

The Developing Discourse of Educational Philosophy in Indonesia 2020-2024: Systematic Literature Review

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Abstract: This study highlights the state of research in the philosophy of education in Indonesia during the 2020–2024 period through a Systematic Literature Review (SRB) using the PRISMA framework. The analysis process included the identification, screening, and synthesis of primary literature from various major databases, such as Google Scholar, DOAJ, and Garuda, to obtain a comprehensive overview of the trends, themes, and evolution of contemporary educational philosophy discourse. The review results indicate that key thematic clusters include the revitalization of local thinkers, responses to the digital era, and character education, which have become dominant focuses in current research developments. Indonesian educational philosophy discourse is typically value-oriented and contextual, emphasizing the integration of Pancasila values, local wisdom, and social ethics into educational practice. However, significant gaps remain, such as the lack of analysis based on student age levels. The limited representation of Western philosophical schools and the fragmented research landscape, which has not yet comprehensively mapped the relationships between themes, underscore the need for more systematic, holistic, and multidimensional research to support the development of educational theory, practice, and policy that adapts to global challenges, digital transformation, and the need to develop an intelligent, critical, and character-driven generation. Therefore, this research not only contributes to the literature mapping but also serves as a foundation for innovative strategies in education in Indonesia.

Keywords: Educational Development, Educational Discourse, Philosophy of Education, Systematic Review

A. Introduction

The development of educational philosophy in Indonesia has undergone significant dynamics in recent years, particularly regarding how local values, the principles of Ki Hajar Dewantara, and Pancasila are integrated into contemporary educational practices.

Education is not only required to equip students with academic knowledge but also to shape character, ethics, and critical thinking skills relevant to global challenges and digital transformation (Dita Puspita Dewi et al., 2025). Although topics such as character education and the thoughts of Ki Hajar Dewantara are widely discussed, the state of research on the philosophy of education in Indonesia still shows fragmentation, with thematic landscapes, trends, and evolutions that have not been systematically mapped.

Indonesia's educational philosophy must be firmly rooted in the values of Pancasila as the ideological, moral, and guiding principles for national educational development. Pancasila is viewed not merely as a state ideology but also as a source of ethics and a way of life that guides the entire educational process toward the formation of a holistic Indonesian person. This demonstrates the role Pancasila, as the foundation of the Indonesian state, has played in determining the direction of the nation's development since independence (Masykur, 2024).

The revitalization of local thinkers and national values emphasizes the importance of integrating Pancasila values, local wisdom, and the thoughts of Indonesian educational figures, such as Ki Hajar Dewantara, in shaping a contextual educational paradigm. This approach emphasizes that education in Indonesia aims not only to transfer knowledge, but also to shape the character, morals, and national identity of students. By using the thoughts of local figures as a reference, education can foster awareness of social responsibility, concern for the environment, and appreciation for cultural heritage (Fauhatun, 2025).

In the evolving discourse of educational philosophy in Indonesia, character education is integrated into the curriculum to shape a generation with a balance between cognitive intelligence and emotional, spiritual, and moral maturity. Based on the values of Pancasila, local wisdom, and social ethics, this education also emphasizes digital literacy, critical thinking, and ethical awareness, enabling students to face the challenges of globalization without losing their identity and cultural values. This step reflects the development of educational philosophy that is relevant to the needs of the times (Marasabessy, 2022).

By uncovering the values, premises, arguments, and conclusions that shape contemporary philosophical discourse on education, Indonesian philosophy of education plays a crucial role in providing moral and intellectual direction for the implementation of national education. Through critical reflection on the nature of humankind, knowledge, and the goals of education, philosophy equips educators and thinkers with the conceptual and analytical resources that enable them to understand and interpret education in accordance with the nation's identity (Thompson, 2023).

