

## **Themes in the Indonesian Discourse on Educational Philosophy: A Systematic Review**

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**Abstract:** The philosophy of education in Indonesia reflects a conceptual foundation rooted in the cultural values, ethics, and thought heritage of Ki Hajar Dewantara, as well as the principles of Pancasila. However, academic literature on the philosophy of education remains scattered and has not been systematically mapped. This study aims to identify and analyze key themes emerging in the discourse on the philosophy of education in Indonesia through a Systematic Literature Review (SLR). This study follows the PRISMA 2020 protocol by examining 15 scientific articles published between 2020 and 2024, obtained from indexed national and international databases. The analysis shows that dominant themes in the literature include character education, strengthening Pancasila values, integrating local wisdom, the moral and spiritual dimensions of education, and the application of humanism and pragmatism in the context of modern education. These findings indicate that the discourse on the philosophy of education in Indonesia is evolving toward a more contextual, value-oriented, and responsive direction to national social and cultural challenges, rather than simply following classical philosophical schools of thought such as idealism or realism. This research contributes to providing a conceptual map of the direction of development of educational philosophy studies in Indonesia and offers a basis for strengthening philosophical reflection that is relevant to the needs of contemporary education.

**Keywords:** Educational Philosophy, Indonesian Discourse, Philosophical Themes, PRISMA 2020, Systematic Review

### **A. Introduction**

Educational philosophy is the ideological and conceptual foundation that determines the direction, goals, and implementation methods of a nation's education system. In

Indonesia, this discourse has strong historical roots, grounded in the teachings of Ki Hajar Dewantara – particularly in the concept of the educational trilogy and the values of Pancasila as the foundation of national ideology. Ki Hajar Dewantara’s leadership trilogy, especially the principle of *Ing Ngarsa Sung Tuladha*, which means ‘be a role model in front’, is the main focus in efforts to revitalize character education in the digital era (Dita Puspita Dewi et al., 2025). Ki Hajar Dewantara’s educational philosophy, which emphasizes learning that prioritizes freedom, balance, and a sense of social responsibility, is very relevant to be applied in the digital era, where technology can be a tool that supports the formation of students’ character and social skills (Ajid et al., 2025).

A number of studies have examined the relevance of these two foundations in the context of curriculum and learning practices, emphasizing the character of cultural humanism that is oriented towards the formation of character, morality, and national identity. A humanistic approach to English teaching, which prioritizes the development of moral values, can create an environment that supports students’ personal and social development, while improving their language skills holistically. The implementation of character education in the curriculum and school practices has a significant impact on students’ personality development (Amini, 2025).

Character education programs that are integrated with school activities can shape positive attitudes, values, and behaviors that are sustainable outside the formal educational environment (Hanafiah, 2024). Although the importance of character education is widely recognized, its impact on students’ personality development has not been sufficiently researched. Most previous research has focused on cognitive and academic outcomes, overlooking the crucial role of character education in fostering moral and social competence. Although numerous studies have explored the philosophical values of Indonesian education, the existing literature remains fragmentary and has not been comprehensively synthesized. Educational activities are a means of improving human life and making it more noble, capable and intelligent in adapting to the changing times and civilizations, leading to a brighter future (Ismail et al., 2022). Most studies focus on a single figure, a single policy, or a single contemporary issue, without presenting a comprehensive picture of the direction of national discourse development. Consequently, it is difficult to identify dominant themes, relationships between topics, or patterns of shifting focus over time.

Some recent research has begun to expand its scope to new issues such as the philosophy of digital education, multicultural education, and inclusive education. It has been argued that to meet the normative demands for justice and equity inherent in intercultural and inclusive educational approaches, we must go beyond viewing these two paradigms as separate (Hajisoteriou & Sorkos, 2023). This shift marks a significant

transition from a historical-ideological focus to a more contextual and responsive approach to 21st-century challenges, such as technological disruption, globalization, and sustainable development. However, to date, there has been no systematic review that scientifically maps how all these themes develop and interact within the landscape of Indonesian educational discourse.

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.

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 in mathematics and music, significantly improves students' understanding, learning experiences, and overall academic development (Fitriadi et al., 2024). Practically, the results of this study can serve as a reference for policymakers to integrate historical values (Ki Hajar Dewantara and Pancasila) into educational policies and practices that are adaptive to the global context. Furthermore, this research provides a data framework that can serve as a basis for further studies on strengthening the ideological identity of national education in the digital era.

