

## **The Philosophy of Education: A Systematic Literature Review**

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**Abstract:** This systematic literature review examines the role and relevance of educational philosophy in addressing contemporary educational challenges, including digital transformation, globalization, and value crises. The study aims to synthesize findings from recent literature (2019-2025) to elucidate how philosophical foundations inform curriculum development, teacher professionalism, and character education. Following the Systematic Literature Review (SLR) protocol, we identified and analysed 15 journal articles from Google Scholar. The findings indicate that educational philosophy serves as a crucial normative guide for developing humanistic, critical, and inclusive education systems. Key themes identified include the integration of local values (e.g., Pancasila) with global competencies, the need for an ethical framework in educational technology, and the role of philosophy in fostering teacher professionalism. The study concludes that a robust philosophical foundation is indispensable for creating an education.

**Keywords:** Educational Technology, Philosophy of Education, Social Transformation, Teacher Professionalism

### **A. Introduction**

The philosophy of science has a very important role as the main foundation in formulating the direction and goals of education. Over time, philosophy has not only become a tool for theoretical reflection, but also serves as a practical guideline in the formation of curriculum, values, and character of students. In the era of globalization and technological advancement, education faces new challenges in the form of value disruption, access inequality, and a shift in learning paradigms. A study from Tiara (2022) confirms that educational technology has changed the traditional learning paradigm to digital, while Hasmar (2024) highlights the role of philosophy in shaping critical thinking in the technological era. In addition, Arsyad & Sauri (2024) emphasized the importance of the philosophical foundation of education in the context of Pancasila as the normative basis of the Indonesian nation. Aida Ariya (2025) links the philosophy of education to the challenges of multiculturalism in the era of globalization, while Faruq (2025) sees education as a tool for social transformation and shaping the nation's character. Thus, through a philosophical approach, education can

be understood not only as a process of knowledge transfer, but also as a means of forming the whole human being a knowledgeable, ethical, and cultured human being.

Education is the main foundation in building human civilization and determining the direction of progress of a nation. In the era of globalization and rapid digital transformation, education not only functions as a means of knowledge transfer, but also as a strategic instrument to shape character, morality, and competence in the 21st century. As science and technology develop, the educational paradigm has shifted from a traditional orientation to a more philosophical, humanistic, and contextual approach. Educational philosophy, in this case, plays an important role as a normative and reflective foundation in organizing an education system that is adaptive, fair, and oriented towards the development of the whole human being. Various cutting-edge studies affirm that modern education must be rooted in moral, cultural, and spiritual values that are relevant to the needs of the times. The philosophy of education provides conceptual direction for teachers, students, and educational institutions to understand the essence of learning as a process of forming human beings who are knowledgeable, characterful, and responsible for their social environment.

Furthermore, the challenges of the 21st century require the education system to be able to integrate technology and human values in a balanced manner. Massive digital transformation has changed the way people think, interact and learn. In this context, the philosophy of education serves as a guide in criticizing the impact of digitalization and directing its use for the benefit of humans. Contemporary philosophical thought emphasizes the importance of ethical, anthropological, and human values approaches in dealing with technological disruption so that education does not lose its moral orientation. On the other hand, education also plays a role as a tool for social transformation that drives change towards a more just, inclusive, and knowledgeable society. The philosophy of science views education as a means to internalize the values of justice, solidarity, and social responsibility. Through character education, individuals are trained to think critically, act ethically, and actively participate in community life.

Collaboration between schools, families, and communities is key to realizing meaningful and sustainable learning. Based on various philosophical approaches such as progressivism, essentialism, and humanism, education is directed to foster creativity, independence, and adaptability to changing times. The learning process is no longer just about transferring knowledge, but forming human beings who are able to interpret life rationally and spiritually. Therefore, the integration between educational philosophy, national education system, and social dynamics is a strategic step in realizing education with character, innovation, and global competitiveness.

