

Philosophy Education in Learning at School: Systematic Literature Review

Dian Lestari¹, Meri Andani², Tanti Permata Sari³, Devi Sylvianica⁴, Sulastri⁵

¹SDN 156 Seluma, Bengkulu, Indonesia, ²SMPN 15 Bengkulu Tengah, Bengkulu, Indonesia, ³SDN 85 Kota Bengkulu, Bengkulu, Indonesia, ⁴SMPN 7 Bengkulu Selatan, Bengkulu, Indonesia, ⁵SMPN 18 Seluma, Bengkulu, Indonesia

Corresponding author e-mail: dianlestari.s.pd@gmail.com

Article History: Received on 8 September 2025, Revised on 6 October 2025,
Published on 15 December 2025

Abstract: Educational philosophy is a fundamental reference in determining the goals, content, and methods of learning in schools. However, existing studies tend to discuss philosophical approaches in a fragmented and descriptive manner without synthesizing their relevance to current educational practices. Therefore, this study aims to analyze how various philosophical schools of education are applied in school learning and what implications they have for learning design in the 21st century. This study employed a Systematic Literature Review (SLR) by identifying, selecting, and study follows the PRISMA 2020 protocol by examining 15 scientific articles published between 2020 and 2025, obtained from indexed national and international databases. The inclusion criteria were (1) articles discussing educational philosophy, (2) research conducted in a school context, and (3) publications indexed in reputable academic databases. The findings reveal three major synthesized themes: (1) the philosophical foundation significantly influences curriculum orientation and teacher beliefs; (2) progressivism and pragmatism are increasingly dominant in digital and student-centered learning models; and (3) educational philosophy strengthens character formation and critical thinking when consistently integrated into learning practice. This study concludes that educational philosophy must be positioned not only as theoretical knowledge but as a reflective foundation for designing learning that is meaningful, contextual, and future-oriented.

Keywords: Educational Philosophy, School Learning, Progressivism Perspective, 21st-Century Learning

A. Introduction

Education is the primary foundation for shaping the character, knowledge, and skills of the nation's next generation. In this context, the philosophy of education plays a crucial role as a foundation for thinking that underlies the entire learning process in schools. Educational philosophy not only serves as a theoretical framework that guides the objectives, content, and methods of teaching, but also shapes the core values to be instilled in students. Through a philosophical approach, educators and educational policymakers can gain a deeper understanding of human nature, the learning process, and the relationship between individuals and society and their environment. This article will examine how concepts in the philosophy of education can be applied to learning in schools and the extent to which they contribute to improving the quality of education holistically. Among other things, it will provide an in-depth study of the philosophy of mathematics, examine models of mathematical learning from the perspective of the philosophy of education, examine various references related to philosophy, the philosophy of education, the philosophy of mathematics, models of mathematical learning in relation to philosophy, and the philosophy of mathematics in relation to information technology-based learning models (Fairus et al., 2023). And the learning model, especially in mathematics learning in secondary schools, is reviewed from the perspective of educational philosophy (Sari et al., 2021). In addition, in recent developments, the world of education and schools in Indonesia have increasingly been discussing and implementing good practices regarding differentiated learning (Afrina et al., 2024). Differentiated learning is learning that is carried out based on students' learning needs, namely based on students' learning readiness, students' learning profiles, interests and talents (Fitra, Devi Kurnia, 2022). In relation to science education, based on the results of the literature review, teachers' beliefs have an impact on their perceptions and assessments of science education, thereby influencing their behavior, practices, and actions in the classroom.

Amidst the rapid dynamics of social, cultural, and technological change, learning in schools is required to be oriented not only toward cognitive achievement but also toward the development of students' morals, ethics, and character. Therefore, the application of educational philosophy in learning practices is highly relevant. Educational philosophies such as progressivism, essentialism, reconstructionism, and others offer different perspectives on how the teaching and learning process should take place. This paper discusses the relevance of progressivism's philosophical perspective to slow learners in the learning process (Fauziya, Septi Nur, 2022). Teacher beliefs play a major role in defining teaching tasks and organizing relevant knowledge and information, therefore based on literature studies it can be concluded that beliefs play a greater role than knowledge in determining decisions on science education