Based on the background and literature gaps above, this study formulates three main questions as follows: 1) What are the dominant themes that emerge in the discourse on the philosophy of Indonesian education based on scientific publications within a specified time period? 2) How have thematic focus trends in Indonesian educational philosophy discourse shifted over time, and to what extent do these changes reflect academic responses to contemporary challenges such as digitalization and globalization? 3) How are interpretations of historical themes, especially the thoughts of

Ki Hajar Dewantara and the values of Pancasila, reflected and synchronized in the context of contemporary Indonesian educational philosophy?

## **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 (Page et al., 2021). 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 & 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)

### *Identification Stage*

1. Articles were collected from four major databases: Scopus, ERIC, DOAJ, and Google Scholar.
2. Total articles obtained from all databases: 462 articles
3. 127 articles were removed from inter-database duplication, leaving 335 unique articles.

### *Initial Screening (Screening Stage)*

1. From 335 unique articles, filtering was carried out based on title and abstract.
2. 243 articles that were not relevant to the theme of “philosophy of education in Indonesia” were deleted.
3. Articles that passed this stage: 92 articles.

### *Eligibility Stage*

This stage assesses the suitability of the full text.

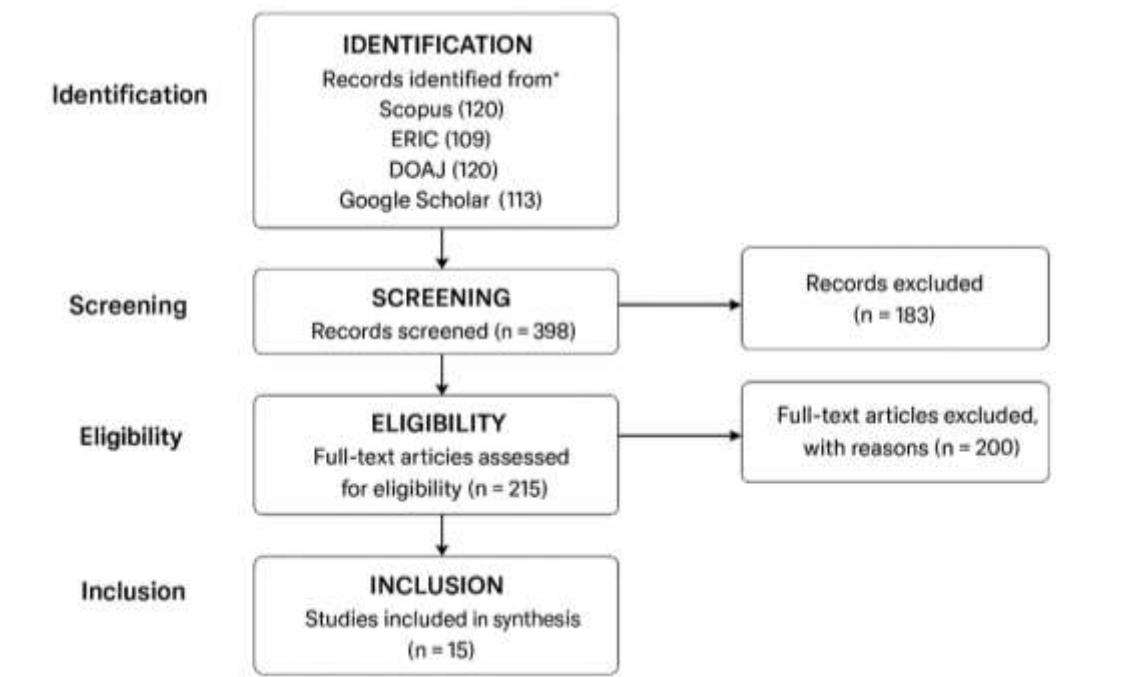
57 articles were issued because: Discussing general philosophy without an educational context. Focus on non-educational fields (e.g. psychology of love, pure science, or quantum mechanics). No full text or full paid available. Articles remaining: 35 articles.

### *Inclusion (Inclusion Stage)*

Of the 35 eligible articles, an in-depth analysis was conducted based on: Relevance to the theme of educational philosophy in Indonesia. The relationship with the values of Pancasila, Ki Hajar Dewantara, humanism, and character education. Methodological quality (peer-reviewed articles, open access, and between 2020–2025). Final results: 15 articles were selected for thematic analysis.

