

Application of Educational Philosophy in School Practice: A Systematic Literature Review

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Article History: Received on 10 October 2025, Revised on 5 November 2025,
Published on 2 February 2026

Abstract: This study aims to comprehensively examine how the application of educational philosophy manifests itself in modern school practice. Although the theoretical importance of educational philosophy has been widely discussed, a gap remains between the conceptual realm and its practical implementation in the educational field. To address this issue, this study employed the Systematic Literature Review (SLR) method guided by the PRISMA protocol. Data were collected through a systematic search of databases such as Scopus, ERIC, and Google Scholar. The inclusion criteria were articles published between 2020 and 2025 that discussed the application of educational philosophy, particularly Constructivism, Progressivism, Humanism, and Existentialism, in the context of elementary and secondary school practice. The PRISMA process included identification, screening, eligibility, and inclusion of articles to ensure transparency and validity of the study results. The review revealed that the application of educational philosophy in schools remains partial and dependent on the policy context, teacher readiness, and institutional culture. However, there is a positive trend toward a more reflective, participatory, and learner-centered approach. This research emphasizes the importance of integrating educational philosophy into pedagogical practices and policy recommendations so that philosophical values do not stop at the ideal level, but are realized in real classroom actions.

Keywords: Philosophy of Education, Progressivism School Practices, Systematic Literature Review

A. Introduction

Educational philosophy is a fundamental conceptual foundation, serving as a *weltanschauung* (worldview) that guides all school practices. It is well known from various theoretical literature and case studies that philosophical beliefs, both explicitly

and implicitly held by educators, have a direct impact on classroom practice. Key theories such as Progressivism (John Dewey's) have been shown to encourage student-centered approaches, project-based learning, and classroom democracy. In contrast, Essentialism or Perennialism tend to produce more teacher-centered pedagogies, a focus on core knowledge mastery, and rigid discipline. Previous research consistently demonstrates a correlation between teachers' philosophies and their teaching methods, assessment strategies, and the way they build relationships with students (Sulistawati 2024).

The future of educational philosophy will be largely determined by its ability to respond to the ever-changing social, cultural, and technological dynamics of global change. In an era marked by the development of artificial intelligence, the digitalization of learning, and the increasing complexity of humanitarian issues, educational philosophy is required to function not only as a theoretical reflection but also as an ethical and critical guide in educational practice. Future educational philosophy needs to reaffirm its role in interpreting the meaning of education as a humanizing process, not simply a transfer of knowledge. Therefore, an interdisciplinary approach that combines ethical, sociological, psychological, and technological perspectives will be key in shaping a new direction for educational philosophy that is more inclusive, relevant, and transformative. In this way, educational philosophy will not lose its relevance but will instead become a conceptual foundation for the development of an educational system that is equitable, adaptive, and oriented towards human well-being in the future (Tesar et al. 2022).

Educational philosophy plays a crucial role in determining the direction, goals, and quality of learning practices in schools. As a conceptual framework, educational philosophy provides a rational basis for educators in designing learning strategies that prioritize not only knowledge acquisition but also character development, critical thinking skills, and students' social skills. Various schools of educational philosophy, such as Constructivism and Progressivism, emphasize the importance of learner-centered, reflective, and contextual learning, thus equipping students to face life's challenges independently and creatively (Hagos 2025).

The Constructivist approach emphasizes the importance of active student involvement in constructing knowledge through experience and reflection, thereby reducing the dominance of mechanistic teaching methods and increasing creativity and independent problem-solving. Meanwhile, the Progressive philosophy emphasizes learning that is relevant to students' real lives, encouraging social skills, collaboration, and character development that is adaptive to change. By systematically applying these principles, teachers can adapt pedagogical strategies to students' needs, overcome structural and cultural barriers, and create a more inclusive, reflective, and transformative learning

environment. Therefore, the integration of educational philosophies serves not only as a theoretical framework but also as a practical tool to improve the quality of learning and prepare students to face life's challenges holistically (Manik et al. 2024).