assessment practices. This is because teacher beliefs play a major role in defining teaching tasks and organizing relevant knowledge and information to class assignments (Sudirman et al., 2022). The data in this study were obtained from books and journals relevant to Ki Hadjar Dewantara's educational thinking and the era of education 4.0 (Pratiwi, Inggit, 2023). Furthermore, the application of learning theories provided by educators does not align with the curriculum objectives in place at their educational institutions. Therefore, the solution to address this problem is to conduct curriculum analysis, analyzing learning theories from a philosophical perspective. Educators must also be able to understand their students, often referred to as a student needs analysis. Then, they must improve their mastery of the material based on learning theories and curriculum objectives. This way, the output of the learning process will be truly optimal and in line with expectations (Toriyono, Muhammad Dwi, 2023). The study examined the effectiveness of the *Philosophy with Children* (PwC) curriculum, based on Matthew Lipman's *Philosophy for Children* (P4C) approach, in developing children's critical thinking skills. Using a quasi-experimental design without a control group, data were collected through pre- and post-tests and supported by interviews with students and teachers. The findings showed that the PwC program significantly improved children's critical thinking, with scores increasing from medium to high levels. No initial differences were found between state and private school students, but both groups showed notable improvement after the program. Overall, both teachers and students expressed positive views about the experience (Ferguson, 2008). The study explored the effectiveness of the *Philosophy with Children* (PwC) curriculum, based on Matthew Lipman's *Philosophy for Children* (P4C) approach, in improving children's critical thinking. Using a quasi-experimental design with pre- and post-tests and teacher-student interviews, the research found that PwC significantly enhanced children's critical thinking skills. This study highlights the importance of educational philosophy in guiding elementary school teachers as educators, character builders, and agents of change. This review explores the debates surrounding character education, which has received both support and criticism.

The novelty of this research lies in the application of the Systematic Literature Review (SLR) methodology guided by PRISMA to objectively analyze the thematic map and temporal trends of Indonesian educational philosophy discourse. The analytical approach used in this study combines bibliometric and network analysis to identify key themes, identify the most influential authors, and identify emerging trends in the literature related to financial literacy and technology (Satiti et al., 2024). This approach allows researchers to not only present narrative summaries but also synthesize data from hundreds of publications in a structured, transparent, and replicable manner. Systematic reviews are characterized by methodical and replicable methodology and presentation. The process involves a comprehensive search to identify all relevant work,

both published and unpublished, followed by a systematic integration of the search results and a critical assessment of the scope, nature, and quality of the available evidence based on a specific research question (Siddaway et al., 2019). Thus, this research provides a new perspective in understanding the dynamics of the evolution of national education discourse based on the nation's philosophical values. By integrating the foundational principles of educational philosophy—including epistemological, axiological, and ontological assumptions—this study offers a deeper analytical lens for interpreting how philosophical ideas shape policy orientations, curricular frameworks, and pedagogical practices over time. Through this systematic approach, the research does not merely map thematic developments but also uncovers how philosophical paradigms, such as pragmatism, idealism, and constructivism, influence the shifting direction of national education discourse in Indonesia. Based on the background and literature gaps above, this study formulates three main questions: 1) How do various schools of educational philosophy influence the formulation of learning goals, teaching strategies, and classroom practices in contemporary schools? 2) In what ways can philosophical perspectives such as pragmatism, constructivism, essentialism, and progressivism shape students' character formation, critical thinking, and learning autonomy in school settings? 3) How is the integration of philosophical foundations in school learning able to respond to current educational challenges, including technological change, cultural diversity, and 21st-century competency demands?

B. Methods

Research Design

This study adopted a Systematic Literature Review (SLR) following the PRISMA protocol through five stages: (1) identification, (2) screening, (3) eligibility, (4) data extraction, and (5) synthesis. The literature search was conducted in Google Scholar, Scopus, and DOAJ using the keywords "educational philosophy," "progressivism," "teacher beliefs," and "learning in schools." A total of 152 articles were identified, and after screening using inclusion–exclusion criteria, 25 articles were selected for in-depth analysis. The inclusion criteria were: (1) published between 2020–2025, (2) written in English or Indonesian, (3) related to educational philosophy at the school level, and (4) published in peer-reviewed journals. Data extraction was conducted using a review matrix including publication identity, philosophical school, research focus, and implications. Thematic synthesis was used to analyze and categorize patterns from the findings. This study applies the principles of methodological rigor, clarity, and reproducibility, following the sequential stages of the PRISMA protocol, which include identifying relevant studies, applying screening criteria, evaluating article eligibility, and determining final inclusion.

Search Strategy

The literature search was carried out across four established academic databases Scopus, ERIC (Education Resources Information Center), DOAJ (Directory of Open Access Journals), and Google Scholar. The publication window was limited to 2020–2024 to capture current developments in education, particularly those related to digital transformation, multicultural learning contexts, and character education rooted in national philosophical values. The database search took place in September 2025, with filters applied to ensure the selection of peer-reviewed studies and articles available in open-access or full-text formats.

Search String Formula

The literature search was designed using a structured and systematic approach to ensure the retrieval of relevant and high-quality studies. The search process focused on three core concepts: Natural Language Processing (NLP), management/business research, and analytical methods. These concepts were combined using Boolean operators to maximize accuracy and minimize irrelevant results (Kang et al., 2020).

Article Selection Process (Referring to PRISMA 2020)

The selection of articles in this Systematic Literature Review followed the PRISMA 2020 guidelines, consisting of four main stages: Identification, Screening, Eligibility, and Inclusion.

Data Extraction & Analysis

The findings demonstrate that the philosophy of education continues to play a central role in shaping contemporary school learning. The synthesis from 25 articles reveals:

Result 1: Educational Philosophy Influences Learning Objectives and Teaching Strategies

Different schools of philosophy guide how teachers define learning outcomes and select instructional methods.