### *PRISMA Flow Diagram*

The following is the selection process flow according to the 2020 PRISMA standards:



### *Data Extraction & Analysis*

The data extraction process is carried out using a Microsoft Excel-based worksheet containing the following columns:

1. Author and year of publication
2. Journal title and source
3. Research objectives
4. Philosophical approach (humanism, idealism, Pancasila, Ki Hajar Dewantara, digital ethics, etc.)
5. Main findings and contributions

### *Analysis Procedure*

The analysis was carried out using the Thematic Analysis approach (Braun & 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.
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 was a literature review and did not directly involve human participants, it did not require formal ethics clearance. However, all sources were cited and synthesized in accordance with academic standards and scientific publication ethics.

## **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 (Ramasamy, 2022). During the identification stage, a total of 462 articles were obtained from four major databases: Scopus (120), ERIC (109), DOAJ (120), and Google Scholar (113). After deduplication and initial review, 398 articles remained, which then entered the screening stage. During the screening stage, 183 articles were excluded 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 for their relevance to the theme, methodology, and scholarly contribution to the discourse on the philosophy of education in Indonesia. A further 200 articles were eliminated for not meeting the eligibility criteria including insufficient emphasis on philosophical aspects, lack of Indonesian context, or insufficient 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	Title	Writer	Research purposes	Research methods	Result	Challenge
1	Pancasila: The Educational Philosophy Alternative from Indonesia for the World	(Sumardi, 2020)	Examining the philosophy of education based on local Indonesian wisdom, especially the values of Pancasila which are the foundation of Indonesian education.	This research uses a philosophical writing method, namely the existential hermeneutic ontology approach ala Martin Heidegger.	Education in Indonesia should not only adopt Western philosophy, but should be rooted in local wisdom values and the national ideology of Pancasila.	The reality of educational practices in Indonesia still largely adopts Western philosophies or is merely a formality, so that it has not fully explored local wisdom.
2	Pancasila Education in Indonesia: The debate on Pancasila in the post reform era between legitimation, recognition, and institutionalization during 2000-2021	(Hastangka & Ediyono, 2023)	This study aims to analyze the debate and dynamics of Pancasila education in the post-reform era (2000-2021) from three aspects: legitimacy, recognition, and institutionalization.	A philosophical/conceptual approach, using qualitative methods through a literature review. Analysis using a critical discourse analysis approach.	In terms of legitimacy: there is a dualism of legitimacy between the executive and legislative branches in regulating Pancasila education.	The unclear regulations that bind Pancasila education at the primary/secondary education level mean that legitimacy and recognition are weak.
3	On Ki Hadjar Dewantara's philosophy of education	(Ferary, 2021)	Analyze in depth the main principles of Ki Hadjar Dewantara's educational philosophy, namely Ing Ngarsa Sung Tuladha (in front giving an example), Ing Madya Mangun Karsa (in the middle building enthusiasm), and Tut Wuri Handayani (in the back giving encouragement).	Literature review approach	Ki Hadjar Dewantara's educational philosophy is rooted in humanism, nationalism, and spirituality, which places humans as active subjects in the educational	The gap between idealism and practice: Dewantara's values are often studied theoretically but have not been fully implemented in the curriculum and learning methods.

4	Reflection of Ki Hajar Dewantara's Character Education Philosophy on Independent Learning	(Hufron & Juanedi, 2021)	Analyzing how the values and principles of Ki Hajar Dewantara's character education philosophy are reflected in the Independent Learning policy.	This research uses a qualitative approach with descriptive-analytical methods and library research	process. Ki Hajar Dewantara's educational philosophy is closely related to the spirit of Independent Learning, as both emphasize independent thinking, responsible freedom, and student-centered learning.	There are varying interpretations of Dewantara values, so that their implementation is often inconsistent between schools.
5	Independent Curriculum Analysis from Constructivism and Ki Hajar Dewantara Philosophy Perspective	(Walad et al., 2024)	Analyzing the harmony between the principles of constructivism in modern learning theory and Ki Hajar Dewantara's educational philosophy, especially in the context of the Independent Curriculum in Indonesia.	This research uses a qualitative approach with descriptive analysis methods and library research.	The Independent Curriculum has a philosophical foundation that is in line with constructivism, because both emphasize the active role of students in building knowledge through experience and reflection.	The lack of teachers' understanding of the constructivist paradigm and Dewantara's philosophy means that learning is still instructional and teacher-centered.
6	The relevance of the national education system in the educational	(Indrayani et al., 2023)	Analyzing the relevance of Ki Hajar Dewantara's educational thoughts to the direction and foundation of the Indonesian national	This research uses a qualitative approach with philosophical analysis methods and library research.	The Indonesian national education system is conceptually strongly influenced	The gap between philosophical idealism and policy reality, where the implementation of national education is