Based on various literature reviews analyzed from fifteen academic articles, it can be concluded that the existence of educational philosophy is not only a theoretical

reflection, but also a practical solution in overcoming the crisis of values, teacher professionalism, and the relevance of the education system in the modern era. Education based on philosophy is the key to forming an intelligent, moral, and adaptive generation to the changing times, and able to realize the nation's ideals towards a civilized and socially just society.

## **B. Methods**

The methodology analysis of this research is based on literature research. The documentation techniques used in this article collect information from various journal studies using the Systematic Literature Review (SLR). To obtain information, this article uses the documentation method, which gathers material from various sources, such as library articles and books, and combines, filters, and tailors it to the research topic. Data analysis was carried out by looking at various literature, both from bibliographic data and information from research relevant to the Data source covering 15 articles from national and international journals that discuss educational philosophy, epistemology, teacher professionalism, national education system, and digital transformation. Data analysis is carried out through the following steps: 1) selecting the main ideas from each article; 2) group articles based on their philosophical focus (ethics, epistemology, technology, professionalism, social); 3) looking for relationships and synthesis between articles; 4) compiling a conceptual interpretation that brings all the findings together.

## **C. Results and Discussion**

The results of article reviewed in this paper is exposed in the below table.

No	Title	Author	Purpose	Methods	Results
1	Exploring the Role of Educational Philosophy in Shaping Critical Thinking in the Age of Technology	(AR & Ismail, 2024)	This study reviews the significance of educational philosophy in the context of 21st century learning using the literature review method. The introduction highlights the role of philosophy in creating a foundation for critical thinking, creativity, and ethical values in education today.	The research method of literature review in the context of the journal on "The Significance of Philosophy of Education in Learning in the 21st Century" involves searching, selection, and analysis of relevant literature.	The integration of educational philosophy in current educational practice promises to strengthen critical thinking, character development, and student creativity and Developing training for teachers, improving the curriculum, and creating a learning environment that is open to critical thinking and reflection of ethical values can strengthen the integration of educational philosophy in shaping critical, creative, and responsible students in the 21st century.
2	Education as a Tool for Social Transformation from a Philosophical Perspective of Science	(Umar Faruq & M. Yunus Abu Bakar, 2025)	Character education is a central issue to build a generation that has faith, piety, noble character, and responsibility according to the values of Pancasila. Through a holistic approach, character education integrates the spiritual aspect, intelektual, emotional, and social to create qualified individuals.	Using integrative approaches such as knowing well, loving the good, desiring The Good, and Acting the Good that is sustainable to shape student behavior	Education has an important role as a tool to carry out social transformation in society. Through the philosophy of science approach, education is not only seen as a means for knowledge transfer, but also as a force that can change the social structure, cultural values, and mindset of individuals in society
3	Philosophy of Education in the Era of Globalization: Multicultural Challenges and Opportunities	(Ariya & Ismail, 2025)	The journal examines the challenges and opportunities of education in the era of globalization, especially in a multicultural context, and offers philosophical reflections on how education systems can be adapted to reward cultural diversity without neglecting universal principles	Using a descriptive qualitative approach with the type of literature research, Data analysis: The data analysis techniques used in this study include data reduction, data presentation, and conclusion drawing.	The philosophy of education in the context of globalization and multiculturalism should focus on forming individuals who are not only academically intelligent, but also have critical thinking skills and cross-cultural empathy, so as to be able to face the challenges of an increasingly complex and connected world.