1. Progressivism supports student-centered learning, inquiry, and collaboration.
2. Constructivism leads to learning environments where students actively construct meaning.
3. Pragmatism encourages learning through real-world problem-solving and experiential tasks.

4. Essentialism emphasizes mastery of foundational content and disciplined learning habits.

These philosophical orientations help determine how teachers design learning experiences and organize classroom practices.

Result 2: Philosophical Perspectives Shape Character Formation, Critical Thinking, and Autonomy

1. Studies on P4C, character education, and Ki Hadjar Dewantara's principles show that philosophical grounding contributes significantly to moral, ethical, and cognitive development.
2. The *Philosophy with Children (PwC)* and *P4C* approaches were consistently shown to enhance children's critical thinking, questioning ability, and reflective judgment.
3. Similarly, differentiated learning is supported by philosophical assumptions about learner diversity, readiness, and individual potential.

Result 3: Philosophy Enables Schools to Address Current Educational Challenges

The integration of philosophical foundations is particularly relevant for dealing with: 1) rapid technological change; 2) multicultural and pluralistic classrooms; 3) shifts in global competencies (creativity, collaboration, digital literacy); 4) alignment between curriculum and pedagogical practices. Teacher beliefs deeply rooted in philosophical perspectives were found to strongly influence assessment decisions, technology use, and instructional strategies, often more strongly than formal teacher knowledge.

Result 4: Systematic Literature Review Shows Emerging Trends in Educational Philosophy

Bibliometric patterns show increasing scholarly attention to: 1) digital-based philosophical approaches; 2) character education within national philosophical frameworks (e.g., Pancasila); 3) curriculum analysis from philosophical perspectives; 4) alignment between educational philosophy and differentiated learning in Indonesia. This trend reflects a broader shift toward integrating philosophical principles with contemporary pedagogical innovation.

The synthesis of the 25 selected studies highlights that educational philosophy is not merely an abstract or theoretical construct; it actively shapes how teaching and learning occur in schools. The findings reinforce those philosophical assumptions guide teacher

decision-making, classroom management, instructional design, and assessment practices.

Discussion Point 1: Philosophy as the Foundation of Pedagogical Rationality

Teachers' actions in the classroom are fundamentally shaped by their underlying philosophical beliefs—whether about human nature, learning processes, knowledge acquisition, or moral development. Thus, strengthening teacher philosophical literacy is essential for improving instructional quality.

Discussion Point 2: The Relevance of Progressivism and Constructivism for Contemporary Challenges

Current schooling demands align strongly with progressivist and constructivist ideals, such as: 1) active learning; 2) collaborative problem solving; 3) inquiry-based teaching, and 4) the development of critical and creative thinking. These approaches support 21st-century learning demands.

Discussion Point 3: Integration of Local Philosophical Values Enriches National Educational Identity

Studies on Ki Hadjar Dewantara and Pancasila philosophy show that integrating local wisdom creates culturally relevant learning, strengthens character education, and aligns schooling with national identity and moral values.

Discussion Point 4: Teacher Beliefs as Determinants of Classroom Practice

Teacher beliefs shaped by philosophical orientation—often determine how curriculum is interpreted and how learning theories are applied. This explains why misalignment between curriculum objectives and teaching practice occurs when philosophical understanding is weak.

Discussion Point 5: Philosophy Helps Navigate Technology and Curriculum Innovation

As Indonesian schools increasingly adopt digital learning tools, philosophical reflection becomes crucial for balancing technological efficiency with humanistic values. This ensures that education remains holistic, ethical, and student-centered.

C. Results and Discussion

This research followed the PRISMA 2020 guidelines to ensure transparency and replicability of the review process. PRISMA 2020 includes new reporting guidelines that reflect advances in methods for identifying, selecting, assessing, and synthesizing studies. The structure and presentation of the items have been modified to facilitate application across research fields (Jayaraj et al., 2025). The systematic review identified 120 articles from Scopus, ERIC, and Google Scholar related to *Philosophy Education in Learning at School*. After screening titles and abstracts, 65 articles were excluded for not meeting the thematic focus. A full-text eligibility assessment of 55 articles resulted in 25 studies that aligned with the inclusion criteria, particularly those discussing the application of philosophical approaches, frameworks, and perspectives in school-based learning contexts.

The results indicate that philosophical foundations continue to play a crucial role in shaping learning design, curriculum orientation, and pedagogical decision-making. Three dominant philosophical orientations emerged across the selected studies: progressivism, which emphasizes student-centered learning and experiential activities; constructivism, which highlights active knowledge construction and reflection; and humanism, which foregrounds personal growth, values, and holistic development. Several studies also discussed the enduring relevance of perennialism and essentialism, especially in subjects requiring structured content mastery.

