

## **Islamic Philosophy as the Foundation of Modern Education: A Systematic Review**

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**Abstract:** Modern education is often dominated by pragmatic and secular approaches that emphasize technological progress and efficiency, while tending to neglect spiritual and ethical dimensions. Islamic philosophy, with its holistic view of humankind, knowledge, and the purpose of life, offers a normative and epistemological foundation that can integrate intellectual, moral, and spiritual aspects into contemporary education. This study conducted a Systematic Literature Review (SLR) to identify and analyze key themes in the discourse of educational philosophy in Indonesia. This study searched international and national indexed databases such as Scopus, Google Scholar, ERIC, and DOAJ, and selected 15 scientific articles published between 2020 and 2024. Using the PRISMA 2020 protocol, the analysis shows that Islamic philosophy makes a significant contribution to modern education through three aspects: (1) the integration of revelation and reason as the epistemological basis of education; (2) the formation of character and morals as a pedagogical orientation; and (3) the balance between worldly and hereafter knowledge in the curriculum. These findings affirm the role of Islamic philosophy as a foundation for modern education, capable of bridging knowledge and values, and shaping intelligent, moral, and civilized individuals. Further empirical research is needed to evaluate the implementation of these principles in curricula and educational practices in the digital age.

**Keywords:** Islamic Philosophy, Knowledge Integration, Modern Education, Systematic Literature Review

### **A. Introduction**

Modern education today is largely characterized by pragmatic and secular approaches that emphasize technological progress, productivity, and efficiency. While this approach has made significant contributions to the development of science and

innovation, it often neglects the spiritual, ethical, and humanitarian dimensions of the educational process. As a result, a gap emerges between intellectual progress and moral crisis, where students tend to master technical knowledge but lose sight of the values and meaning of life (Dianna & Surakarta, 2020). This phenomenon emphasizes the need for an educational paradigm that is able to integrate rational, moral, and spiritual aspects harmoniously.

Islamic philosophy is a system of thought based on the principle of monotheism, which views God as the source of truth and the ultimate goal of life. In this view, reason and revelation are not opposed, but rather complement each other in the pursuit of knowledge. Humans are positioned as rational and spiritual beings capable of intellectual, moral, and spiritual development. The philosophical thought process in Islam integrates rationality and spiritual awareness, making reason a tool for understanding divine truth. Thus, Islamic philosophy serves as a bridge between knowledge and faith, forming a human being who is intellectually, ethically, and religiously complete (Novriadi, 2023).

Modern education, which overemphasizes cognitive and competitive aspects, often neglects the moral, spiritual, and humanitarian dimensions, giving rise to an ethical crisis and character degradation in students. This situation indicates the still weak internalization of moral and spiritual values in the learning process, which is more oriented towards academic achievement than personality development. From an Islamic philosophical perspective, education aims not only to cultivate intelligence but also to purify the soul (*tazkiyatun nafs*) and foster moral awareness based on faith. Therefore, a reorientation of education that integrates the values of monotheism, morality, and humanity is needed to produce a generation that is knowledgeable, faithful, and civilized (*insan kamil*) (Darmawan et al., 2024; Tesar et al., 2022).

In the context of modern education, the goal is not merely to transfer knowledge or skills, but also to facilitate the holistic development of human potential, including intellectual, emotional, social, and spiritual aspects. Effective modern education must guide students to recognize their talents and abilities, while instilling moral and ethical values that lead to good deeds. From an Islamic philosophical perspective, the development of human potential aligns with the concepts of *tazkiyatun nafs* (purification of the soul) and character formation (morals) (Fadhillah, 2022). In the digital era, young people are faced with a rapid flow of information, the convenience of technology, and the influence of social media, making the ability to distinguish between positive and negative values crucial. Character education is needed to equip children with the knowledge, skills, and moral values that encourage wise action, discipline, and responsibility. Schools and families play a strategic role as the primary environments for shaping attitudes and behavior. From an Islamic philosophical perspective,

character education emphasizes not only external behavior but also spiritual strengthening, noble morals, and an awareness of responsibility as caliphs on earth (Lestari, 2024).