Responding to the digital era requires individuals and institutions to adapt to technology through digital learning media, technological literacy, and online platforms. Education must also foster a critical and ethical attitude to address the risks of misinformation, data security, and changes in social interactions. With this approach, Indonesian education can form a generation that is intelligent, creative, and characterful, while remaining rooted in the nation's identity and culture, while being ready to face globalization and digital transformation (Ajid, 2025).

The world has entered the era of the Industrial Revolution 4.0, making it easier for students to access a variety of information, including information that has negative impacts. This phenomenon can influence their behavior, such as imitating bad behavior. Therefore, education in the 4.0 era needs to be balanced with character education so that students are not only academically intelligent but also possess morals, ethics, and the ability to discern information wisely (Datuk, 2021).

An attempt to integrate Western philosophical thought such as existentialism, pragmatism, and humanism with the values of local Indonesian wisdom that are alive in Indonesian culture. This integration stems from the awareness that education cannot be separated from the social, cultural, and historical context in which it is implemented. Therefore, universal concepts born from Western educational philosophy need to be critically adapted to align with the character and values of Indonesian society. Values such as mutual cooperation, harmony, deliberation, and local spirituality serve as ethical and practical foundations that enrich the meaning of education in Indonesia (Safitri, 2024).

Inspired by Ki Hajar Dewantara and Paulo Freire, this discourse emphasizes education as a means of liberation and transformation, freeing students from injustice and standardized thinking and fostering creativity, self-reflection, and social responsibility. Education is seen as a process that empowers individuals to become agents of change in society through a critical, inclusive, and participatory learning environment, while integrating academic, moral, and social values so that graduates are not only intelligent, but also have character, empathy, and responsibility (Asman, 2023).

Although topics such as character education, the thoughts of Ki Hajar Dewantara, and the values of Pancasila are frequent research focuses, the research landscape, development trends, and overall thematic evolution have not been systematically mapped in recent years. Consequently, the relationships between various themes, implementation models, and factors influencing successes and challenges in educational practice have not been comprehensively presented. These limitations hinder researchers, practitioners, and policymakers from obtaining a holistic picture of the discourse on educational philosophy in Indonesia, thus suboptimal efforts to synthesize

and innovate in the development of educational theory and practice. Therefore, systematic mapping and thematic analysis are crucial steps to understanding the evolution of educational philosophy comprehensively, while also providing a strong foundation for decision-making and policy development that are more adaptive to social, cultural, and technological dynamics.

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. The research gap highlights the need for a holistic literature synthesis on Indonesian educational philosophy, not limited to a specific level. This study employed a Systematic Literature Review with the PRISMA framework to identify, filter, and synthesize primary studies, aiming to provide a comprehensive overview of educational discourse for 2020–2024. The results are expected to enrich academic understanding and serve as a foundation for developing adaptive, holistic, and contextual policies, practices, and research (Siddaway et al., 2019).

This research aims to provide an academic contribution in the form of a comprehensive and valid synthesis of knowledge regarding key themes in the discourse of educational philosophy developing in Indonesia. By emphasizing value orientation and local context, this research is expected to comprehensively map the current research landscape, provide a clear theoretical and practical framework, and offer evidence-based recommendations for the development of more effective character education policies and practices. Based on the background and literature gaps, this research formulates three main questions: 1) What are the dominant themes and conceptual focuses in the discourse on Indonesian educational philosophy between 2020 and 2024? 2) How do Ki Hajar Dewantara's philosophy and the values of Pancasila frame the understanding of character education in this discourse? 3) What temporal trends and research gaps are visible in the current literature on Indonesian philosophy of education?