	thinking of Ki Hajar Dewantara		education system as regulated in the National Education System Law (UU Sisdiknas).		by the thoughts of Ki Hajar Dewantara, especially in terms of the aim of education to form a complete human being intelligent, with character, and with an Indonesian personality.	often trapped in administrative and technocratic aspects, not human values.
7	Educational Challenges of the Future through the Prism of Philosophy in the Context of Globalisation: Systematic Literature Review	(Rudenko et al., 2025)	Philosophically exploring how education faces challenges in the era of globalization: namely how the 'structure, values, and techniques' of education change in conditions of technological, cultural, and economic transformation.	Philosophical analysis of relevant literature, with a focus on philosophical perspectives of education in the context of globalization identifying key themes such as universality vs. locality, social justice, digital literacy.	The thoughts of educational philosophers such as Dewey, Freire, Nussbaum emphasize that future education is not merely a transfer of knowledge, but must develop critical thinking, ethical responsibility, and global connectedness in students.	Digital inequality: differences in access, competency, and technological infrastructure that can widen the global vs. local education gap.
8	The Philosophy of Education evolution in the context of post history and the rise of a Brand -New Philosophical Paradigm	(Makarov et al., 2025)	Highlighting the global education crisis and the limitations of existing reform strategies in the field of education, thus emerging the need for new	A theoretical-critical study of concepts, discourse and literature in the field of philosophy of education and education in a	Contemporary education is too "focused" on past scientific knowledge and tends to ignore	How to reconstruct an educational philosophy that still respects human cultural-historical heritage, yet is flexible and relevant in the

			philosophical reflection on education.	contemporary sociocultural context.	culture, human nature, and existential needs. As a result, education systems are often disconnected from humanity's cultural historical heritage.	rapidly changing global social context of education.
9	Philosophical Reflections on Teachers' Ethical Dilemmas in a Global Pandemic	(Gurr et al., 2025)	Conducting philosophical reflection on the practice of the teaching profession in the context of the global education crisis, namely: whether the dilemmas that emerged during the pandemic are something completely new or an intensification of pre-existing dilemmas.	Qualitative research based on group discussions with teachers from various countries.	The ethical dilemmas that emerged during the pandemic were not entirely new, but rather heightened, exacerbated, or compounded pre-existing dilemmas.	Privacy and role boundaries: Teachers feel pressure when the home becomes a workspace, and students/families can see personal aspects of the teacher. Managing this exposure becomes an ethical dilemma.
10	Education for sustainable development: philosophical perspectives	(Holma et al., 2025)	To examine the philosophical foundations of the concepts of sustainable development and education for sustainable development (ESD) how concepts such as "development", "sustainability", "education" are translated philosophically	Analysis of educational philosophy: Using educational philosophical traditions (Enlightenment, pragmatism, critical theory) to analyze the basic concepts and assumptions of ESD. For example, in the recent article: "Education for sustainable development: philosophical perspectives"	The concept of "sustainable development" often contains certain assumptions that need to be criticized, for example: that "development" is something that is necessarily good, or that humans are central (anthropocentrism)	Basic assumptions of development that have not been criticized: Many development models still adhere to economic growth, consumption, human-centrism which according to philosophical criticism are inadequate for true ecological sustainability.

