not just about following rules, but also the result of self-awareness and individual responsibility. By providing space for students to develop their potential, explore their abilities, and cultivate self-awareness and discipline, education can help students become more independent individuals who are responsible for their own actions.
4	Philosophical Views of Existentialism and Pragmatism on Learner Learning	(Binti Masruroh et al., 2023)	To analyze and compare the philosophical views of existentialism and pragmatism in the context of learner learning.	Library research method or literature study	The results show that in the philosophy of existentialism, learners have the freedom to choose their own sources and ways of learning. They are encouraged to think critically, creatively, and take responsibility for the decisions they make in the learning process. Students are also	The philosophies of existentialism and pragmatism provide different perspectives on learning. Existentialism emphasizes freedom of thought and individual responsibility in determining how to learn, while pragmatism focuses more on practice-based learning to produce tangible benefits in life.

---

					given space to develop their own understanding without coercion from teachers or a binding education system.	The implications of these two views can be used as a basis for designing more flexible and effective learning methods according to the needs of learners.
5	Paulo Freire's Philosophy of Education Contribution to Indonesia's Higher Education System	(Pongoh et al., 2022)	To examine Paulo Freire's thoughts in educational philosophy, especially in educational methodology, and analyze his contribution to the higher education system in Indonesia.	Literature study method (library research) by examining various literature	The results show that Freire criticized bank-style education, where teachers act as subjects who transfer knowledge to students who are considered passive objects. As an alternative, Freire proposed problem-facing education, which encourages students to think critically, identify real problems in life, and find solutions through dialogue and reflection. This approach gives learners the freedom to recognize their abilities and understand social reality objectively.	Paulo Freire's ideas have made a significant contribution to the Indonesian higher education system, especially in building a more participatory, critical, and social reality-based approach to education. Education should not only be a transfer of knowledge, but also a tool to free learners from passive mindsets and encourage them to become active individuals who are able to bring about change in society.
6	The School of Existentialism in the View of Islamic Education Philosophy	(Adawiah, 2016)	To examine the flow of existentialism in the philosophy of education and its relationship with the concept of Islamic education.	The library research method by analyzing various sources of literature on existentialism and Islamic education philosophy.	The results show that existentialism emphasizes individual freedom in determining the meaning of his life and is responsible for his choices. In the context of education, existentialism teaches that students must be given the freedom to think and develop themselves without	Existentialism and Islamic education have similarities in terms of emphasizing the role of the individual in determining the meaning of his life. However, in Islamic education, individual freedom is still framed by Islamic values that aim to form humans who are faithful and responsible as

---

7	The Philosophy of Existentialism in Soren Aabye Kierkegaard's View on Spirituality in Generation Z Late Adolescents	(Herlis Djawa Rama Awang & Difly Praise Malelak, 2024)	To analyze the concept of existentialism according to Soren Aabye Kierkegaard and how this philosophy affects the spirituality of Generation Z's late teens.	Qualitative Methods	<p>pressure from a rigid education system. In Islam, humans are seen as beings who have potential from birth and are responsible for their development. Islamic education aims to form humans who are not only intellectually intelligent but also have spiritual and moral awareness. Therefore, the concept of existentialism can be adapted in Islamic education by emphasizing freedom of thought that is still based on Islamic values.</p> <p>The results show that Generation Z faces great challenges in finding the meaning of life and spirituality amidst rapid social and technological changes. Kierkegaard's thoughts that emphasize individual choice, leaps of faith, and personal search for the meaning of life are highly relevant in helping Generation Z late adolescents understand and develop their spirituality. Kierkegaard argued that humans must pass through aesthetic, ethical, and religious phases to reach true</p>	<p>caliphs on earth. The integration of existentialist thinking in Islamic education can provide a more humanistic and reflective approach in the learning process.</p> <p>Kierkegaard's existentialist thought provides important insights for Generation Z in their search for the meaning of life and spirituality. By understanding the concept of freedom of choice and individual responsibility for their existence, Generation Z late adolescents can be more reflective in dealing with identity crises and build a deeper spirituality. The integration of these thoughts in education and spiritual guidance can help them live a</p>
---	---	--	--	---------------------	---	--