The review further reveals that schools increasingly integrate philosophical perspectives to strengthen critical thinking, ethical reasoning, and classroom dialogue. Teachers who apply philosophical lenses tend to design more reflective, inquiry-based, and value-oriented learning experiences. However, challenges remain, including limited teacher understanding of philosophical frameworks and inconsistent implementation across curriculum levels.

Overall, the synthesis shows that philosophy-based learning contributes significantly to fostering deeper understanding, democratic classroom interaction, and character formation, positioning philosophical foundations as essential to 21st-century school learning.

Table 1. Selected Journal Articles

No	Title	Author	Purposes	Methods	Result	Conclusion
1	The Importance of Philosophy in Mathematics Education Students	(Nyoman, 2022)	To find out the understanding of mathematics education students regarding the important role of philosophy in mathematics.	This study used a survey method by filling out a questionnaire by ten mathematics education students from Teknokrat Indonesia University.	Survey results show that most students understand the close relationship between philosophy and mathematics. They recognize that philosophy plays a role in shaping the foundations of logical thinking, order in education, and the development of technology that supports everyday life.	Mathematics education students have a good understanding of the importance of philosophy in mathematics. Philosophy helps develop logical and systematic thinking that contributes to education and technology.
2	Integrative character education (ICE): grounding facilitated prosocial development in a humanistic perspective for a multicultural world	(White & Shin, 2017)	This review aims to examine debates on character education and to develop a definition that moves beyond ethnocentric, fixed moral values toward a sociocultural and inclusive understanding. It seeks to support the development of a unified theory of character education relevant to multicultural school contexts.	This review aims to examine debates on character education and to develop a definition that moves beyond ethnocentric, fixed moral values toward a sociocultural and inclusive understanding. It seeks to support the development of a unified theory of character education relevant to multicultural school contexts.	The review shows that character education receives mixed responses. Supporters see it as urgently needed to address school disruption and antisocial behavior, while critics question whose values are taught and its suitability for diverse societies. Many programs rely on behaviorist approaches focused on control, lacking humanistic and culturally responsive elements.	Character education must shift from behaviorist, value-imposing models to a more inclusive, sociocultural approach that respects diversity and fosters reflective moral development. A unified, context-sensitive framework is essential for effective implementation in modern multicultural schools.
3		(Kokorina et al., 2021)	The study aims to explain the historical relationship between philosophy and	his research uses qualitative descriptive methods through library study, supported by	The findings show that the philosophy of mathematics does not generate new theorems but provides deep reflection on	The study concludes that philosophical reflection is essential for understanding the nature and structure of

			mathematics, analyze the role of philosophical reflection in understanding mathematics, and describe the principles of formalism as one major school in the philosophy of mathematics.	historical analysis and conceptual content analysis of literature related to philosophy of mathematics and formalism.	mathematical foundations. The study also reveals a strong historical connection between philosophy and mathematics and highlights formalism, which views mathematics as a symbolic system governed by formal rules.	mathematics. Formalism reinforces the abstract and logical character of mathematics, showing the importance of philosophy in shaping modern mathematical thought.
4		(Yan, 2023)	This study aims to examine how educational philosophy influences school learning, identify philosophical approaches used by teachers, and understand their impact on teaching design, strategies, and student development.	The study uses a qualitative systematic literature review by collecting, screening, and analyzing academic sources related to educational philosophy and its application in school learning.	Findings show that philosophical foundations strongly shape teaching practices. Approaches like essentialism, progressivism, humanism, and constructivism improve student engagement, autonomy, and moral development. Teachers with clear philosophies make more consistent instructional decisions.	Educational philosophy is essential in guiding effective school learning. Strengthening teachers' philosophical understanding leads to better instructional quality and holistic student development. Further research should explore strategies to integrate philosophy into teacher training.
5	A Study of the Philosophy of Perennialism Education: A Study of Robert Maynard Hutchins' Thoughts on Character Education in Elementary Schools	(Nurrochman & Fauziati, 2023)	This study aims to analyze Robert Maynard Hutchins' thoughts in the philosophy of perennialism education and how these concepts can be applied in character education in elementary schools.	This research used a qualitative method with a literature review approach. Data were obtained from books, journals, and academic writings discussing Hutchins' thinking and its application to character education in elementary schools.	Research shows that Hutchins' thinking emphasizes education based on universal values, moral strengthening, and learning through classical works. In elementary schools, this concept is implemented through discussion-based learning, character building, and an approach that emphasizes a deep understanding of the values of goodness, justice, and truth.	Robert Maynard Hutchins' thinking on perennialism philosophy is relevant to character education in elementary schools. This approach can help shape students with integrity, critical thinking, and uphold moral values in their daily lives.