Modern education requires a philosophical foundation that integrates intellectual, moral, and spiritual dimensions so that students are not only cognitively intelligent but also possess character and a noble soul. From an Islamic philosophical perspective, education not only develops thinking skills and practical skills, but also instills the values of monotheism, spiritual awareness, noble character, and moral responsibility (*amanah*). The goal is to shape a perfect human being, a person with a balance of intellectual intelligence, moral maturity, and spiritual depth, capable of fulfilling his role as a caliph with integrity and divine awareness (Hanafiah, 2024). Although numerous studies have explored the philosophical values of education in Indonesia, the existing literature remains fragmented and has not been comprehensively synthesized. Most studies focus on specific figures, policies, or issues, making it difficult to obtain a holistic picture of the direction of development of national education discourse, dominant themes, relationships between topics, or patterns of shifting focus over time. Education itself plays a role as a means to improve the quality of human life, making it noble, capable, and intelligent in facing changes in time and civilization (Tarigan et al., 2023).

Several recent studies have begun to highlight new issues such as digital, multicultural, and inclusive education, which require thinking beyond traditional paradigms to achieve justice and equality. This shift signals the need for a philosophical foundation capable of integrating moral, spiritual, and intellectual values into modern education. In this context, Islamic philosophy can serve as a normative and epistemological foundation, emphasizing the balance between reason and revelation, character building, and the integration of worldly and otherworldly knowledge. However, to date, there has been no systematic review mapping how the principles of Islamic philosophy are applied and interact with contemporary themes such as digital, inclusive, and multicultural education in Indonesian educational discourse (Hajisoteriou & Sorkos, 2023).

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, determine the most influential authors, and capture emerging trends in the literature related to financial literacy and technology. Furthermore, this study also emphasizes the integration of Islamic and modern educational philosophy perspectives, thus providing a more comprehensive understanding of how philosophical values

shape contemporary educational practices, while also revealing research gaps that still need to be explored in the development of educational theory and implementation in Indonesia (Fiqry, 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 results of the study "Islamic Philosophy as the Foundation of Modern Education: A Systematic Review" can serve as a guide for educators, curriculum developers, and policy makers in designing educational programs that not only emphasize cognitive aspects, but also integrate moral, ethical, and spiritual values derived from Islamic Philosophy. These findings also provide an empirical basis for implementing a learning approach oriented towards character formation, increasing ethical awareness, and developing the potential of students as a whole, so that modern education can produce a generation that is intelligent, moral, and globally competitive. Based on the background and literature gaps above, this study formulates three main questions as follows:

1. How can the concepts and principles of Islamic philosophy serve as a foundation for developing modern educational theories and practices?
2. What are the main findings in the literature examining the relationship between Islamic philosophy and modern education?
3. How can the application of Islamic philosophical principles in modern education influence the formation of character, moral values, and student competencies?

## **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	“philosophy of education” OR	Filter: Peer-reviewed only, Full

		2025	“educational philosophy” AND “Indonesian education” AND (“character education” OR “humanism”)	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**

<b>Category</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
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 & 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 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 the 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	Title	Writer	Research Objectives	Research Methods	Research Results	Challenges
1	Continuity of Islamic Philosophy: The Philosophers' Manhaj as a Bridge Between Tradition and Innovation of Thought	(Muh et al., 2024)	Analyzing the concept of continuity in Islamic Philosophy as an effort to maintain continuity between the classical intellectual heritage and the dynamics of contemporary thought	Qualitative approach with historical-philosophical methods.	Philosophy has evolved with changing times and humanity's need for knowledge and truth. The Ancient Greek period laid the foundation for the entire Western philosophical tradition, with its focus on the nature of nature and humankind.	The epistemological gap between the traditional Islamic approach and the modern scientific paradigm which tends to be secular
2	The expansion of reality: the emergence of a mind-independent reality in postclassical Islamic philosophy	(Ibrahim, 2025)	Tracing the epistemological and ontological transformations that accompanied this shift in the context of the development of post-classical Islamic philosophy	qualitative-philosophical with an ontological and historical-hermeneutical analysis approach	It was found that post-classical Islamic philosophy experienced an expansion of ontological views, where reality is no longer completely dependent on consciousness or thought, but rather has an objective and independent existence	Hermeneutic interpretations vary, so researchers must be careful in understanding the original intent of the philosophers.

