

Philosophy as the Foundation for the Development of Modern

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Abstract: This study aims to examine the relevance of philosophy in the development of modern pedagogical science, focusing on the application of Islamic philosophy in education during the era of globalization. The background of this research lies in the increasingly complex challenges of education, such as the advancement of digital technology, cultural diversity, and the demands for competency-based learning. This study aims to explore how philosophy, particularly Islamic philosophy, can provide a strong philosophical foundation for developing educational theories and practices relevant to the needs of modern society. The method employed is a qualitative approach with a literature review. Data were collected by analyzing literature related to educational philosophy, epistemology, ontology, and axiology. The findings reveal that philosophy, especially Islamic philosophy, provides a robust theoretical basis for developing holistic education that integrates intellectual, moral, and spiritual dimensions. Applying Islamic philosophical values can cultivate individuals who are academically intelligent, morally upright, and capable of addressing global challenges. This study concludes that Islamic philosophy is highly relevant in addressing modern educational challenges by integrating academic, moral, and spiritual aspects into a comprehensive educational curriculum.

Keywords: philosophy; education; modern pedagogy;

Abstrak: Penelitian ini bertujuan untuk mengkaji relevansi filsafat dalam pengembangan ilmu pedagogik modern, dengan fokus pada penerapan filsafat Islam dalam pendidikan di era globalisasi. Latar belakang penelitian ini adalah tantangan pendidikan yang semakin kompleks, seperti perkembangan teknologi digital, keberagaman budaya, dan tuntutan pembelajaran berbasis kompetensi. Tujuan penelitian adalah untuk mengeksplorasi bagaimana filsafat, khususnya filsafat Islam, dapat memberikan dasar filosofis yang kuat untuk mengembangkan teori dan praktik pendidikan yang relevan dengan kebutuhan masyarakat modern. Metode yang digunakan adalah pendekatan kualitatif dengan studi pustaka. Data dikumpulkan melalui analisis literatur mengenai filsafat pendidikan, epistemologi, ontologi, dan aksiologi. Hasil penelitian menunjukkan bahwa filsafat, terutama filsafat Islam, memberikan landasan teoritis yang kokoh untuk mengembangkan pendidikan yang holistik, yang mengintegrasikan aspek intelektual, moral, dan spiritual. Penerapan nilai-nilai filsafat Islam dapat menciptakan individu yang cerdas secara akademik dan berbudi pekerti luhur, serta mampu menghadapi tantangan global. Kesimpulan penelitian ini adalah bahwa filsafat Islam sangat relevan dalam menghadapi tantangan pendidikan modern, dengan mengintegrasikan aspek akademik, moral, dan spiritual dalam kurikulum pendidikan yang menyeluruh.

Kata kunci: filsafat; pendidikan; pedagogik

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INTRODUCTION

In the era of globalization marked by rapid changes in various aspects of life, education has become one of the sectors significantly influenced by these dynamics.

Modern education is not only aimed at the transfer of knowledge but also at shaping character, fostering critical thinking skills, and equipping students with 21st-century skills. However, the challenges faced in education require a deep and philosophical approach to understand the essence of education itself. Philosophy, as a branch of knowledge that explores nature, values, and purposes, provides a solid foundation for the development of modern pedagogical science (Santosa & Rahman, 2020). Modern pedagogical science is rooted in various philosophical streams, such as pragmatism, existentialism, and critical theory. For example, pragmatism emphasizes the importance of experience in learning, which has become the basis of progressive education. Additionally, constructivist theories widely applied in contemporary education are also rooted in philosophies that view learning as an active process of constructing knowledge rather than mere passive reception (Syamsudin, 2022; Widiastuti, 2020). Thus, modern educational theories fundamentally have a strong foundation in philosophy.