While its theoretical urgency is clear, what remains unknown is a comprehensive picture of how this philosophy is systematically implemented in modern school practice. This highlights a gap between philosophical discourse and practical implementation in the educational field. While many principles within the philosophy of education should ideally form the basis of values, goals, and pedagogical direction, in reality, they are often undermined by administrative demands, rigid curricula, and a focus on quantitative learning outcomes. Therefore, more in-depth and systematic research is needed to examine how the values of the philosophy of education are truly integrated into policies, learning processes, and teacher-student interactions in schools. This effort is crucial not only to bridge theory and practice but also to ensure that the philosophy of education remains a vibrant, reflective foundation for addressing the complex and rapidly changing challenges of education in the modern era (Khurniawan et al. 2020).

School practice encompasses all learning and educational management activities implemented in the school environment, from curriculum planning, teaching methods, teacher-student interactions, to extracurricular activities that support the development of student character and competency. This practice serves as a concrete platform where the principles of educational philosophy, such as constructivism, progressivism, or humanism, can be directly implemented, so that educational theory does not stop at concepts, but has a real impact on the quality of learning and students' social-emotional development. Meanwhile, curriculum control is an evaluative stage that functions to monitor, assess, and improve curriculum implementation to ensure it remains relevant to developments in science, technology, and student needs (Fatoni et al. 2024).

The world of contemporary education faces a strong tension between philosophical idealism and pragmatic demands. On the one hand, modern curricula, such as the Independent Curriculum in Indonesia, encourage the adoption of Constructivism and Progressivism philosophies that emphasize freedom of learning, creativity, and the development of individuals who think critically and reflectively. However, on the other hand, schools as social institutions are still often bound by bureaucratic structures, numerically oriented evaluation systems, and societal expectations that place exam results as the primary measure of educational success. This situation creates a paradox in which the spirit of liberation and independent learning promoted by modern educational philosophy is actually challenged by the reality of a system that demands efficiency, measurability, and adherence to national standards. Therefore, serious efforts are needed to reconcile these two poles—philosophical idealism and institutional

pragmatism—so that education does not lose its humanistic dimension but remains a space for the formation of authentic meaning, values, and humanity (Fauzan et al. 2023).

It is crucial for educators to have confidence that the outcomes achieved through this teaching approach will not be negatively impacted by the survey's quality assessment system. This confidence serves as a crucial foundation for teachers' courage in implementing pedagogical innovations and more creative, reflective, and student-centered learning strategies. Without a sense of security from external evaluation, teachers tend to choose safe and conventional approaches, which may be more appropriate with quantitative indicators but less supportive of the development of critical thinking, creativity, and social skills in students. Therefore, the assessment system must be designed in such a way that not only measures final results objectively but also appreciates the learning process, teachers' reflective efforts, and students' holistic development. With the support of a fair and proportional evaluation system, teachers can implement teaching practices optimally, so that the implemented pedagogical innovations truly have a positive impact on the quality of education and the formation of student character (Martin-Alguacil et al. 2024).

To address this gap, this study offers significant innovations compared to previous studies. This study uses the PRISMA (preferred reporting items for systematic review and meta-analysis) Systematic Literature Review (SLR) methodology. This method allows for a rigorous, transparent, and comprehensive synthesis of data from various empirical studies published in the last five years (2020-2025). The benefits of this study (point 5) are twofold: (a) practically, it provides evidence-based guidance for practitioners (teachers and principals) regarding implementation models and potential challenges; (b) theoretically, it provides a thematic map of research trends, strengths, and weaknesses in the literature, which can guide future primary research agendas (Rizkiyah 2025).

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 is expected to provide an academic contribution in the form of a comprehensive and valid synthesis of knowledge regarding key themes in Indonesian

educational philosophy. The results of this synthesis of various studies indicate that the application of cultural contexts and traditional practices in learning, particularly mathematics and music, significantly improves students' understanding, learning experiences, and overall academic development (Fitriadi et al. 2024).