---

8	The Relevance of Merdeka Curriculum in the Perspective of Existentialist Philosophy in the 21st Century	(Musfirah & Ismail, 2024)	To analyze the suitability of the concept of Merdeka Curriculum from the perspective of existentialist philosophy. This study focuses on how the Merdeka Curriculum provides freedom for students to develop their interests and potential in accordance with the principles of existentialism, which emphasize individual freedom and responsibility in learning.	This research uses a qualitative method based on library research.	spiritual awareness, which is also a challenge for Generation Z in facing modern life. The results show that the Merdeka Curriculum has a strong relevance to the philosophy of existentialism. This curriculum provides freedom for students to choose learning materials that suit their interests and potential, in line with the principles of existentialism, which emphasize freedom, self-awareness, and responsibility. In the Merdeka Curriculum, the teacher is no longer the only source of knowledge, but acts as a facilitator who assists students in discovering and developing their potential optimally. In addition, the learning methods in the Merdeka Curriculum are more flexible, directed, and adjusted to the individual needs of students.	more meaningful life in today's digital age. The Merdeka Curriculum reflects the principles of existentialism philosophy by providing freedom of learning to students and emphasizing individual responsibility in developing their potential. In this concept, education is no longer centered on the teacher, but rather on the active participation of students in determining their own way of learning. With a more flexible and character-based approach, the Merdeka Curriculum is expected to create a more conducive, comfortable, and supportive learning environment in Indonesia.
9	Jean-Paul Sartre's Existentialism Thought in the Perspective	(Purbajati & Hasan, 2024)	To explore the relevance of Jean-Paul Sartre's existentialist thought, particularly the	Qualitative approach with case study methods	The results show that the Merdeka Curriculum has a strong relevance to the philosophy of existentialism. This curriculum provides freedom for students to choose	This research concludes that Sartre's existentialist thought provides a powerful framework of reflection for contemporary society in understanding and living life according to their

	of Contemporary People's Life		concept of individual freedom and responsibility, in the context of contemporary societal life.		learning materials that suit their interests and potential, in line with the principles of existentialism, which emphasize freedom, self- awareness, and responsibility. In the Merdeka Curriculum, the teacher is no longer the only source of knowledge, but acts as a facilitator who assists students in discovering and developing their potential optimally. In addition, the learning methods in the Merdeka Curriculum are more flexible, directed, and adjusted to the individual needs of students.	personal values. Although social and economic pressures often limit individuals' freedom, Sartre's concepts of freedom and responsibility can help them navigate life more consciously and authentically. However, the successful application of this thinking largely depends on the individual's ability to balance personal freedom with social responsibility and external pressures.
10	The Relevance of Character Education Formation Methods in Ta'lim al- Muta'allim to the Modern Education World	(Zamhari & Masamah, 2017)	To analyze the relevance of character education formation methods contained in the book Ta'lim al- Muta'allim to the modern education system.	Qualitative method based on library research	The results showed that the method of character education in Ta'lim al-Muta'allim is still very relevant to modern education. The book emphasizes the importance of sincere intentions in learning, respect for teachers, patience in demanding knowledge, and discipline in undergoing the educational process. These principles are in line with the concept of character education applied in modern education, such as the formation of a	This study concludes that the method of character education in Ta'lim al-Muta'allim is compatible with the principles of modern education. Concepts such as sincerity, respect for teachers, discipline, and patience remain relevant in shaping the character of superior students. Therefore, the values contained in this book can be adapted in the modern education system to improve the quality of character education, especially in facing the