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: Scopus; ERIC (Education Resources Information Center); DOAJ (Directory of Open Access Journals); and 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)

1. Identification Stage: Articles were collected from four major databases: Scopus, ERIC, DOAJ, and Google Scholar. Total articles obtained from all databases and removed from inter-database duplication.
2. Screening Stage: Filtering was carried out based on title and abstract.
3. Eligibility Stage: This stage assesses the suitability of the full text.
4. Inclusion Stage: An in-depth analysis was conducted based on: relevance to the theme and methodological quality
5. PRISMA Flow Diagram: The selection process according to the 2020 PRISMA standards
6. Data Extraction & Analysis: The data extraction process is carried out using a Microsoft Excel-based worksheet containing the following columns: Author and year of publication, Journal title and source, Research objectives, Philosophical approach (humanism, idealism, Pancasila, Ki Hajar Dewantara, digital ethics, etc.), and Main findings and contributions

Analysis Procedure

The analysis was carried out using the Thematic Analysis approach (Braun & Clarke, 2023) which includes six stages: Familiarization: Read the entire selected article to understand the general context. Initial Coding: Identifying key keywords, values, and philosophical concepts. Theme Search: Grouping codes into initial themes (e.g. "character education", "humanistic education", "digital philosophy"). Theme Review: Reorganize and adjust the theme to suit the research objectives Themes: Providing conceptual labels that describe the main thematic meaning. 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 1. Results of Data Analysis of Journal Articles with Related Research

No	Topic	Author	Research Objectives	Research Methods	Research Results	Challenge
1	The Relationship between Philosophy and Education	(Mar'atus Sholikhah, 2020)	The aim of this research is to examine in depth the relationship between philosophy and education, particularly in the context of the philosophy of education.	literature review with a qualitative approach	This study found that the philosophy of education provides a strong theoretical basis for understanding the goals and benefits of education.	A crisis of values and morals resulting from unsupervised use of technology. The digital divide between developed and underdeveloped regions.
2	Children's Character Education from an Axiological Perspective: Ki Hajar Dewantara's Three Centers of Education	(Zulfiani & Hidayat, 2024)	Analyzing the axiological values contained in Ki Hajar Dewantara's Tri Pusat Pendidikan concept (family, school, and society) as the basis for forming children's character..	Qualitative approach with literature study method	Ki Hajar Dewantara's Three Centers of Education concept shows that the formation of a child's character is the result of synergistic collaboration between the family as the first moral foundation, the school as the center of intellectual and social development, and society as a space for internalizing values and life practices.	The lack of synergy between the three centers of education (family, school, community) causes inconsistency of values in the formation of children's character.
3	Islamic Education Management in Axiological Studies: Integration of Scientific and Moral Values in Learning	(Sunarti & Rahman, 2025)	Analyze the axiological principles underlying Islamic educational management, especially in the context of integration between scientific and moral values.	Qualitative approach with literature study method	Islamic educational management has a strong axiological basis, namely that knowledge and morality are two inseparable aspects. Knowledge serves as a tool for seeking truth, while morality serves as a guide for the responsible use of knowledge.	The dualism between religious knowledge and general knowledge is still an obstacle in implementing the integration of scientific and moral values in Islamic educational institutions.
4	Philosophy and History of the Development of Science	(Mariyah et al., 2021)	Understanding the philosophy of science means understanding the ins and outs of science.	Descriptive analysis approach	This study found that philosophy plays an important role in understanding the meaning of life and the	Rapid paradigm shifts due to the digital revolution and AI demand a renewed view