4	The role of educational philosophy in the formation of student morality	(Fahira et al., 2023)	This study aims to find out the role of educational philosophy in the formation of student morality	The method used is journal review literature, which is a literature search both international and national which is carried out using Google scholars, science direct and proquest	The result of this research is that for the successful output of the educational process, it is necessary to create moral human beings. So that moral education is indispensable for human life because through education, moral development is expected to run well, harmoniously, in accordance with the norms, dignity and values of human beings themselves.
5	The Role of Educational Philosophy in the Development of Professionalism of Elementary School Teachers	(Pahmi et al., 2024)	This researcher aims to analyze the literature and discuss the important role of the philosophy of education in building the professionalism of elementary school teachers	Research methods It uses a literature review.	The results of this study can be concluded that elementary school teachers who understand the philosophy of educational science can become more professional because they have a better understanding of what education is, what should be instilled in students, and their role as influential educators Student Development
6	Curriculum in the perspective of Islamic Education philosophy	(Salim, 2019)	The purpose of this research is to find out about the Islamic education curriculum, and the curriculum from the perspective of Islamic education philosophy.	Research methods It uses a literature review.	The results of writing this article show that through philosophy it can be determined how to determine the benchmark for the success of the educational process, by referring to the principles of the curriculum, including: Philosophical Principles, Sociological Principles, Organizational Principles, Psychological Principles.
7	The challenge of environmental issues to educational philosophy	(Kato, 2015)	The purpose of this research is that the philosophy of education is closely related to the concept of nature as the foundation and model of human activity. challenges posed by environmental issues to the philosophy of education. Nature in	The methodology used in this research is with an approach and research involves collection, analysis and analysis.	The conclusion of this journal is to emphasize that the philosophy of education being a challenge to environmental issues has exposed the limitations of traditional educational philosophy that tends to be human-centered (anthropocentric), lacking considers ecological

			the era of environmental problems this cannot function as a foundation to build an educational building.		sustainability, and has not yet fully responded to complex global environmental crises.
8	Philosophical Epistemology	(Pajriani et al., 2023)	The purpose of research 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	This research method uses a quantitative descriptive analysis method	The results of the study show that epistemology is a branch of philosophy that studies and the way humans think
9	Philosophical Studies on the Advancement of Educational Technology in Indonesia	(Tiara, 2022)	The purpose of this research is to make learning effective and efficient. This study aims to explain the nature of educational digitalization, the use of technology in the world of education, the position of technology for education and the impact of technology for education (axiology) in Indonesia	This research method uses qualitative research with a literature study method	The results of the study show that the rapid development of technology has changed the learning paradigm from face-to-face in the classroom to learning with various innovations that do not require students and educators to be in the same room
10	National Education System in the study of Modern Education philosophy	(Taek et al., 2024)	The purpose of this research is to examine the existence of the national education system within the framework of modern educational philosophy.	This study uses a literature research approach	This study concludes that the National Education System in Indonesia is the basis for the implementation of education which aims to educate the life of the nation, with the basis of relevance between philosophy and education
11	The philosophical dimension Digital transformation and its impact on the future	(Devterov et al., 2024)	This article aims to highlight digital transformation in the context of an in-depth philosophical analysis from the perspective of epistemological, axiological, ethical, and anthropological dimensions	The methodology of this article is based on a qualitative study of the problem of digitalization in scientific-philosophical discourse over the past five years	Digital transformation has reached a great scale and intensity in the sociocultural dimension and requires a comprehensive interpretation of the worldview from scientific, philosophical, and cultural perspectives

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12	The position of Ki Hadjar Dewantara's thought in the philosophy of Education	(Siswadi & Murtining sih, 2024)	This study aims to find Ki Hadjar Dewantara's views on the concept of education and see the position of Ki Hadjar Dewantara's thought related to education in the structure of the philosophy of Education	This study uses a qualitative method with a philosophical hermeneutic approach	The results of this study show that Ki Hadjar Dewantara's thinking related to the concept of education is more oriented towards the educational philosophy of essentialism, existentialism, progressivism, and perennialism
13	The Role of Ethics in Educational Philosophy in Shaping Students' Character and Moral Values	(Ayu Safitri et al., 2025)	The purpose of this research is to provide a value framework that guides how the relationship between educators and students is carried out in a humane and dignified manner	This study uses a descriptive qualitative approach with a study method literatur sistematis (systematic literature review)	The results of this study show that the ethics of educational philosophy have proven to be effective as a foundation for character development students, especially through the integration of Pancasila values and local wisdom in the Independent Curriculum
14	Foundations of Educational Philosophy and Concept of Educating	(Arsyad & Sauri, 2024)	This research aims to explore various philosophical approaches in education, including Idealism, Realism, Pragmatism, and the philosophy of national education based on Pancasila	This study uses a literature review method	The results of this research are a reflective, systematic, and contemplative critical thinking process that aims to produce a comprehensive system of thought or theory about the essence of everything.
15	Education Transformation in the 4.0 Era: Teacher Intellectuality Created and School Quality Maintained	(VOLTA & FAJRIYA TI NAHDIY AH, 2024)	The objectives of this research include the exploration, analysis, and synthesis of relevant literature to understand the impact of educational transformation in the industrial era 4.0, especially the role of teachers and school quality	The research method used in this study is qualitative descriptive with a literature research approach	The results show that educational innovation, especially the integration of technology and the development of 21st century skills-based curriculum, is key in improving the quality and relevance of education