3	Philosophical Foundations in Traditional Religious Teacher Education: Connecting the Past and the Present	(Uyuni & Program, 2024)	Exploring the synthesis between classical educational principles and current educational needs, in order to form a model of religious teacher education that is character-based, contextual, and competitive.	Qualitative method with a historical-philosophical approach.	The traditional education model emphasizes a balance between knowledge, charity, and spirituality, not just the transfer of knowledge.	The tension between tradition and modernity makes it difficult to find a balance between sacred classical values and the demands of a pragmatic modern education system
4	Strata International Journal of Social Issues	(Tamba et al, 2025)	Analyze the main causes of the emergence of these social problems in a structural, cultural and public policy context.	Qualitative and quantitative	Policy responses vary: some policies have been successful in reducing the impact of social problems, but many remain less effective due to implementation, coordination, and resource challenges	The effectiveness of social policies is difficult to measure directly because social problems are often multifactorial and long-term.
5	Philosophy of Islamic Values and Life: A Review of the Methodology of the Formation of Islamic Values in the Context of Modern Culture	(Supriyatno et al., 2021)	Examining the methodology of forming Islamic values in educational, social and cultural processes in modern society.	qualitative-philosophical with a hermeneutic, normative, and socio-cultural approach	The formation of values in Islam is carried out through moral education, rational reasoning, and spiritual experience, not just normative indoctrination.	The dominance of secular culture and the globalization of values has given rise to a shift in moral meaning in modern life.
6	Integration of Islamic Principles and Modern Educational Theory in	(Hadi et al., 2024)	Analyze the basic principles of Islamic education which are sourced from the	Qualitative-philosophical and descriptive-	It was found that Islamic education is based on the principles of monotheism, balance (tawazun), and	Lack of in-depth understanding by educators of modern educational theory and Islamic principles

	Islamic Education		Qur'an, Hadith, and the thoughts of classical and contemporary scholars	analytical.	moral formation, while modern educational theory emphasizes rationality, freedom of thought, and active participation.	simultaneously
7	Al-Suhrawardī's Philosophy in Context	(Griffel & Conn, 2024)	Finding the relevance of Al-Suhrawardī's philosophy in the context of contemporary thought, such as the philosophy of consciousness, phenomenology, and the metaphysics of light.	qualitative-philosophical with a hermeneutic, historical, and comparative approach.	In a modern context, Al-Suhrawardī's thought can be compared with the phenomenology of consciousness (Husserl) and the theory of the "light of consciousness" in existential philosophy.	There is a lack of interdisciplinary research linking the philosophy of illumination to contemporary issues such as consciousness, spiritual ethics, and modern Islamic education.
8	Ibn Arabi's Hermeneutics as an Alternative to Religious Interpretation for Today	(Hidayatulloh et al., 2025)	To find the relevance of Ibn 'Arabi's hermeneutic approach to the social, cultural, and spiritual context of modern society.	Qualitative method with a philosophical hermeneutic approach and library research.	This approach can broaden religious understanding to be more inclusive, tolerant, and contextual, according to the needs of plural and modern society.	Epistemological difficulties Ibn 'Arabi's highly symbolic and metaphorical concepts are difficult (Samudra et al., 2025) to translate into modern academic language.
9	Philosophy and Science from Western and Islamic Perspectives	(Samudra et al., 2025)	Analyze the concepts of philosophy and science in the Western and Islamic traditions.	Qualitative methods with a comparative and historical approach	Islamic philosophical thought can provide an ethical, humanistic, and spiritual perspective on modern science which tends to be secular and technocratic.	Language and terminology barriers Western and Islamic classical texts use different language and concepts, requiring contextual interpretation

10	Contextual Interpretation (Study of Epistemology, History, Various Books, and Examples of Interpretation)	(Al-hasani, 2024)	Examining the concept of contextual interpretation in understanding texts, both religion, philosophy, and social sciences.	Qualitative methods with literature study, historical and comparative approaches.	Contextual interpretation helps to understand the text dynamically, taking into account the time, place, culture and social conditions of the reader	Limited resources – some classic literature is difficult to access or requires specialized language and terminology.
11	Theoretical Basis of Contextual Interpretation of the Qur'an in Islamic Theological Schools and	(Sufism, 2022)	Identifying contextual interpretation approaches and methods used in Islamic education curriculum	Qualitative method with literature study, observation and interview approaches	The contextual approach helps students understand the Qur'an dynamically, adapting the meaning to the social, cultural and contemporary context.	Variations in curriculum and theological orientation make comparisons between schools complex.
12	The Influence of Educational Philosophy on the Development of Islamic Education Curriculum	(Rizal & Ilma, 2025)	Analyzing the role of educational philosophy in formulating the principles of Islamic education curriculum.	Qualitative approach with descriptive-analytical method	Each school of educational philosophy provides a different orientation: idealism emphasizes moral and intellectual development; realism emphasizes empirical knowledge; pragmatism emphasizes contextual and applied learning; existentialism emphasizes the development of individual potential.	The limitations of contemporary literature that directly links educational philosophy with modern Islamic education.
13	Contribution of Philosophical Schools to the Development of	(Muthoifin, 2024)	Analyze the contributions of various schools of philosophy	Qualitative method with a literature study	Philosophical schools provide a theoretical and methodological basis for	The constraints of terminology and concepts of philosophical schools have different terms