					development of science.	of the philosophy of science.
5	Ki Hajar Dewantara's Educational Philosophy as a Foundation for Educators in the Digital Era	(Sulistyaningrum et al., 2023)	The aim of this study is to analyze the relevance and application of Ki Hajar Dewantara's educational philosophy in facing the ever-developing digital era.	literature review with a qualitative approach	This study found that Ki Hajar Dewantara's educational principles, such as "ing ngarsa sung tulada, ing madya mangukarsa, tut wuri handayani," are still very relevant to be applied in education in the digital era	Moral and character crisis due to the use of technology without value control.
6	The Role of Islamic Philosophy in Building Education	(Rahmatullah & Kamal, 2023)	The aim of this research is to determine the role of Islamic philosophy in developing education.	Literature review, which includes collecting data and information from various relevant library sources	This study found that Islamic education aims to prepare a generation that can live life effectively and efficiently.	Limited literature and in-depth research on the application of Islamic philosophy in the context of contemporary education.
7	Implementing Educational Philosophy with Innovation in Indonesian Language Learning Materials	(Rusli & Zaim, 2022)	The aim of this research is to clarify the role of educational philosophy in the world of education, as well as to examine the relationship between educational philosophy and innovation in Indonesian language learning materials.	Qualitative approach with descriptive analysis	This study found that educational philosophy has an important role in humanizing students and developing their potential.	The limitations of teachers' abilities in integrating educational philosophy into learning practices
8	Implementation of the Contextual Teaching and Learning (CTL) Approach to	(Firman Rosyadi & Khoirul Azis, 2024)	Identifying moral, spiritual, and social values that emerge through the application of CTL in the learning process.	Descriptive qualitative approach with field research and literature study methods.	From an axiological perspective, the application of CTL fosters awareness of values, such as honesty, responsibility, empathy, and gratitude, so that learning is not only theoretical	Limited time and contextual learning resources make it difficult for teachers to relate faith material to students' social realities

	Moral Creed Learning in Elementary Madrasahs: An Axiological Philosophical Perspective				but also morally meaningful.	
9	Pancasila: An Alternative Educational Philosophy from Indonesia for the World	(Sumardi, 2020)	Examining Pancasila as the philosophical basis of education which has universal relevance in forming human beings with character and civility.	Descriptive qualitative approach with field research and literature study methods	Pancasila has universal philosophical power because it contains basic human values that can serve as guidelines for education at the global level, such as the balance between rationality and spirituality, as well as between individual rights and social responsibility.	The lack of internalization of Pancasila values in national education practices, so that Pancasila often becomes only a formal symbol, not a living philosophical foundation
10	The Philosophical Strength of 21st Century Citizenship Education in Indonesia	(Santoso, 2021)	Formulating a conceptual model for strengthening the philosophical dimension of PKn which is integrative between the local values of Pancasila and the global demands of the 21st century.	Qualitative approach with literature study method	The research results show that Civics with a strong philosophical foundation is able to form reflective, critical citizens with Pancasila character, who are able to adapt to the challenges of the times without losing their national identity.	The gap between the philosophical ideals of PKn and socio-political reality, where the practice of democracy and social justice has not been fully reflected in the lives of the people.
11	Decolonizing school psychology research: A systematic literature review	(Grant et al., 2022)	Identifying epistemological, methodological, and cultural biases in school psychology research that is still dominated by the Bara paradigm	Systematic literature review (SLR) method	Decolonization efforts began to develop through indigenous psychology approaches, ecocultural approaches, and critical pedagogy, which place local culture and experience as the basis for developing theory and practice.	The dominance of Western epistemology in psychology curricula and higher education, which remains the primary reference for school psychology research and practice.
12	Character	(Grant et al.,	Evaluating the effectiveness	Descriptive	Teachers have a strategic role as	Evaluation of character