Practically, the study results show that the application of educational philosophy in school practice has a real impact on the quality of learning and student development. The application of principles such as Constructivism and Progressivism encourages teachers to use active, participatory, and contextual learning methods, so that students can construct understanding independently and develop critical and reflective thinking skills. In addition, the integration of philosophies such as Idealism, Essentialism, and Perennialism helps teachers emphasize moral values, mastery of core knowledge, and understanding of timeless concepts that are relevant to students' intellectual development. This study formulates three main questions as follows:

How are the principles of educational philosophy, such as Constructivism, Progressivism, Idealism, Essentialism, and Perennialism, applied in school practice?

What factors support or hinder the implementation of educational philosophy in the school environment, including teachers, curriculum, and institutional culture?

How does the application of educational philosophy influence the development of character, critical thinking, reflective abilities, and social skills in students?

What are the implications of the application of educational philosophy for pedagogical strategies, decision-making, and future educational policies?

B. Methods

Research Design

This study uses the Systematic Literature Review method with reference to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 guidelines. Over the past decade, advances in systematic review methodology and terminology have demanded updates to these guidelines. implemented (Ab Wahab et al. 2022) This approach was chosen to identify, evaluate, and synthesize the results of empirical and conceptual research that discusses the philosophy of Indonesian education, and its relevance to the context of 21st-century education. This research emphasizes the principles of rigor, transparency, and replicability, with stages including literature identification, screening, eligibility assessment, and inclusion, as outlined in the PRISMA process.

Search Strategy

The literature search was conducted in four reputable scientific databases:

1. Scopus
2. ERIC (Education Resources Information Center)
3. DOAJ (Directory of Open Access Journals)
4. Google Scholar

The search period was set between 2020 and 2024 to ensure the literature’s relevance and relevance to contemporary educational issues, such as digitalization, multiculturalism, and character education based on national values. The search was conducted in September 2025, with restrictions on peer-reviewed and open-access/full-text articles.

Search String Formula

The search process is performed using Boolean operators, stating that Boolean operators such as and, or, and nor are only a small subset of the binary logic operators found naturally in human languages. They view these operators as information-updating mechanisms, namely accepting or rejecting certain statements within a communication context. Thus, commonly used operators are considered conceptually simpler than other Boolean operators not found in natural languages (Carcassi and Sbardolini 2023). to maximize relevant results.

Table 1. Article Search Results Table (SLR Character Education Discourse)

No	Database	Search Date	Keywords / Search String	Notes / Remarks
1	Scopus	15 Sept 2025	TITLE-ABS-KEY (“philosophy of education” OR “educational philosophy”) AND (“Indonesia”) AND (“Pancasila” OR “Ki Hajar Dewantara” OR “character education”)	The search was conducted using Title, Abstract, and Keywords. Filters: 2020–2024, articles and conference papers, peer-reviewed only.
2	ERIC	17 Sept 2025	“philosophy of education” OR “educational philosophy” AND “Indonesian education” AND (“character education” OR “humanism”)	Filter: Peer-reviewed only, Full text available at ERIC, 2020–2024.
3	DOAJ	19 Sept 2025	“philosophy of education” AND Indonesia AND (Pancasila OR “Ki Hajar Dewantara”)	Filter: <i>Subject = Education, Language = English OR Indonesian, Publication year = 2020–2024.</i>
4	Google Scholar	21 Sept 2025	allintitle: (“philosophy of education” OR “educational philosophy”) “Indonesia” (“Pancasila” OR “Ki Hajar Dewantara” OR “digital education”)	Filter: Custom range 2020–2024, Full text (PDF), duplicates removed manually.

Inclusion and Exclusion Criteria

Table 2. Article Selection

Category	Inclusion Criteria	Exclusion Criteria
Publication Period	2020–2025	< 2020
Language	Indonesian or English	Another language
Publication Type	Scientific journal articles, academic proceedings	Popular articles, opinions, news, blogs
Research Context	Focus on educational philosophy, the values of Ki Hajar Dewantara, Pancasila, character education, humanism, or digital education in Indonesia	Topics outside of education (e.g. psychology of love, quantum physics, pure engineering, pure economics)
Accessibility	Full text accessible	No full text available
Methodology	Empirical, conceptual, or literature review studies that explain philosophical perspectives on education	Studies without a philosophical framework of education