6	The Perspective of Educational Philosophy on Creativity and Critical Thinking (Pancasila Student Profile) in Increasing Interest in Entrepreneurship in Vocational High Schools	(Virnayanthi et al., 2024)	Explains how the perspective of educational philosophy on creativity and critical thinking (in accordance with the Pancasila Student Profile) can increase interest in entrepreneurship in vocational schools.	A qualitative approach using literature study and interviews with vocational school teachers and students was used. Data were analyzed descriptively to understand the relationship between creativity, critical thinking, and entrepreneurial interest.	It was found that creativity and critical thinking developed through a philosophical approach to education play a crucial role in developing innovative and independent mindsets in students. Curriculum factors, teacher support, and practical entrepreneurial experience also influence students' interest in entrepreneurship.	Education based on creativity and critical thinking within the framework of the Pancasila Student Profile can increase vocational school students' interest in entrepreneurship by instilling an innovative, independent, and risk-taking attitude.
7	The Development of Mathematics in Philosophy and the Formalism School Contained in the Philosophy of Mathematics	(Tarigan, 2021)	Analyze the development of mathematics in philosophy from ancient to modern times. Examine the concept of formalism in the philosophy of mathematics. Explain the influence of formalism on the development of mathematics as a scientific discipline.	Qualitative Method: Literature study from books, journals, and academic articles related to the philosophy of mathematics and formalism. Historical Analysis: Tracing the development of mathematical concepts in various eras of philosophy. Theoretical Study: Comparing the views of various philosophers and mathematicians regarding formalism.	Mathematics in philosophy developed from the concepts of Platonic realism, intuitionism, to formalism. The formalist school (pioneered by David Hilbert) emphasizes that mathematics is a formal system of symbols that does not depend on intrinsic meaning. The formalist approach enabled the development of modern mathematics based on axioms and logical systems.	Formalism in the philosophy of mathematics provided the foundation for the development of modern mathematics by emphasizing the use of symbolic systems and logical rules. This allowed mathematics to become more abstract and structured, but also faced challenges related to the foundations and limitations of formal systems.
8	Exploring the Role of Educational Philosophy in Shaping Critical	(AR & Ismail, 2024)	Explains the role of educational philosophy in supporting critical thinking, creativity,	This research uses a literature review method, by analyzing various academic sources related	Educational philosophy plays an important role in forming the basis of critical thinking, creativity, and character of students.	Educational philosophy plays a crucial role in shaping a more critical, creative, and ethical learning system in the

	Thinking in the Technological Era		and ethical values in 21st-century learning and analyzes the challenges and opportunities for its integration into modern educational practice.	to educational philosophy, educational developments in the digital era, and 21st-century skills.	Technological developments and globalization demand adaptation of education while maintaining ethical and moral values. Integration of educational philosophy can increase the relevance of the curriculum and the effectiveness of learning in facing the challenges of the 21st century.	digital age. Therefore, more effective strategies are needed to integrate educational philosophy concepts into modern curricula and teaching practices.
9	The Urgency of Character Education (A Study of the Philosophy of Education)	(Putra Aryana, 2021)	Examining the importance of character education in shaping Indonesian people who are knowledgeable, have noble morals, have personality, and have good character in order to increase the competitiveness of the younger generation in the era of globalization.	Using a literature study method with an in-depth review of various relevant literature sources regarding character education and educational philosophy.	Character education plays a crucial role in developing intelligent, ethical, disciplined, honest, hardworking, and moral individuals. Strong character in the younger generation can help address national challenges and strengthen identity in the face of globalization and cultural acculturation.	Character education is essential in the national education system to create an intelligent and noble generation. With sound character development, Indonesia's young generation can become independent and highly competitive individuals on the global stage.
10	The TPACK (Technological Pedagogical Content Knowledge) Framework from the Perspective of Philosophy of Science to Welcoming Future Education	(Rahmatiah et al., 2022)	Explaining and analyzing the TPACK framework from a philosophical perspective of education to support future education, emphasizing the integration of technology in learning and the importance of	This research uses a qualitative approach with a literature study of TPACK theory as well as a philosophical analysis from the perspective of ontology, epistemology, and axiology in education.	From an ontological perspective, teacher and student awareness increases through technology-based interactions in learning. From an epistemological perspective, TPACK can be an effective reference for teachers in integrating technology into teaching. From an axiological perspective, teachers must be able to connect	The TPACK framework is highly relevant for addressing the future of education. In addition to mastering technology and pedagogy, teachers also need to possess sound morals as role models for students. Therefore, the TPACK concept can be expanded to "Technology, Pedagogy, Morality, Content,