---

11	Analysis of the Influence of Existentialist Philosophy in Modern Education Curriculum	(Nazira et al., 2024)	To analyze how the philosophy of existentialism influences the modern education curriculum.	Literature study method (library research)	<p>strong personality, strengthening moral values, and the importance of ethics in the learning process. In addition, the book also emphasizes that the success of education depends not only on intellectual intelligence but also on good attitudes and morals.</p> <p>The results of this study indicate that the application of existentialist philosophy values in the modern education curriculum has a positive impact, particularly in creating an education system that is more inclusive, personalized, and oriented towards individual development. Learning methods are now more student-centered, giving them the freedom to explore their interests and talents, while still emphasizing responsibility for their choices. In addition, the flexible learning environment allows students to choose subjects according to their needs, while the teacher's role is more as a facilitator who guides the learning process</p>	<p>challenges of the globalization era that demands a balance between science and morality.</p> <p>This research concludes that the philosophy of existentialism can be a strong basis for creating education that is more humane, flexible, and adaptive to individual needs. Although there are still challenges in its implementation, existentialism values are proven to be able to improve the quality of learning by emphasizing freedom, responsibility, and student character development. For the future, further research can be focused on case studies of the application of existentialism philosophy in various educational institutions as well as the development of curriculum models that are balanced between student freedom and the needs of the education system.</p>
----	---	-----------------------	---	--	--	--

---

---

12	Comparative Analysis of Philosophy of Science and Philosophical Sciences and its Implications for Modern Education	(Sumarni et al., 2023)	to compare the concepts of philosophy of science and philosophical science and analyze the implications of their differences in the modern education system.	Library research method	<p>personally. Although there are still challenges in implementation, existentialism values are proven to be able to improve the quality of learning by encouraging students' freedom of thought and character development.</p> <p>The results show that the philosophy of science focuses on the study of the basis, method, and validity of science, while the science of philosophy emphasizes the study of the nature of existence, value, and the meaning of life more broadly. In the context of modern education, philosophy of science plays a role in building a systematic and rational scientific approach, while philosophy of science helps shape critical awareness, ethics, and values in the learning process. The combination of the two can produce a more holistic education, combining aspects of rationality and morality in shaping students who think critically and have a strong ethical foundation.</p>	<p>This research concludes that the distinction between philosophy of science and science of philosophy has a significant impact on modern education. The philosophy of science supports the development of scientific methodologies and rational approaches in the curriculum, while the science of philosophy strengthens the reflective and ethical dimensions of learning. Therefore, the integration of these two concepts in the education system can create a more balanced approach between logic, ethics and learners' intellectual development.</p>
----	--	------------------------	--	-------------------------	---	---

---

---

13	Free Learning in the View of Existentialism Education Philosophy	(Imam Al Ayyubi et al., 2024)	To analyze the concept of Merdeka Belajar in the perspective of existentialism education philosophy.	Library research method	The results of this study indicate that the concept of Merdeka Belajar has a strong relevance to the philosophy of existentialism, especially in terms of individual freedom and responsibility in learning. Learners are given the freedom to choose learning methods and materials according to their interests and potential, but are still responsible for the decisions they make. In addition, the role of the teacher changes to a facilitator who supports learners in discovering and developing their own understanding. This approach creates a more humanistic, flexible and authentic education system, allowing for a more meaningful learning experience for each individual.	This research concludes that the concept of Merdeka Belajar is in line with the philosophy of existentialism, especially in terms of individual freedom and responsibility in learning. By applying the principles of existentialism, the education system can become more adaptive, humanist, and oriented towards individual development. Therefore, the integration between Merdeka Belajar and the philosophy of existentialism can help create education that is more inclusive and relevant to the needs of learners in the modern era.
14	Existentialism And Its Implication In Education	(Hajiyeva, 2024)	To analyze the concept of existentialism in philosophy and how it is applied in education.	Library research method	The results of this study show that existentialism in education emphasizes individual freedom, personal responsibility, and self-discovery as important parts of the learning process. Existentialist education provides space for learners to	This research concludes that an existentialist approach to education can help students develop critical thinking, freedom of thought, and awareness of personal responsibility. By emphasizing individuality and freedom, existentialism can be the basis of