1	The Philosophical Foundation of Western Higher Education: A Critical Review of Theory and Practice	(Aziz, 2023)	Examines the philosophical foundations of Western higher education which are associated with Western liberal philosophies such as Idealism, Realism, Thomism, and Pragmatism.	Qualitative approach based on literature review (library research) and philosophical/conceptual study (philosophical criticism)	in relation to nature.	Philosophies such as Idealism, Realism, Thomism and Pragmatism provide a rational foundation for higher education namely education as a discipline involving critical thinking, reflection, and the relationship between human knowledge world.	The challenge of the tension between universality and the applicability of local/contextual values: Philosophies that claim to be universal sometimes fail to consider the differing cultural, social, and ethical values of non-Western contexts. This presents a challenge when Western higher education systems are adopted globally.
1 2	Philosophy of Education: The Promise of Education and Grief	(Reinertsen, 2022)	Proposes philosophical and practical implications for the development of education that is able to accommodate not only promise but also vulnerability, loss, and change so that education becomes more responsive to real conditions, ontological/epistemological differences, and justice.	Qualitative approach	Education that is too focused on production, efficiency, and public management tends to erode space for reflection, vulnerability, and the aesthetics of learning, resulting in a "loss" in the creative/humanistic dimension of education.	Connecting philosophical/theoretical findings with practical recommendations can be challenging: how to change educational policy or teacher practice based on reflections on promise and sorrow?	

1 3	Educational Philosophy Portrait Through The Analysis of Indonesian Movie Based on Pesantren Theme	(Aini et al., 2022)	Evaluating the implications of the findings for the philosophy of education and Islamic boarding school education in Indonesia – how the film narrative can strengthen or challenge understandings of Islamic boarding school education, and how these findings can recommend educational practices that are more reflective of Islamic boarding school philosophy.	Type of research: Qualitative.	The philosophical values of Islamic boarding school education that emerged: such as devotion, sincerity, discipline, togetherness (ukhuwah), seeking knowledge (“ngalap barokah” kyai) as found in the research of Aini et al.	Authenticity of educational philosophy vs. cinematic representation: Film as an artistic medium can idealize or dramatize reality, creating a gap between the real life of Islamic boarding schools and their filmic representation. Researchers must be critical of this distinction.
1 4	Pedagogical Model Innovation Based on Ki Hajar Dewantara’s Among System for History Learning in the Merdeka Curriculum	(Rosanawati et al., 2025)	Designing or formulating a pedagogical model for learning history that integrates the principles of Ki Hajar Dewantara’s Among System with the Independent Curriculum, so that learning history becomes more contextual, participatory, and character-building.	Classroom action research (CAR) or semi-quasi-experimental research	The application of the Among System-based pedagogical model in history learning increases student engagement: students are more active in discussions, researching local historical narratives, and undertaking projects, rather than simply receiving lectures. For example, the article	Teacher training and teacher preparedness: History teachers may be accustomed to traditional lecture methods and lack experience with active project learning or the System Among model. Training and mentoring are essential.

1 5	Challenges of Implementing Character Education Based on Islamic Values in the Independent Campus Learning Curriculum (MBKM)	(Iqbal et al., 2022)	This study aims to: Analyze the challenges faced in implementing character education based on Islamic values in the Independent Campus (MBKM) curriculum, Explore the impact of implementing character education based on Islamic values on the moral and social development of students in higher education	This research uses a qualitative approach with case study methods and in-depth interviews.	found that the Among System is able to build responsive attitudes in students Diverse acceptance: Although most students and lecturers recognize the importance of character education based on Islamic values, there are differences in how it is accepted and implemented in various MBKM programs.	Challenges in the curriculum: One major challenge is the lack of clear integration between Islamic values and the more flexible, competency-based structure of the MBKM curriculum. Some MBKM programs focus more on developing practical and academic skills, while religious-based character education receives less attention.
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Based on a systematic review of 15 scientific articles published between 2020 and 2024 through the Scopus, DOAJ, and Garuda databases, it can be concluded that the discourse on the philosophy of education in Indonesia shows a strong and layered thematic pattern, encompassing historical aspects, local values, and adaptation to global and digital challenges. The analyzed literature review shows that the direction of development of Indonesian educational philosophy is rooted in two main sources, namely the thoughts of Ki Hajar Dewantara and the values of Pancasila, which are then interpreted contextually to address the needs of 21st-century education. The results of the bibliometric analysis indicate that the majority of publications focus on character education, values-based education, and the relevance of Indonesian educational philosophy in a modern context. Of the fifteen studies analyzed, ten were published in reputable international journals, while the other five were published in accredited national journals. Most studies employed qualitative, conceptual, and hermeneutic approaches, while a small number adopted bibliometric and content analysis methods. In general, the development of Indonesian educational philosophy discourse has shifted from a normative paradigm to a reflective and practical paradigm, emphasizing the integration of cultural values into contemporary pedagogical practices. Temporally, the direction of research also shows a significant shift. In the 2020–2021 period, the primary focus of studies was the revitalization of Pancasila values and the thoughts of Ki Hajar Dewantara in the post-COVID-19 pandemic context. In 2022–2023, there was an increase in publications highlighting character education, morality, and digital ethics. Meanwhile, in 2024, the discourse on the philosophy of education evolved toward inclusive, multicultural, and sustainable education in accordance with the principles of Education for Sustainable Development (ESD), which emphasize justice, equality, and the preservation of local values in a global context. This shift demonstrates the transformation of Indonesian educational philosophy toward a national-reflective paradigm that remains rooted in the Pancasila ideology but is open to the challenges of globalization and digitalization.