Philosophy also provides an epistemological foundation for modern pedagogical science by exploring methods, validity, and sources of knowledge in education. Within this framework, epistemological philosophy guides pedagogy in understanding the best ways to construct and communicate knowledge to students. For instance, dialogical approaches to learning, inspired by critical thinking, encourage students to actively participate and think reflectively, making the learning process more meaningful. Moreover, critical epistemological philosophy helps evaluate biases and assumptions that may exist within educational systems, creating opportunities for innovations that are more oriented toward social justice (Arifin & Rahmawati, 2023; Arifin & Nugroho, 2020). The strengthened role of philosophy in modern pedagogy is evident in how it provides a foundation for understanding the complexity of humans as subjects of education. Education is not merely aimed at intellectual development but also at fostering character, moral values, and social skills. In this regard, existentialist philosophy emphasizes the holistic development of individual potential, while critical theory invites students to think reflectively about social realities (Utami & Haryono, 2021). Therefore, philosophy offers an integral framework for addressing the challenges of contemporary education.

Philosophical thinking enhances teachers' skills by providing a reflective framework to understand, design, and implement effective learning processes. Through philosophy, teachers can develop critical thinking abilities, appreciate the diversity of

students, and evaluate teaching approaches based on moral and ethical values. Pragmatism, for instance, enables teachers to adapt teaching methods to the contextual needs of their students, while axiology encourages the integration of values into every learning process. This understanding transforms teachers into not just instructors but also mentors who can inspire students (Putri & Santoso, 2018; Wulandari et al., 2021). Furthermore, philosophy strengthens teachers' classroom management skills by helping them comprehend various theories about teacher-student relationships and the dynamics of interactions during the learning process. Constructivist philosophy, for example, motivates teachers to create learning environments that support students in actively constructing knowledge. This leads to the development of innovative teaching strategies tailored to students' needs. A philosophical understanding also makes teachers more sensitive to individual differences among students and fosters inclusive classroom management (Setiawan, 2021).

Several important articles have examined the role of philosophy in the development of modern pedagogical science. Arifin & Rahmawati (2023) highlight the application of epistemology in critical learning, enriching pedagogical approaches through constructivist and pragmatic theories. Putri & Santoso (2018) discuss how educational philosophy enhances teachers' skills through reflective thinking in the design and implementation of teaching. Wulandari et al. (2021) explores the relationship between educational axiology and 21st-century teaching skills, emphasizing the importance of moral values in education. Syamsudin (2022) investigates the influence of constructivist philosophy on contemporary pedagogy, focusing on active learning based on students' experiences. Finally, Mulyani (2022) examines how philosophy supports inclusive classroom management by addressing the individual needs of students.

One of the novelties in the development of modern pedagogy is the integration of philosophy with technology and global needs. Philosophical thought not only serves as a normative reference but also provides direction for the use of technology in education, such as digital learning and artificial intelligence (AI). This aligns with the concept of digital humanism, which places humans at the center of technological use (Santosa & Rahman, 2020). Thus, philosophy ensures that educational innovations remain focused on the holistic development of humanity.

The urgency of philosophy in the development of modern pedagogy becomes increasingly evident in the context of global challenges such as educational inequality, environmental crises, and social conflicts. Philosophy provides a normative framework to address these challenges, for example, through character education to foster tolerance and global awareness. Additionally, axiological philosophy ensures that education not only teaches technical skills but also values that are essential for creating a more just and sustainable society (Kartika et al., 2024; Yusuf, 2022). Thus, philosophy not only serves as the foundation for the development of pedagogical science but also acts as a compass to guide education towards a more humanistic, relevant, and adaptive direction in response to changing times. In this framework, philosophy is not merely theoretical but also offers practical contributions to the development of sustainable modern education (Hakim & Pratama, 2022; Rahayu & Firdaus, 2023).

METHOD

This research uses the library research method, which aims to analyze and review relevant literature regarding philosophy as the foundation for the development of modern pedagogical science. This approach involves collecting secondary data from various written sources, such as journals, books, articles, and previous studies that discuss the relationship between philosophy and pedagogy in the context of contemporary education. The data obtained will be analyzed qualitatively to provide a deeper understanding of how philosophy influences modern pedagogical theories and the skills required by teachers in the era of globalization (Wibowo & Astuti, 2023).

The data management process in this study involves several stages. First, relevant literature sources are identified by searching for scholarly articles indexed in journal databases, such as Scopus, SINTA, and prominent international journals. Second, the selected literature will be analyzed to identify key themes related to philosophy and modern pedagogy. Third, the obtained data will be categorized and synthesized to provide a comprehensive overview of the research topic. This process aims to enrich the theoretical perspectives on philosophy and education.