---

---

					choose learning methods and materials according to their interests and experiences, with teachers acting as facilitators who encourage critical thinking. In addition, freedom in learning must be balanced with an awareness of responsibility and the consequences of any choices made. This approach allows students to develop personal values, make better decisions, and live more authentic and meaningful lives.	an education that is more humanist and adaptive to students' needs. The integration of existentialist values in education can create more meaningful learning, build strong character, and help students face the challenges of life more independently.
15	Merdeka Belajar Madrasah Ibtidaiyah in the View of Existentialism Philosophy	(Husnul Khotimah, 2024)	To analyze the concept of Merdeka Belajar in the Madrasah Ibtidaiyah curriculum using the perspective of existentialism philosophy.	Descriptive qualitative method with a library research approach.	The results of this study indicate that the concept of Merdeka Belajar in Madrasah Ibtidaiyah still requires full guidance from the teacher because elementary school-age children do not fully understand their own existence and essence. Freedom of thought, innovation, and independent learning, which is the essence of Merdeka Belajar, can only be implemented effectively if the teacher acts as a facilitator who guides students in the learning process. In addition, the choice of subjects in the	This study concludes that the concept of Merdeka Belajar can be applied in education at Madrasah Ibtidaiyah, but with certain limitations. Because elementary school-age children are still very dependent on external guidance, the implementation of Merdeka Belajar must still involve direction from teachers to suit the cognitive and social development stages of learners. Therefore, freedom in learning at this level must still be balanced with a controlled approach that strikes a balance

---

curriculum still has limitations, so the freedom of learning at this level cannot be applied absolutely. Therefore, the implementation of Merdeka Belajar must still consider the characteristics of children's development so that freedom in learning remains directed and in accordance with educational goals.

---

between individual freedom and educational responsibility.

Based on these 15 articles, the researcher found that existentialist philosophy has a significant impact on modern learning, especially in the aspects of freedom of thought, learning independence, and individual responsibility. This approach emphasizes that learners have an active role in determining their learning process, so that learning methods become more flexible and personalized. Teachers no longer act as the only source of knowledge, but as facilitators who guide students in finding their own understanding.

Some studies also highlight that the application of existentialism in education encourages students to think critically, creatively, and reflectively, as well as better understand the meaning of each learning process they undergo. In addition, freedom in learning must still be balanced with awareness and responsibility, so that students are not trapped in confusion without a clear direction. In the context of modern curriculum, the concept of existentialism has been adapted through the student-centered learning approach, where students are given the freedom to explore their interests and potential. However, the main challenge in implementing this concept is the need for a more flexible education system as well as teachers who are able to adapt to the changing learning paradigm. Overall, the philosophy of existentialism in modern learning helps to shape individuals who are more independent, critical, and responsible, create more meaningful learning experiences, and adapt education to the needs and developments of the times.

#### **D. Conclusion**

Based on the analysis of 15 selected articles, the majority of the literature indicates that existentialist philosophy has a positive influence on modern education. Existentialist-oriented educational approaches tend to promote flexible learning environments grounded in individual freedom, personal responsibility, and learner autonomy. These approaches support the development of critical thinking, creativity, and self-awareness, aligning closely with student-centered learning paradigms that characterize contemporary educational systems. Quantitatively, approximately 80% of the reviewed studies (12 articles) support the view that existentialist principles positively contribute to modern education, particularly in fostering learning independence, freedom of thought, and individual responsibility. These studies highlight the role of existentialism in humanizing education by positioning learners as active subjects responsible for constructing meaning in their learning experiences. Conversely, 20% of the studies (3 articles) emphasize the challenges associated with implementing existentialist principles in educational practice. These challenges include the risk of insufficient instructional structure, the need for highly adaptive and reflective teachers, and the difficulty of maintaining a balance between learner freedom and pedagogical guidance to prevent disorientation in the learning process.