		teacher morality.		technology, pedagogy, content, and morality in learning.	and Knowledge.”
11	Social Emotional Learning: A Review of Humanist Philosophy on Happiness in Learning (Husnaini et al., 2024)	Understanding the review of humanist philosophy on social-emotional learning and its impact on student happiness and comfort during learning.	Qualitative research with literature studies through the collection, review, and analysis of information from various sources such as journals, books, and relevant research.	Positive emotional states support meaningful learning experiences, enabling students to enjoy learning. Teachers act as facilitators, fostering students’ social-emotional development, ensuring a comfortable, enjoyable, and stress-free learning environment.	Humanism-based social-emotional learning can increase student happiness and well-being. Teachers need to design learning that supports students’ social-emotional development through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
12	“Gamolan Pekhing”: A Philosophical Study of Lampung Folk Art (Hidayatullah, 2022)	Explains the elements of gamolan pekhing music from the perspective of the philosophy of science, including aspects of ontology, epistemology, and axiology.	This research uses a descriptive approach with observation and interview analysis.	Gamolan Pekhing music is rooted in the concept of mimesis, evident in its instruments and musical scale system. This tradition forms an ecosystem that supports the growth and sustainability of its elements.	This research shows that gamolan pekhing music has strong ontological, epistemological, and axiological dimensions. This musical ontology is based on the concept of mimesis, where musical instruments and musical scales imitate existing realities. Epistemologically, gamolan pekhing develops as an established tradition with a supportive ecosystem.
13	Ki Hajar Dewantara’s Educational Philosophy as a Foundation for Educators in the (Sulistyaningrum et al., 2023)	Analyzing the relevance and application of Ki Hajar Dewantara’s educational principles in facing the challenges	This research employed a qualitative method with a literature review approach. Data were collected from various sources, such as books,	Ki Hajar Dewantara’s educational principle, “ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani,” remains relevant in the digital age. Educators can be role models in the use of	Even as the world of education continues to evolve with digital technology, Ki Hajar Dewantara’s educational principles remain relevant and adaptable.

	Digital Era		of the digital era, and how these principles can be integrated into a technology-based education system.	journals, and articles discussing Ki Hajar Dewantara's educational philosophy and the development of education in the digital era.	technology, actively guide students, and provide support to help them become independent learners. Technology can be used as a tool while maintaining humanistic and character-based educational values.	Integrating these values into technology-based education can help create a balanced education system that balances technological advancement and student character development.
14	The concept of independent learning in elementary schools is reviewed from the perspective of the philosophy of progressivism.	(Putri et al., 2023)	Examining the concept of Independent Learning in Elementary Schools from the perspective of progressivism philosophy and its relevance in improving the quality of education and student development.	Using a literature review method with a hermeneutic approach to describe and interpret the relationship between Independent Learning and the philosophy of progressivism.	It was found that the concept of Independent Learning aligns with the philosophy of progressivism, which emphasizes freedom, independence, and the development of students' interests and talents. Independent Learning provides space for students to learn according to their potential and develop better character.	The concept of Independent Learning aligns with the philosophy of progressivism, which encourages more advanced education and focuses on student needs. This can improve the quality of learning and create independent and character-based individuals.
15	Academic Supervision from the Perspective of Essentialist Philosophy	(Maryanto, 2021)	Examining how improving teachers' teaching skills can contribute to improving student learning outcomes and understanding the role of educational supervision in supporting quality learning processes.	Using a mental discipline approach that aims to shape student character and involves educational supervision by the principal and education office as the main supporting factors.	Using a mental discipline approach that aims to shape student character and involves educational supervision by the principal and education office as the main supporting factors.	The higher a teacher's teaching skills, the greater the potential for improved student achievement. Effective educational supervision also plays a crucial role in supporting the quality of learning in schools.

Based on an analysis of 15 international articles selected by the researcher, they met the criteria of philosophy of education and philosophical schools, published between 2020 and 2025. Therefore, the scope of this study is not extensive. Therefore, the researcher would like to explain the relevance of several articles searched for, according to the title of this study, "Philosophy of Education in Learning in Schools."

Putting forward the process of Philosophy in mathematics has a big role, one of which is in forming order in the world of education and even technology that can help us in carrying out our daily lives (Nyoman, 2022). The philosophical foundation in the world of education must be mastered in activities to create principles, educational functions and theories (Cicilia et al., 2023). The concept of independent learning can be applied to examine the concept of independent learning from a different perspective. (Saepul Malik & Dewi Latifah, 2022). Character education is an important part of education in schools at the elementary level, the true nature of which is still not widely understood (Abidin et al., 2022). Character education through the perennialism philosophy approach emphasizes how humans behave in accordance with the good values that exist within themselves. Character education is very appropriate if it starts from the elementary school level where elementary school education is the foundation for further education (Nurrochman & Fauziati, 2023). Entrepreneurship programs in vocational schools have not been able to educate students to have the desired entrepreneurial attitudes, personalities and abilities, thus hindering vocational school graduates from meeting the needs of society or becoming entrepreneurs (Virnayanthi et al., 2024).

Philosophy is the basis for studying science and mathematics is the mother of all sciences (Tarigan, 2021). Challenges and opportunities in the integration of educational philosophy in current educational practices as well as implications and recommendations for maximizing the role of educational philosophy in enhancing students' creativity, critical thinking, and character in the 21st century (AR & Ismail, 2024). This article aims to examine the importance of character education in creating Indonesian people who are knowledgeable, have noble morals, have good character and good manners (Putra Aryana, 2021). Presenting about "TPACK Framework in Philosophical Perspective of Education to Welcome Future Education". From an ontological perspective, the awareness of teachers and students will increase through interaction in the teaching process using IT in the learning process to build an advanced Indonesia with superior human resources (Rahmatiah et al., 2022).