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The results of the research from fifteen articles show that education plays a key role in social transformation and the formation of modern human character, with a strong philosophical foundation from both Western and Islamic perspectives. In general, these studies agree that education not only functions as a transfer of knowledge, but also a process of forming values, morals, and ethics that is oriented towards humanity and social welfare.

First, the results of studies from various sources (Devterov et al., 2024; Taek et al., 2024; Faruq & Bakar, 2025) emphasized that modern educational philosophy places humans at the center of scientific development. Education must be based on epistemological, axiological, and ethical dimensions, where knowledge is directed to build social justice and humanity. In the context of digitalization and globalization, the philosophy of education shifts the focus from just knowledge to the formation of human values and characters that are adaptive to change. This shows that education needs to be approached in an integrative, humanistic, and transformative way. Second, in the Indonesian context, the results of the study highlight that the National Education System (Law No. 20 of 2003) functions as a legal and philosophical instrument in realizing the nation's ideals. Emilia Taek's (2024) study shows that this system is rational, juridical, and philosophical with the roots of progressivism, essentialism, and perennialism. National education aims to form human beings who have faith, piety, knowledge, and noble character, in accordance with the mandate of Pancasila and the 1945 Constitution. This view is in line with the philosophy of Islamic education which emphasizes moral education as the core of the formation of human beings. Third, articles on the role of ethics and philosophy of education (Ayu Safitri, 2024; Arni Sastrawati, 2024) shows that ethics in education play an important role in building integrity and social responsibility. Ethical education creates students who are not only intellectually intelligent but also have moral and spiritual awareness. This approach reinforces the relevance between Islamic values, humanity, and the needs of modern society.

In addition, the results of the research of Kato (2015) and Devterov et al. (2024) show that environmental challenges and digital transformation demand educational philosophy to reframe the moral direction and social sustainability. Education based on environmental philosophy and technological ethics is an urgent need in shaping human beings who are responsible for nature and society. The cross-article discussion also emphasizes the importance of character learning and critical consciousness as described by Faruq & Bakar (2025) and Ndona (2024). Education must function as a dialogical medium to build social awareness and critical thinking skills. This concept is in line with Paulo Freire's idea of liberation education, in which learners become not only recipients of knowledge, but also agents of social change.

Thus, the integrative results show that all research is combined with one main conclusion: modern education based on humanistic, ethical, and transformative

philosophy is the key to building a society with character, adaptiveness, and social justice. Through the synergy between science, morals, and spiritual values, education can become a real tool for social change towards the development of a whole human being.

#### **D. Conclusion**

Based on various literature studies analyzed from fifteen academic articles, it can be concluded that the philosophy of education functions as a normative, theoretical, and practical foundation for the development of a quality and equitable national education system. The application of educational philosophy values is able to improve teacher professionalism, strengthen character-based curriculum, and make education a transformative force in building a civilized and competitive society. Education based on philosophical thinking not only produces cognitively intelligent students, but also has moral integrity, social empathy, and critical awareness of reality. Thus, the synergy between philosophy, education, and public policy is the main key in realizing education that is inclusive, sustainable, and relevant to the needs of the times.

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