Despite its overall positive contributions, this review also reveals several limitations within the existing body of research. Most studies remain conceptual or philosophical in nature, with limited empirical evidence demonstrating how existentialist-informed pedagogy directly affects measurable student outcomes. In addition, few studies examine the long-term impact of existentialist educational practices or explore their implementation across diverse cultural and institutional contexts.

Based on these findings and limitations, future research is recommended to move beyond theoretical analysis by employing empirical and mixed-methods research designs to evaluate the concrete impact of existentialist-based teaching practices on students' autonomy, critical thinking, creativity, and self-awareness. Longitudinal studies would be particularly valuable in examining how existentialist principles influence students' personal and moral development over time. Furthermore, comparative and cross-cultural studies are needed to investigate how existentialist educational values are adapted and negotiated within different educational systems and cultural settings beyond the Indonesian context. Such research would contribute to a more comprehensive and evidence-based understanding of the role of existentialist philosophy in shaping modern education.

## **E. Acknowledgement**

The authors would like to express their sincere gratitude to all those who have supported the completion of this article. Special thanks are extended to the institutions where we work for providing encouragement and academic support. We are also grateful to the authors and researchers whose works were reviewed in this study, as their contributions greatly enriched our understanding of the topic. Finally, we thank our families, colleagues, and mentors for their continuous motivation, patience, and guidance throughout the writing process.

## **References**

- Adawiah, R. (2016). The School of Existentialism in the View of Islamic Educational Philosophy. *Al-Banjari: Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 14(1). <https://doi.org/10.18592/al-banjari.v14i1.639>
- Adeleye, J. O. (2021). Existentialism: A Self Maker Philosophy and its Implications on Education. *THE PROGRESS: A Journal of Multidisciplinary Studies*, 2, 40-48. <https://doi.org/10.71016/tp/2jdx7744>
- Alemdar, M., & Aytaç, A. (2022). The impact of teachers educational philosophy tendencies on their curriculum autonomy. *Journal of Pedagogical Research*, 6(1), 270-284. <https://doi.org/10.33902/JPR.2022.166>