Two studies were found to have a different view from the mainstream. Assesses that Indonesian educational philosophy tends to be too idealistic and less in tune with socio-economic realities and job market demands, as reflected in the continuing education-job mismatch that limits the employability of graduates (Wicaksono et al., 2023). Meanwhile, that the integration of Pancasila values into the national curriculum is often ceremonial, lacks substantive methodological transformation, and is still limited to symbolic rather than practical citizenship education (Wicaksana, 2024). These criticisms suggest that the main challenge lies not in its philosophical foundations per se, but rather in the practical and sustainable implementation of these values to ensure their adaptability to rapid social and economic change. When compared to international discourses on educational philosophy, the results of this study indicate alignment with global trends that emphasize humanistic, reflective, and value-based education, such as progressivism and constructivism-but with Indonesian characteristics that emphasize the ethics of togetherness (gotong royong),

spirituality, and the Pancasila ideology. While global educational philosophy focuses heavily on issues of democratization and technology, the Indonesian context places greater emphasis on the integration of moral values and local wisdom into educational practice. The novelty of this study lies in its attempt to map national academic discourse that combines local wisdom, religious values, and global challenges. The discourse on the philosophy of education in Indonesia demonstrates a strong focus on values- and character-based education, but pays relatively little attention to the epistemological dimensions of Western traditions such as realism, pragmatism, and existentialism. This distinctive orientation reflects Indonesia's efforts to build a philosophical foundation for education that balances moral idealism with contextual pragmatism. Practically, the results of this study imply the need to strengthen the integration of values, context, and action in educational development in Indonesia. Renewal of the philosophy of education curriculum in higher education should emphasize the synthesis of local traditions and global demands. Furthermore, further research should be directed at developing digital education models based on moral virtues and universal human values to strengthen the role of educational philosophy as a foundation for developing ethical, creative, and globally competitive Indonesians. This study's limitations lie in the predominance of national sources and a qualitative approach, which could potentially lead to publication bias. Furthermore, not all discourse on Indonesian educational philosophy has been documented in international databases, limiting the generalizability of the results. Further studies should expand the corpus of cross-language literature and conduct comparisons with the context of educational philosophy in Southeast Asia to enrich global understanding of non-Western educational philosophy.

#### **D. Conclusion**

This study finds that the philosophy of education in Indonesia has undergone a significant shift from a normative paradigm to a reflective and practical paradigm, where the values of Pancasila and the thoughts of Ki Hajar Dewantara serve as the primary foundations adapted to address the challenges of globalization, digitalization, and sustainability. Key findings indicate that the majority of studies emphasize character education, morality, and the integration of local values with the needs of 21st-century education, thus demonstrating that Indonesian educational philosophy serves not only as an ideological foundation but also as an ethical guide for national educational transformation. Comparisons with international discourses demonstrate alignment with humanistic and constructivist traditions, but Indonesia's distinctiveness lies in its emphasis on mutual cooperation, spirituality, and the balance between idealistic values and social reality. The practical implication of these findings is the need to strengthen the integration of values, context, and action in educational policy planning and practice. The curriculum in higher education needs to be directed towards fostering critical-reflective thinking, combining local traditions with global insights, and developing digital learning models based on humanitarian values. Furthermore, educators and policymakers are

expected to be able to translate philosophical values into contextual, adaptive, and sustainable learning strategies. For future research, it is recommended that studies of the philosophy of education broaden cross-cultural perspectives, employ interdisciplinary approaches, and conduct empirical analyses of the implementation of philosophical values at various levels of education. With this direction, Indonesian educational philosophy can continue to develop as a living, contextual, and relevant paradigm to global needs without losing its cultural roots.

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