	Education Through Independent Curriculum	2022)	of learning strategies and activities of the Pancasila Student Profile project in developing students' character.	qualitative approach with field study method	value facilitators, by guiding students to learn from real experiences and self-reflection.	education remains a challenge, because it is difficult to measure changes in attitudes and values with quantitative instruments.
13	Philosophy, A Challenge to Post-Truth, Also in Indonesia	(Magnis-Suseno, 2020)	Analyzing the role of philosophy as a critical tool in dealing with the increasingly strong post-truth phenomenon in the digital era, including in Indonesia.	Qualitative approach with literature study method	The post-truth era is characterized by the dominance of emotions, opinions, and information manipulation over objective facts, which weakens society's ability to judge the truth rationally	The lack of philosophical literacy and critical thinking in society, which results in a low ability to assess truth and arguments logically.
14	History of Indian science and philosophy as seen by Professor Narasimha	(Diwan, 2025)	Examines Professor Roddam Narasimha's views on the history of the development of science and philosophy in India from classical to modern times.	Qualitative approach with literature study method	According to Narasimha, the history of Indian science cannot be separated from philosophy and spirituality, because both grew from the same root of thought that sought harmony between empirical and transcendental reality.	Lack of access to primary sources of Narasimha's works and classical Indian scientific texts which are still limited to Sanskrit or certain translations.
15	Addressing contemporary ethical and moral issues through Islamic education	(Ibrahim et al., 2024)	Analyzing the role of Islamic education in shaping the ethics and morals of students facing contemporary challenges such as corruption, bullying, misuse of technology, and dishonesty.	Descriptive qualitative approach with field study and documentation methods	Islamic education provides a strong ethical and moral foundation, through the integration of spiritual, social, and intellectual values in learning.	The gap in teachers' understanding of the integration of moral values and contextual teaching methods means that implementation is not yet optimal.

Literature analysis from 2020 to 2024 shows that discourse on Indonesian educational philosophy focuses heavily on character development, the integration of Pancasila values, and the thoughts of Ki Hajar Dewantara. Character education emerged as a key theme, with attention to the formation of students' morals, ethics, and digital literacy. Furthermore, the literature highlights the importance of adapting education to the challenges of the digital era and globalization, as well as maintaining local cultural identity and values. Although these topics are frequently discussed, the distribution of themes remains scattered, with most studies emphasizing only one aspect without synthesizing the relationships between them.

Ki Hajar Dewantara's educational philosophy, particularly the principles of Ing Ngarso Sung Tulodo, Ing Madya Mangun Karsa, and Tut Wuri Handayani, is used as a conceptual framework to guide the development of character education holistically, encompassing cognitive, affective, and moral aspects. The values of Pancasila also frame character education as the foundation of ethics and morals, which are integrated into the curriculum and school practices. The literature shows that although these two elements are often studied separately, only a small number of studies link the principles of Dewantara and Pancasila in an integrated manner to form a character education model that is adaptive to the modern context and global challenges.

Publication trends show an increasing number of studies each year, starting from an initial focus on character education and Pancasila values, then expanding to digital literacy and the integration of educational technology in the era of the industrial revolution 4.0. Research gaps are evident in thematic fragmentation, limited studies at the senior secondary and higher education levels, and the lack of a comprehensive synthesis that maps the relationships between themes, implementation models, success factors, and practical challenges of character education. This underscores the need for a systematic review to provide a holistic literature map and support the development of educational policies and practices in Indonesia.

Practically, the results of this study demonstrate the need to strengthen the integration of values, context, and action in educational development in Indonesia. Renewal of the educational curriculum philosophy in higher education should emphasize the synthesis of local traditions and global demands. Furthermore, further research should focus on developing digital education models grounded in moral and universal human values to strengthen the role of educational philosophy as a foundation for developing an ethical, creative, and globally competitive generation of 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 discussions on Indonesian character education philosophy have been documented in

international databases, thus limiting the generalizability of the research findings. Further studies should expand the corpus of cross-language 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

A systematic literature review of Indonesian educational philosophy discourse for the 2020–2024 period indicates that character education, the thoughts of Ki Hajar Dewantara, and the integration of Pancasila values are the dominant focuses of contemporary research. The literature also indicates efforts to adapt education to the challenges of the digital era and globalization, including strengthening digital literacy and developing an intelligent, critical, and character-driven generation. However, the research landscape remains scattered and fragmented, resulting in a lack of a comprehensive synthesis that maps the relationships between themes, implementation models, and success factors and challenges in educational practice. These findings underscore the importance of a holistic approach to developing educational philosophy in Indonesia, both for the development of theory, practice, and policy that adapts to global change and technological transformation.

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