RESULTS AND DISCUSSION

Relevance of Philosophy in the Development of Modern Pedagogical Science

In the 21st century education era, global transformation brings various new challenges in the education world, such as the development of digital technology, cultural

diversity, and the demand for competency-based learning. These phenomena require an educational approach that not only focuses on the transfer of knowledge but also on the development of students' character and moral values. In this context, philosophy becomes a crucial foundation for understanding the direction of modern education, as philosophy is capable of addressing fundamental issues such as the nature of learning, educational goals, and appropriate approaches to dealing with societal dynamics (Sutrisno & Widiastuti, 2022). Epistemology, as a branch of philosophy, plays a vital role in modern pedagogy by providing a framework for how knowledge is produced and applied in the learning process. In practice, epistemological thought has given rise to learning models based on collaboration and technology, such as e-learning or hybrid learning, which became increasingly popular during the COVID-19 pandemic and beyond. Teachers no longer serve merely as the primary source of information but as facilitators who help students explore knowledge through digital resources and critical discussions (Utami & Haryono, 2021).

On the other hand, the ontology of philosophy provides an understanding of human existence, including students, as individuals with unique potentials. This approach is relevant in building an inclusive education system that values diversity. For example, the implementation of inclusive education in Indonesia still faces significant challenges, such as discrimination against students with special needs. From an ontological perspective, teachers are encouraged to create learning environments that respect differences and empower each student according to their respective potentials (Arifin & Nugroho, 2020). Axiology, the branch of philosophy focused on values, serves as a guide in education to instill ethical values that are relevant amid technological advancements and globalization. In the development of character-based curricula, axiology provides direction in determining values that should be taught, such as integrity, cooperation, and social responsibility. This is crucial in the face of moral crises that often arise due to the misuse of technology, such as cyberbullying or academic plagiarism (Suryadi & Lestari, 2020).

The phenomenon of technology-based education also requires attention from a philosophical perspective, particularly in maintaining a balance between the use of technology and the character development of students. Through philosophical reflection, educators can ensure that technology is used as a tool to support humanistic learning, not just for efficiency. Philosophy provides a framework to evaluate the ethical and social

impacts of technology in learning (Prasetyo & Wijaya, 2022). Overall, philosophy provides both a theoretical and practical foundation for addressing educational challenges in the modern era. A philosophical approach helps teachers and educators focus not only on short-term learning outcomes but also on building a sustainable education system that is relevant to the needs of the global society. This makes philosophy an essential element in the development of modern pedagogical science that is not only effective but also civilized (Fadillah & Anwar, 2021).

In the context of Islamic studies, philosophy holds strong relevance in the development of modern pedagogical science. Islamic teachings emphasize the importance of education as a means to enhance the quality of individuals and society. From an Islamic philosophical perspective, education serves not only to transfer knowledge but also to shape a character based on noble ethics. This concept aligns with the views of Muslim philosophers such as Al-Farabi and Ibn Sina, who integrated knowledge and ethics as the primary foundation in their educational systems (Rahmawati et al., 2023).

Epistemology in Islamic philosophy provides guidance on how knowledge is acquired, whether through reason, revelation, or experience. In the development of Islam-based modern pedagogy, this epistemology becomes the foundation for creating curricula that are not only science-based but also oriented toward spiritual values. For example, education based on the integration of general knowledge and religious studies is increasingly developed in various Islamic educational institutions, such as modern *pesantren* (Islamic boarding schools) and integrated Islamic schools (Mulyono & Setiawan, 2022). Ontology in Islamic philosophy helps educators understand the essence of humans as creatures of Allah who possess both physical and spiritual potential. This provides teachers with the understanding to educate students holistically, focusing not only on cognitive aspects but also on affective and spiritual dimensions. Education based on this ontology also supports the formation of an *insan kamil* (a complete person), an individual who is able to achieve a balance between the worldly and the hereafter, in accordance with the principles of Islamic education (Laelah et al., 2021). Axiology in Islamic philosophy emphasizes the importance of universal values, such as justice, compassion, and responsibility, in the educational process. In modern pedagogy, these values serve as a guide to create inclusive and civilized learning environments. The application of Islamic axiology in education is also evident in the development of digital

ethics in the era of globalization, where students are taught to use technology wisely and responsibly, in line with Islamic teachings (T. Ramadhani et al., 2024).