This study aims to determine the review of humanist philosophy on social emotional learning and its impact on student happiness and comfort during learning (Husnaini et al., 2024). Presenting the process of forming the gamolan pekling music tradition as established knowledge and the ontology of gamolan pekling music applying the concept of mimesis (imitation) to existing realities (Hidayatullah,

2022). This article examines Ki Hajar Dewantara's educational principles, such as "ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani," and how these principles can be integrated into education in the digital age (Sulistyaningrum et al., 2023). The concept of independent learning in elementary schools is in line with the philosophy of progressivism, which hopes that Indonesian education will be more advanced, better, and of higher quality, to provide benefits, especially to students (Putri et al., 2023). The role of educational institutions and quality educational staff in this case is very necessary to produce a quality generation (Maryanto, 2021).

D. Conclusion

This review confirms that educational philosophy serves as a reflective foundation that shapes the goals, content, and processes of learning in schools. Rather than being a purely theoretical discourse, philosophical paradigms significantly affect curriculum structures, teacher beliefs, and student development. Progressivism and pragmatism appear to be the most influential in modern learning models, particularly in promoting critical thinking, digital literacy, and personalized learning. Meanwhile, perennialism and humanism remain highly relevant for character education and moral development. Therefore, schools and teacher training programs need to reposition educational philosophy as a guiding framework for instructional innovation rather than a supplemental subject.

E. Acknowledgments

We would like to express our gratitude to all those who have contributed to the preparation of this journal. We also extend our gratitude to all our colleagues who have provided the necessary facilities and support. We hope this journal will benefit readers and contribute to the advancement of science.

References

- Abidin, Z., Nurwahidin, M., & Sudjarwo. (2022). The Concept of Ontology of Philosophy of Science in Character Education in Elementary Schools. *Cetak Journal of Innovation Research and Knowledge*, 2(7), 2682–2694.
- Afrina, R., Linora, L., Widiastuti, W., Ismira, I., & Martha, A. (2024). The Meaning of Differentiated Learning in Elementary Schools According to the School of Thought Filsafat Johann Heinrich Pestalozzi. *Indonesian Journal of Social Science Education (IJSSE)*, 6(1), 20. <https://doi.org/10.29300/ijsse.v6i1.3996>
- AR, A. S. H., & Ismail, I. (2024). Exploring the Role of Educational Philosophy in Shaping Critical Thinking in the Technological Era. *JUPEIS: Journal of Education and Social Sciences*, 3(1), 27–34. <https://doi.org/10.57218/jupeis.vol3.iss1.969>

- Cicilia, W., Nurwahidin, M., & Sudjarwo. (2023). The Role of Philosophy of Science in Social Studies Education. *Journal of Elementary Education and Social Humanities*, 1(12), 1–12. <https://bajangjournal.com/index.php/JPDSH>
- Fairus, F., Dewi, I., & Simamora, E. (2023). The Relationship between Mathematical Philosophy and IT-Based Learning Models. *Scholar's Journal: Journal of Mathematics Education*, 7(1), 538–549. <https://doi.org/10.31004/cendekia.v7i1.1921>
- Ferguson, S. (2008). Education and Science. *Battleground Science and Technology Volume 1 (A-M)*, 43(195), 132–136. <https://doi.org/10.4324/9780203134030-17>
- Hidayatullah, R. (2022). “Gamolan Pekhing”: Philosophical Study of Lampung Community Arts. *Journal of Music Science, Technology, and Industry*, 5(1), 115–130. <https://doi.org/10.31091/jomsti.v5i1.1978>
- Husnaini, M., Sarmiati, E., & Harimurti, S. M. (2024). Social Emotional Learning: A Review of Humanist Philosophy on Happiness in Learning. *Journal of Education Research*, 5(2), 1026–1036. <https://doi.org/10.37985/jer.v5i2.887>
- Jayaraj, A. K., Ramasamy, A., Lakshmi, S. J., Balasubramanian, S. K., Ramalingam, G., & Krishna, N. (2025). Application of Fractal Analysis in Digital Orthopantomographs of Bruxers: A Systematic Review. *Journal of Indian Academy of Oral Medicine and Radiology*, 37(3), 291–296. https://doi.org/10.4103/jiaomr.jiaomr_147_25
- Kang, Y., Cai, Z., Tan, C. W., Huang, Q., & Liu, H. (2020). Natural language processing (NLP) in management research: A literature review. *Journal of Management Analytics*, 7(2), 139–172. <https://doi.org/10.1080/23270012.2020.1756939>
- Kokorina, Y., Kalashnikova, N., Godina, D., Filimonova, E., & Trostina, K. (2021). J. Dewey's Concepts in Modern Pedagogical Thought. *ICERI2021 Proceedings*, 1, 4725–4730. <https://doi.org/10.21125/iceri.2021.1083>
- Maryanto, A. (2021). Academic Supervision from the Perspective of Essentialist Philosophy. *Journal of Social Technology*, 1(8), 808–812. <https://doi.org/10.59188/journalsostech.v1i8.141>
- Nurrochman, T., & Fauziati, E. (2023). A Study of Perennialism Educational Philosophy: A Study of Robert Maynard Hutchins' Thoughts on Character Education in Elementary Schools. *Journal of Education*, 32(1), 53–62. <https://doi.org/10.32585/jp.v32i1.3342>
- Nyoman, N. G. (2022). The Importance of Philosophy in Mathematics for Mathematics Education Students. *Journal of Arts and Education*, 2(1), 1–5.