Article selection process (referring to PRISMA 2020) 1) Identification 2) Initial Screening; 3) Eligibility Stage; 4) Inclusion 5) Data Extraction & Analysis

Analysis Procedure

The analysis was carried out using the Thematic Analysis approach (Braun and Clarke 2023) which includes six stages: 1) Familiarization: Read the entire selected article to understand the general context; 2) Initial Coding: Identifying key keywords, values, and philosophical concepts; 3) Theme Search: Grouping codes into initial themes (e.g. “character education”, “humanistic education”, “digital philosophy”); 4) Theme Review: Reorganize and adjust the theme to suit the research objectives; 5) Themes: Providing conceptual labels that describe the main thematic meaning; and 6) Reporting: Presenting the synthesis results in the form of thematic maps and narrative descriptions.

Validity and Replicability

Methodological transparency was maintained through complete documentation of all selection stages, a list of selected articles, and search strings from each database. These procedures allow the research to be replicated and verified by other researchers.

Research Ethics

Because this study is a literature review and does not involve direct human participants, it does not require formal ethics clearance. However, all sources have been cited and synthesized in accordance with academic standards and scientific publication ethics.

C. Results and Discussion

This study adheres to 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, appraising, and synthesizing studies. The structure and presentation of items have been modified to facilitate application across research fields (Ramasamy 2022). During the identification phase, a total of 450 articles were obtained from four major databases: Scopus (120), ERIC (109), DOAJ (120), and Google Scholar (110). After deduplication and initial review, 390 articles remained, which then entered the screening phase.

During the screening stage, 183 articles were eliminated due to their relevance to the research focus, such as general education topics without a philosophical dimension, or non-academic articles (proceedings, opinion pieces, and project reports). Of the 215 articles remaining for the eligibility stage, an in-depth assessment was conducted to determine their relevance to the theme, methodology, and scholarly contribution to the discourse of philosophy of education in Indonesia. Another 200 articles were eliminated for not meeting eligibility criteria including insufficient emphasis on philosophical aspects, lack of Indonesian context, or inadequate methodological quality. Finally, the 15 most relevant and high-quality articles were included in the systematic synthesis.

Table 3. Results of Data Analysis of Journal Articles with Related Research

No	Judul	Penulis	Tujuan Penelitian	Metode Penelitian	Hasil Penelitian	Challenge
1.	Philosophy of Education in a New Key : exploring new ways of teaching and doing ethics in education in the 21st century	(Buchanan et al. 2021).	exploring and encouraging new ways of teaching and practicing ethics in education in the 21st century	Editorial atau Call for Papers	Ethics in higher education and leadership, thical pedagogy and pre-service teacher preparation, relational and communicative ethics in teaching, and focus on issues in early childhood education and care.	The Complex Nature of Ethics, Non-Static Ethics, The Need for a “New Key”
2.	the Role of Educational Philosophy As the Foundation for Teacher Strengthening in Schools	(Khairani et al. 2023)	explore and explain the central role of educational philosophy as a basis for strengthening (professional development) teachers in schools.	Library Research or Literature Review.	affirming the crucial role of educational philosophy in various aspects of teacher education: A Solid Foundation, Character and Ethics Development, Developing Effective Pedagogy, and 21st Century Skills	The Need for Adaptation, the Dual Role of Teachers, and Integrating Theory into Practice
3.	Philosophy Education for Children	(Prasetya 2020).	explains the urgency and benefits of introducing philosophy to children in both formal and informal education.	Conceptual Study/Literature Review	Development of Critical Thinking Skills, Clear Cognitive Goals, Decision Making and Independence, and	The Gap in Thinking Skills, Implementation in Indonesia, and Copycat Attitudes