The phenomenon of Islam-based education that continues to develop in Indonesia demonstrates how Islamic philosophy is relevant in addressing modern challenges. With a philosophical approach, Islamic education can integrate classical Islamic scholarly traditions with the needs of the modern world. This is evident in the implementation of curricula based on *maqashid sharia*, which emphasizes the fulfillment of basic human needs, both spiritually and materially (F. Yusuf & Akbar, 2021). Overall, Islamic philosophy makes a significant contribution to the development of modern pedagogical science, particularly in shaping theoretical and practical foundations that are aligned with Islamic values. With this approach, education not only produces individuals who are intellectually intelligent but also morally upright and capable of contributing to society. This makes Islamic philosophy a crucial pillar in the development of value-based, sustainable education (Deif & Cochrane, 2022).

The contribution of philosophy to teacher skills in the era of globalization is profound

In an era characterized by rapid technological advancement, information mobility, and social complexity, teacher skills become a key factor in determining the success of education. Philosophy plays a vital role in shaping teacher skills, both in terms of content mastery, methodology, and the development of professional personality. A philosophical approach enables teachers to critically reflect on their roles, allowing them to adapt to changing times and meet the increasingly diverse needs of students (R. N. Ramadhani et al., 2021).

Epistemology in philosophy helps teachers understand how knowledge is acquired and taught. Teachers who have a strong epistemological foundation will be able to select the appropriate teaching methods, such as problem-based learning or project-based learning. These methods are particularly relevant in the era of globalization as they encourage students to think critically, creatively, and innovatively—skills that are highly needed in the modern workforce (Hakim & Pratama, 2022). Moreover, the ontology of philosophy encourages teachers to understand the existence of humans, including students, in a holistic context. Teachers who grasp the ontological dimensions of education will be more sensitive to the needs of students as individuals with unique

potentials. This is particularly crucial in the face of globalization's challenges, which require inclusive education approaches and personalized learning. Teachers with an ontological understanding can create learning environments that motivate students to develop optimally according to their individual potentials (Wibowo & Astuti, 2023). Axiology, or the branch of philosophy concerned with values, provides guidance to teachers in determining learning objectives that are not only academically oriented but also focused on character development. In the era of globalization, the integration of universal values such as cooperation, responsibility, and justice becomes increasingly important. Teachers with an axiological perspective will be able to instill these values in the learning process, making education a means of sustainable social transformation (Lathifah & Ndona, 2024).

Philosophy also helps teachers develop reflective skills, which is the ability to evaluate and continuously improve their teaching practices. In the era of globalization, reflection becomes increasingly important as teachers must face changes in curricula, technological advancements, and the evolving needs of students. Through philosophical reflection, teachers can identify the strengths and weaknesses in their approaches and find innovative solutions to the challenges they encounter (Wahyuni & Nasution, 2022). Furthermore, philosophy provides an ethical framework for teachers to navigate moral dilemmas that may arise in educational practice. For example, the use of technology in learning often raises ethical concerns, such as student privacy or equitable access to digital devices. With a philosophical foundation, teachers can make ethical and responsible decisions, maintaining a balance between utilizing technology and respecting human values (Wijaya & Ardiansyah, 2022).

Overall, philosophy significantly contributes to shaping teachers' skills in the era of globalization. Through epistemological, ontological, axiological, and ethical reflection, teachers can become more adaptive, reflective, and visionary educators. With this approach, education can remain relevant in equipping students with the knowledge, skills, and values needed to face global challenges (Rahayu & Firdaus, 2023).