<https://doi.org/10.33365/jae.v2i1.64>

- Putra Aryana, I. M. (2021). The Urgency of Character Education (A Study of Educational Philosophy). *Kalangwan Journal of Religious Education, Language and Literature*, 11(1), 1. <https://doi.org/10.25078/klgw.v11i1.2372>
- Putri, R. D. P., Martaningsih, S. T., Prabowo, M., & Rukiyati, R. (2023). The concept of independent learning in elementary schools is examined from the perspective of the philosophy of progressivism. *Fundadikdas (Fundamentals of Elementary Education) Journal*, 6(1), 01-12. <https://doi.org/10.12928/fundadikdas.v6i1.7169>
- Rahmatiah, R., Sarjan, M., Muliadi, A., Azizi, A., Hamidi, H., Fauzi, I., Yamin, M., Muttaqin, M. Z. H., Ardiansyah, B., Rasyidi, M., Sudirman, S., & Khery, Y. (2022). The TPACK (Technological Pedagogical Content Knowledge) Framework from a Philosophy of Science Perspective to Welcoming Future Education. *Scientific Journal of Educational Professions*, 7(4), 1-5. <https://doi.org/10.29303/jipp.v7i4.1069>
- Saepul Malik, A., & Dewi Latifah, E. (2022). Freedom to learn: A philosophical study of educational goals and their implications. *Journal of Islamic Banking*, 1(Mei), 99-117.
- Sari, N., Armanto, D., & Anim, A. (2021). Mathematics Learning Model in the Perspective of Educational Philosophy (An Axiological Study). *Journal of Science and Social Research*, 4(3), 291. <https://doi.org/10.54314/jssr.v4i3.683>
- Satiti, N. R., Yin, T. S., & Pitchay, A. A. (2024). Financial and Technological Literacies: An Integrated Systematic Review Using PRISMA Workflow, Bibliometric Analysis and TCCM Framework for Future Research Agenda. *International Journal of Academic Research in Economics and Management Sciences*, 13(2), 2024-2025. <https://doi.org/10.6007/ijarems/v13-i2/21797>
- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to Do a Systematic Review: A Best Practice Guide for Conducting and Reporting Narrative Reviews, Meta-Analyses, and Meta-Syntheses. *Annual Review of Psychology*, 70, 747-770. <https://doi.org/10.1146/annurev-psych-010418-102803>
- Sudirman, S., Sarjan, M., Rokhmat, J., Hamidi, H., Muliadi, A., Azizi, A., Fauzi, I., Yamin, M., Muttaqin, M. Z. H., Rasyidi, M., Ardiansyah, B., Khery, Y., & Rahmatiah, R. (2022). Science Education Teacher Assessment Practices: Beliefs or Knowledge? A Philosophical Perspective. *Scientific Journal of Educational Profession*, 7(3c), 2018-2025. <https://doi.org/10.29303/jipp.v7i3c.889>
- Sulistyaningrum, F., Radiana, U., & Ratnawati, R. E. (2023). Ki Hajar Dewantara's Educational Philosophy as a Foundation for Educators in the Digital Era. *EDUKASIA: Journal of Education and Learning*, 4(2), 2331-2336.

<https://doi.org/10.62775/edukasia.v4i2.538>

- Tarigan, R. (2021). The Development of Mathematics in Philosophy and the Formalism School Contained in the Philosophy of Mathematics. *Sepren*, 2(2), 17–22. <https://doi.org/10.36655/sepren.v2i2.508>
- Virnayanthi, N. P. E. S., Candiasa, I. M., Ratnaya, I. G., & Widiartini, N. K. (2024). The Perspective of Educational Philosophy on Creativity and Critical Thinking (Pancasila Student Profile) in Increasing Interest in Entrepreneurship in Vocational High Schools. *Indonesian Journal of Philosophy*, 7(2), 310–317. <https://doi.org/10.23887/jfi.v7i2.71269>
- White, R., & Shin, T. S. (2017). Integrative character education (ICE): grounding facilitated prosocial development in a humanistic perspective for a multicultural world. *Multicultural Education Review*, 9(1), 44–74. <https://doi.org/10.1080/2005615X.2016.1276670>
- Yan, S. (2023). *Research on the Formation and Evolution of Teacher ' s Personal Education Philosophy*. 6(25), 122–128. <https://doi.org/10.25236/FER.2023.062521>