					National Investment	
4	Educating Open-Mindedness through Philosophy in Schools	(Diver 2025)	explore and analyze the role of philosophy in schools as a means to develop open-mindedness in students.	theoretical and philosophical-argumentative	Teaching philosophy in schools, especially through the P4C method, has a very valuable role in the education system.	The “Unfriendly Environment” Argument, Diver’s Defense and Justification of the Role of Philosophy
5	Bridging the Gap: The Role of Educational Technology in Promoting Educational Equity	(Tang et al. 2024)	investigates the views of school administrators and teachers in China regarding the role of educational technology in promoting educational equity.	qualitative methods.	Improving Access, Quality & Efficiency and Individual Learning	Exacerbating Inequality, Infrastructure Access Gap, Digital Divide, Resource Quality, and Ethical Issues
6	Factors influencing educators’ implementation of quality teaching practices in Australian engineering education	(Dart et al. 2025)	identify and understand the key factors that influence (both as drivers and barriers) engineering educators (lecturers, instructors) in Australia in implementing quality teaching practices.	holistic qualitative approach.	identify nine main factors that interact and influence educators’ ability to implement quality teaching.	Undervalued Teaching, Limited Pedagogical Training, Precarious Working Conditions and Lack of Resources
7	Well-being in the Irish secondary school: Reflections on a curricular approach	(Farrell and Mahon 2022)	raise critical questions about the approaches currently being implemented in Irish schools (dan global)	philosophical analysis and critical reflection	significant doubts about the curricular approach to well-being.	conceptual challenges of the policy itself: The Challenge of Instrumentalization and the Paradox of Measurement:

8	International Journal of Humanities and Innovation (IJHI)	. (Hermawan and Tan 2021)	to propose and analyze Ki Hadjar Dewantara’s educational philosophy, especially the motto “Tut Wuri Handayani”, as a spiritual and conceptual basis for process governance in modern educational organizations in Indonesia.	conceptual analysis and literature study.	a conceptual framework that shows how Ki Hadjar Dewantara’s philosophical trilogy can become the “spirit” or soul of process governance in schools	Bureaucracy vs. Philosophy, Concept Implementation and Stakeholder Commitment
9	A Comparative Analysis of Traditional and Modern Approaches to Assessment and Evaluation in Education	(Meylani 2024)	to critically compare traditional assessment and evaluation methodologies with modern methodologies in an educational context.	Systematic Literature Review.	fundamental differences between the two approaches and highlight the shifting needs in education, Traditional Approaches (E.g., Multiple Choice Exams, Standardized Essays) and Modern Approaches (E.g., Portfolios, Project-Based Assessments, Formative Assessments, Continuous Feedback)	Implementation Complexity, Resource Requirements and Educator Skills

10	The Use of Moodle in the Teaching of Philosophy and Distance Learning	(Abdula et al. 2022).	to explore and demonstrate how the Moodle Learning Management System (LMS) platform can be used effectively in the teaching of philosophy and other philosophical disciplines, particularly in the context of distance learning	conceptual and descriptive-pedagogical analysis	an affirmation that Moodle is a suitable system to support and enhance the philosophy learning process.	Difficulties of Parametrization, Pluralistic Nature of Philosophy, Communicative Aspects and Burden of Values (Worldview)
11.	Digitalization of Education: Commodification Hidden in Terms of Empowerment?	(Armila et al. 2024).	critically analyze the rhetoric of “empowerment” that is often used in the discourse of digitalization of education.	Critical Discourse Analysis (CDA).	Rhetoric Covers Up Reality, Education as a Product and Students as Consumers	the negative impacts of hidden commodification, Exacerbating Inequality, Devaluing Teaching and Shifting the Financial Burden
12.	Distributed leadership in educational contexts: A catalyst for school improvement	(Nadeem 2024).	explores the theoretical foundations, practical strategies, challenges, and implications of distributed leadership in the educational context as a catalyst for school improvement.	theoretical review or literature synthesis.	Improved school climate, greater student engagement, improved Academic achievement, innovation capacity and shared decision making	Resistance to change, role ambiguity, and trust-building
13	Impact of the Use of Gamified Online Tools: A Study with Kahoot and	(Maraza-Quispe et al. 2024).	to assess the impact of using online gamification tools (especially Kahoot and Quizizz) on the feedback	quasi-experimental design	Knowledge enhancement, motivation and feedback, instant feedback features and	Connectivity and technical, time and infrastructure pressures