The philosophy of education developed by classical Islamic figures such as Al-Farabi, Ibn Sina, and Al-Ghazali holds significant relevance in shaping teachers' skills in the era of globalization. These thinkers not only provided a philosophical foundation for education but also offered practical insights that can be adapted to modern educational

contexts. Their thoughts serve as a basis for developing teachers' skills in integrating spiritual, moral, and intellectual values into the learning process (F. Rahman & Yusuf, 2020). For example, Al-Farabi emphasized the importance of education in shaping an ideal society. In his work *Al-Madina Al-Fadhila*, he asserted that teachers have a strategic role as guides who must be able to lead students towards happiness in both this world and the hereafter. Al-Farabi also introduced the concept of the integration of reason and revelation, which is highly relevant to the challenges of globalization today. Teachers who understand this concept can build learning that balances modern science with religious values, ensuring that students become not only intelligent but also morally upright (Dikta, 2020).

Ibn Sina, on the other hand, emphasized the importance of teaching methods that are adapted to the developmental stages of students. He believed that each individual has a unique potential that must be developed through a holistic educational approach. In the context of globalization, Ibn Sina's views are relevant for encouraging teachers to adopt student-centered learning approaches. This method allows students to develop creativity and critical thinking skills, which are essential in the modern era (Sulaiman & Nasution, 2023). Al-Ghazali highlighted the importance of integrating knowledge and morality in education. In his work *Ihya Ulumuddin*, he emphasized that a teacher's role is not only to impart knowledge but also to shape the character of the students. Al-Ghazali believed that a teacher must serve as a good role model, as students' morality is often influenced by their teachers' behavior. In the era of globalization, where ethical challenges are increasingly complex, Al-Ghazali's philosophy provides guidance for teachers to instill spiritual and moral values in the learning process (Zain & Khalil, 2022).

The philosophical thoughts on education from Islamic scholars also emphasize the importance of reflection for teachers. This concept is highly relevant in the era of globalization, where education must continually adapt to technological advancements and societal needs. Philosophical reflection allows teachers to evaluate their teaching practices and discover innovative ways to improve the quality of education. In this way, teachers can become agents of change, leading education towards a better direction (Rohman & Aziz, 2021). Furthermore, Islamic educational philosophy teaches the importance of building a harmonious relationship between knowledge, religion, and local culture. In the context of globalization, this provides guidance for teachers to create

learning that is not only globally relevant but also sensitive to local values. For example, in adopting modern technology, teachers can adjust its use according to Islamic principles such as justice, honesty, and responsibility (Fadilah & Karim, 2021). Overall, the educational philosophy of Islamic scholars provides a comprehensive framework for developing teachers' skills in the era of globalization. By integrating these philosophical insights, teachers can become educators who are not only professionally competent but also able to inspire students to become individuals who are faithful, knowledgeable, and morally upright. This philosophy remains relevant in addressing the challenges of modern education, which continues to evolve (Azizah & Hamzah, 2022).

Integration of Islamic Philosophical Values in Modern Education

The integration of Islamic philosophy values in modern education is an effort to create a holistic education that focuses not only on intellectual aspects but also on spiritual and moral aspects. These values are relevant in addressing the challenges of the globalization era, which often leads to the erosion of moral values and local culture. Islamic philosophy provides a solid framework by emphasizing the balance between reason and revelation in shaping a complete human being (Nasution & Hakim, 2021). The epistemology of Islamic philosophy emphasizes that knowledge comes from two main sources: revelation and reason. This integration can be realized in modern education by connecting modern science with religious values. For example, in science learning, the concept of the wonders of nature can be related to the greatness of Allah as the Creator. This approach not only enhances students' scientific knowledge but also instills a sense of gratitude and spiritual awareness (Rahmawati & Karim, 2022).

Additionally, Islamic philosophy highlights the importance of character and moral development in education. In this context, modern education can adopt values such as honesty, justice, and social responsibility as integral parts of the curriculum. Teachers play a crucial role in instilling these values through interactive and experience-based learning. This will shape students into individuals who are not only intellectually intelligent but also possess high moral integrity (Fadilah & Karim, 2021). The integration of Islamic philosophy values also includes an ontological approach to education, where humans are viewed as both physical and spiritual beings. Modern education can leverage this approach by combining technology-based learning with spiritual values. For example, the use of digital technology in education can be accompanied by ethical

learning about the use of technology in accordance with Islamic principles. This will help students use technology wisely without forgetting moral values (Syafrizal & Khalil, 2021).