- Binti Masruroh, Dita Amalia Hanandini, & Elma Arma Vidia. (2023). Existentialism and pragmatic philosophical views on student learning. *El-Wasathiyah: Jurnal Studi Agama*, 11(2), 38–50. <https://doi.org/10.35888/el-wasathiyah.v11i2.5539>
- Cardoso1, N. G., Wahini, N. M. P., & Toha, L. I. (2024). The Concept of Independent Learning Reviewed from Paulo Freire's Philosophy of Education. *Jurnal Filsafat Indonesia*, 7(2), 238–247. <https://doi.org/10.23887/jfi.v7i2.63082>
- Hajiyeva, N. (2024). Existentialism And Its Implication In Education. *Scientific Work*, 18(7), 36–43. <https://doi.org/10.36719/2663-4619/104/36-43>
- Herlis Djawa Rama Awang, & Difly Praise Malelak. (2024). The Philosophy of Existentialism in Soren Aabye Kierkegaard's View of Spirituality in Late Teens of Generation Z. In *Jurnal Budi Pekerti Agama Kristen dan Katolik* (Vol. 2, Issue 2, pp. 311–323). <https://doi.org/10.61132/jbpakk.v2i2.390>
- Husnul Khotimah. (2024). *Freedom of learning madrasah ibtidaiyah in the view of existentialism philosophy*. 2(2), 84–93. <https://doi.org/10.59966/pandu.v2i2.1379>
- Imam Al Ayyubi, I., Siti Nur Apriyanti, N., Noerzanah, F., Syifa Nurfaejriyah, D., Tinggi Agama Islam Darul Falah, S., & Barat, B. (2024). *Freedom of Learning in the View of the Philosophy of Education Existentialism*. 01(2), 1–13. <https://doi.org/10.55656/wjp.v1i1.179>
- Madon, K. R., Maemonah, Malahati, F., Atin, S., Irfan, I., & Nurjanna, U. A. (2023). Existentialism view of discipline character education in civic education learning. *Jurnal Inspirasi Pendidikan*, 13(1), 19–27. <https://doi.org/10.21067/jip.v13i1.7725>
- Makhamatov, T. M., Khaziyev, V. S., Makhamatov, T. T., Yulbayev, R. Z., & Giuliodori, L. (2021). Existential aspects in modern education. *SHS Web of Conferences*, 103, 01022. <https://doi.org/10.1051/shsconf/202110301022>
- Muhammad Rijal Fadli. (2023). The Relationship of Philosophy with Science and Its Relevance in the Era of the Industrial Revolution 4.0 and Society 5.0. *Jurnal Teknik Dan Science*, 2(2), 83–89. <https://doi.org/10.56127/jts.v2i2.817>
- Musfirah, & Ismail. (2024). The Relevance of the Independent Curriculum in the Perspective of the Philosophy of Existentialism in the 21st Century. *Jurnal Genta Mulia*, 15(1), 209–216.
- Mutmainnah, M. (2020). Progressivist Thinking and Existentialism in Early Childhood Education (in Pamela Phelps' Bcct Learning). *Gender Equality: International Journal of Child and Gender Studies*, 6(1), 13. <https://doi.org/10.22373/equality.v6i1.5918>
- Nazira, A., Andriani, R., & Sari, H. P. (2024). *Analysis of the Influence of Existentialism Philosophy in the Modern Education Curriculum*. 2, 121–128.
- Pongoh, D., Lumapow, H. R., Lengkong, J. S. J., Rotty, V. N. J., & Tuerah, I. J. C. (2022). The Contribution of Paulo Freire's Philosophy of Educational Thought to the Indonesian Higher Education System. *Media (Jurnal Filsafat Dan Teologi)*, 3(1), 103–115. <https://doi.org/10.53396/media.v3i1.57>
- Purbajati, H. I., & Hasan, Z. (2024). *Jean-Paul Sartre ' s Existentialist Thoughts in the*

- Perspective of Contemporary Social Life.* 7(11), 4143–4150.  
<https://doi.org/10.56338/jks.v7i11.6489>
- Siswadi, G. A. (2024). Humanistic Existential Pedagogy in Jean Paul Sartre's View and Reflections on the Policy of Independent Learning in Indonesia. *Bawi Ayah: Jurnal Pendidikan Agama Dan Budaya Hindu*, 15(1), 57–77.  
<https://doi.org/10.33363/ba.v15i1.1151>
- Sumarni, Sartika, Satria, R., Ibrahim, D., & Syarnubi. (2023). Comparative Analysis of Philosophy of Science and Philosophy and Its Implications for Modern Education. In *Jurnal Pendidikan Islam* (Vol. 13, Issue 2, pp. 176–190).  
<https://doi.org/10.38073/jpi.v13i2.1327>
- Sutikno, S. (2023). Pragmatic Piety and Ethical Piety. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 60–73. <https://doi.org/10.58518/awwaliyah.v6i1.1714>
- Wibisono, G. (2019). Life is Comedy: An Analysis of the Philosophy of Existentialism in the Text of the Film 'Joker.' *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi*, 3(2), 69. <https://doi.org/10.20961/habitus.v3i2.36069>
- Zamhari, M., & Masamah, U. (2017). The Relevance of the Method of Character Education in the Book of Ta'Lim Al-Muta'Allim to the Modern World of Education. In *Edukasia : Jurnal Penelitian Pendidikan Islam* (Vol. 11, Issue 2, p. 421).  
<https://doi.org/10.21043/edukasia.v11i2.1724>