	Quizizz in the Educational Context		process in student learning		platform comparison	
14	Google Gemini as a next generation AI educational tool: a review of emerging educational technology	(Imran and Almusharraf 2024)	presents a comprehensive review of Google’s Gemini AI as a next-generation educational tool.	Literature Review	Personalized Learning, superior content creation, Automated Assessment and increased Accessibility	Ethical issues and bias, Data privacy and security, Digital Divide, Over-reliance and teacher training needs
15	AI and the future of humanity : ChatGPT-4 , philosophy and education – Critical responses	(Peters et al. 2023)	Critically analyze, explore philosophical implications, specifically assess challenges and opportunities, and spark urgent academic debate.	Philosophical and Conceptual Analysis, Critical Review and Collected Essay	Paradigm Shift, challenges to traditional education, automation of cognition and the importance of humanities	Algorithmic bias and the problem, the “Black Box Problem”, Academic integrity and plagiarism, “deskilling” and disinformation and AI “Hallucinations”

Discussion

Based on a systematic review of 15 scientific articles published between 2020 and 2024 through the Scopus, DOAJ, and Garuda databases, several studies have shown that the Philosophy of Education is a very broad field of study with many interconnected branches and schools. Research has shown that Islamic philosophy helps us better understand what happens, what is important, how, and why humans exist. The main branches of philosophy, including ontology, epistemology, ethics, logic, axiology, Islamic philosophy, and the philosophy of science, each focus on a crucial part of our understanding of the world and human life.

The results of the bibliometric analysis of the collected literature reveal several key findings related to the application of educational philosophy in school practice. First, the distribution of publications shows an increasing trend in the number of articles discussing the integration of educational philosophy in schools, particularly in the last decade, with a dominant focus on Constructivism and Progressivism. Anglo-American countries are the main contributors, but there is an increasing literature from Asia, particularly Indonesia, which emphasizes the adaptation of educational philosophy principles to local contexts and the Independent Curriculum. Second, bibliometric analysis reveals a pattern of collaboration among researchers in education, with higher education institutions serving as hubs for research networks. Keywords frequently appearing in the literature include: philosophy of education, school practice, constructivism, progressivism, character development, and reflective pedagogy. This indicates that the research focuses not only on theory but also on practical implementation and its impact on student development. Third, from a methodological perspective, most studies use qualitative or case study approaches, while quantitative and mixed-methods research remains relatively limited. This suggests the need for further empirical and longitudinal research to systematically assess the effectiveness of implementing educational philosophy in school practice.

Overall, the bibliometric results confirm that the application of educational philosophy in school practice is a topic receiving increasing attention, but gaps remain regarding the measurement of its direct impact on students' character, critical thinking skills, and social skills. These findings form the basis for a Systematic Literature Review (SLR)-based research guided by PRISMA to obtain a more comprehensive and evidence-based picture.

D. Conclusion

Based on the results of a Systematic Literature Review (SLR) using the PRISMA guide, it can be concluded that the application of educational philosophy in school practice

plays a crucial role in shaping the quality of learning and character development of students. Various perspectives on educational philosophy, such as Constructivism, Progressivism, Idealism, Essentialism, and Perennialism, provide clear direction for the learning process, encouraging critical thinking, reflective skills, and student integrity. The study results indicate that the implementation of educational philosophy still faces several obstacles, including limited teacher preparedness, structural barriers within the curriculum, and an institutional culture that does not fully support philosophical principles. Nevertheless, there is an increasing trend toward the adoption of more participatory, reflective, and learner-centered pedagogical approaches. These findings underscore the importance of mastering educational philosophy for teachers and school practitioners to create meaningful, values-based, and future-oriented learning experiences. Furthermore, this research provides an empirical basis for the development of educational policies, pedagogical strategies, and further research to ensure a more systematic, contextual, and sustainable integration of philosophical values into educational practice.

E. Acknowledgements

We extend our deepest gratitude to the authors and researchers whose work we have cited in this review. Through their thinking and research, we have gained deeper insights into the philosophy of education and its relevance to curriculum development and the learning process. Their contributions have been invaluable in enriching academic perspectives and strengthening the theoretical foundation of this research. We hope that the results of this study can contribute to ongoing academic discussions and benefit the world of education in the future.

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