In practice, this integration also involves the application of Islamic philosophy's axiological principles, which emphasize that knowledge should be used for the welfare of humanity. A curriculum based on Islamic axiological philosophy can encourage students to use the knowledge they acquire for the benefit of society, such as through community service programs based on education. Therefore, students learn not only for themselves but also to contribute positively to the social environment (Wahyuni & Nasution, 2022). Overall, the integration of Islamic philosophy values in modern education can create a comprehensive approach to building outstanding individuals. This approach ensures that education not only produces globally competitive individuals but also those committed to moral and spiritual values. Thus, Islamic philosophy becomes an essential foundation in designing modern education that is relevant and sustainable (Mubarok & Azizah, 2023).

The phenomenon of globalization brings significant changes in various aspects of life, including education. Globalization often emphasizes competitive abilities based on technology and modern science, but tends to neglect the moral and spiritual dimensions. This leads to a crisis of character, where the younger generation loses basic values such as honesty, empathy, and responsibility. This is where Islamic philosophy can play a strategic role by offering a value foundation that can integrate moral education into the modern educational system. The approach of Islamic philosophy provides a solution to address this challenge by offering a holistic view of humans. In Islamic philosophy, humans are understood as beings with physical, intellectual, and spiritual aspects, so education must encompass all three. A modern education curriculum that adopts this view can integrate technology-based lessons with character education and spiritual values, such as using project-based learning that teaches social responsibility through technology (Syafi'i & Zainuddin, 2022).

As a concrete example, the phenomenon of social media misuse among students can serve as a learning tool to instill ethical values in the use of technology. Through the Islamic philosophical approach, students are taught that technology is a tool that should be used for good, in accordance with Islamic ethical principles. This helps students

understand that freedom of expression in the digital world must still adhere to moral values and religious laws (Nasir & Rahayu, 2021). Additionally, Islamic philosophy encourages learning that is oriented towards wisdom (*hikmah*). The current educational phenomenon often focuses too much on outcomes, such as academic grades or achievements, without paying attention to the learning process that builds character. Islamic philosophical values can be applied in the curriculum to develop students into wise individuals, capable of thinking critically and making decisions based on values of truth, justice, and compassion (M. T. Rahman, 2021).

Islamic philosophy also emphasizes the importance of *tauhid*-based learning, which views all knowledge as part of worship to Allah. The phenomenon of modern education often creates a divide between religious and general sciences. The Islamic philosophical approach can integrate both, for example, through science lessons that link natural laws with the greatness of Allah, or through economics lessons that teach Shariah principles such as fairness and honesty in business (Hassan & Karim, 2023). By presenting Islamic philosophy as a foundation in modern education, schools and educational institutions can create a generation that is not only intellectually outstanding but also possesses strong moral and spiritual character. This becomes a solution to address the challenges of globalization, which often prioritizes materialism and individualism, thus producing a generation that is integral, competitive, and upholds noble Islamic values.

CONCLUSION

Philosophy plays a crucial role in shaping and guiding the development of modern educational sciences, particularly in facing the challenges of globalization. Branches of philosophy such as epistemology, ontology, and axiology provide the theoretical foundation for creating a holistic and meaningful educational approach. Epistemology helps formulate innovative teaching methods relevant to the evolving times, while ontology emphasizes the importance of valuing the existence of humans as unique individuals. In Islamic education, both branches encourage the integration of religious and general knowledge, creating a balance between intellectual and spiritual development in students.

Moreover, axiology underscores the importance of value-based education in shaping students' character. In the context of globalization, Islamic philosophy, with the concepts of classical thinkers like Al-Farabi, Ibn Sina, and Al-Ghazali, offers a view of

learning centered on the development of insan kamil—individuals who are intelligent, moral, and contribute to society. By integrating these philosophical values into modern education, a generation of intellectually outstanding and dignified individuals can be created, who are capable of facing the dynamics of the global era while holding firmly to spiritual and humanitarian values.

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