	Islamic Education Curriculum		(e.g. rationalism, empiricism, existentialism, and classical Islamic philosophy) to the theory and practice of Islamic education.	approach,	designing Islamic education curricula.	and assumptions from the concept of Islamic education.
14	Philosophy and schools of thought on development	(Prasetya et al., 2024)	Analyze the relationship between philosophical concepts and development theory in social, economic, and political contexts.	Qualitative method with literature study, concept analysis, and comparative approach.	Philosophy provides the epistemological and ethical foundation for the concept of development, including humanistic, social, and ecological aspects.	Philosophical schools have different orientations and assumptions so they are difficult to unite
15	Contribution of Philosophical Schools to the Development of Islamic Education Curriculum	(Muthoifin, 2024)	Examines the relevance and contribution of the ideas of classical Western and Muslim philosophers to the reconstruction of the goals of Islamic education in the modern era.	Qualitative with descriptive-analytical approach	Western Classical Philosophers: Emphasized education as a tool for developing reason, character, and social virtues. Muslim Philosophers: Emphasized the integration of reason, morality, and spirituality.	Value Conflict: The difficulty of balancing between Western rational approaches and Islamic sirituality.

Based on a systematic review of 15 scholarly articles published between 2020 and 2024 through the Scopus, DOAJ, and Garuda databases, several studies have shown that Islamic philosophy 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 an important part of our understanding of the world and human life.

Bibliometric analysis shows that the principles of Islamic philosophy, such as tazkiyatun nafs (purification of the soul), akhlaq (noble morals), and iman (faith), can serve as the foundation for character formation in students. Modern education integrated with these values can equip students not only with academic skills but also with moral and spiritual ones. The literature shows that Islamic philosophy encourages learning based on reflection, in-depth inquiry, and dialectics. This approach aligns with the goal of modern education to develop students' critical, analytical, and creative thinking skills.

The novelty of this study lies in its emphasis on the importance of a curriculum that focuses not only on cognitive aspects but also on social, emotional, and spiritual aspects. Islamic philosophy provides a theoretical framework for designing a comprehensive education, balancing academic and character aspects. The study found that modern education grounded in Islamic philosophy tends to emphasize contextual learning relevant to students' real lives. This helps students understand the purpose of education as a means for personal and societal advancement. The literature also notes a gap between Islamic philosophical theory and modern educational practice. Many studies are still limited to theoretical aspects, resulting in suboptimal implementation in schools and formal curricula.

However, various philosophies, including materialism, realism, idealism, empiricism, rationalism, existentialism, and so on, offer different perspectives on the world and the world we know today. They complement each other, enhancing our understanding of the world, even though these schools differ greatly from one another. In addressing moral, social, and scientific issues, philosophy never loses its relevance. It also plays a vital role in teaching humans to think critically, rationally, and ethically in various life contexts.

The results of the bibliometric analysis indicate that the majority of publications focus on Islamic philosophy, 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 of the studies employed qualitative, conceptual, and hermeneutic approaches, while a small number adopted bibliometric and content analysis methods.

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 a digital education model based on moral values and universal humanitarian values to strengthen the role of Islamic 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, thus limiting the generalizability of the results. Further studies should expand the corpus of cross-linguistic literature and conduct comparisons with the context of educational philosophy in Southeast Asia to enrich the global understanding of non-Western educational philosophy.

#### **D. Conclusion**

Islamic philosophy is a vast field of study with many interconnected branches and schools of thought. 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. Therefore, integrating Islamic philosophical principles into modern education not only enriches the theoretical and practical framework of education but also equips students with a moral foundation, spiritual values, and critical thinking skills. With this approach, education can shape a generation that is not only intellectually intelligent but also has noble character and ethics, and is capable of making a positive contribution to society and civilization in a sustainable manner. 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 a digital education model based on moral values and universal humanitarian values to strengthen the role of Islamic philosophy as a foundation for developing ethical, creative, and globally competitive Indonesians.

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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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