JIEE:
Jurnal Ilmiah Ekotrans & Erudisi

The Role of Education Philosophy in the 21st Century Learning Era

Andi Anisa Oktobianti[1], Ismail[2]

[1,]*Postgraduate program, Makassar State University, Indonesia*

[2,]*Lecturer, Makassar State University, Indonesia*

* Corresponding author: andianisaoktobianti01@gmail.com

ARTICLE INFO

ABSTRACT

This article discusses the important role of philosophy of education in supporting 21st century learning. Through a literature review approach, this study highlights the contribution of philosophy of education in improving critical thinking skills, problem solving, and developing 21st century skills such as communication, collaboration, creativity, and innovation. Philosophy of education is also a foundation for understanding the complexity and challenges of transdisciplinarity in the modern era. With the integration of technology, philosophy of education provides a new perspective to create learning that is connected to the needs of the global community, as well as building high-quality human resources. This article underlines the importance of a new paradigm in the education system that is integrated with philosophy of education.

INTRODUCTION

According to popular belief, this is the "century of openness" or "globalization"—a term that describes the profound changes in human culture that have occurred since the turn of the last century. The importance of excellence in all human endeavors has grown in this century. This highlights the importance of well-managed institutions that produce high-quality human resources to achieve extraordinary results. To meet these new expectations, we must think creatively, create new ideas, and take new actions. Philosopher Khun put it this way: if we try to solve new problems using old paradigms, we will always fail. This highlights the need for a new paradigm shift to effectively address emerging problems. These challenges require breakthrough thinking processes if quality outcomes are to be achieved that are able to compete in an increasingly open world (Tilaar, 1998).

Philosophy education has played a significant role in the evolution of educational systems around the world. Integration of philosophy teaching into educational curricula is an increasingly important topic. According to Sahu (2002), philosophy education is the systematic study and exploration of fundamental questions about existence, knowledge,

values, ethics, and reason. Philosophy education not only provides factual knowledge but also engages people in the process of critical thinking and reasoning.

The conception of the philosophy of education involves a deep understanding of the essence, scope, and evolution of this concept over time (Amirudin, 2018; Ramli et al., 2023). The philosophy of education is not just a collection of philosophical theories about education, but also includes philosophical views that underlie the purpose, value, and essence of education in human life. Philosophy of education can be defined as a branch of philosophy that studies the nature, goals, values, and processes of education. It is not just a discussion of curriculum or teaching methods, but rather a deep reflection on the essence of education as a social, cultural, and human phenomenon. The evolution of the philosophy of education can be traced from ancient times to the modern era. In the classical era, philosophers such as Plato and Aristotle introduced ideas about education as a way to achieve wisdom and moral goodness (Abdiyah, 2021; Jauhari, 2020). They envisioned education as a process of character formation (Ginanjar, 2017).

In the face of complex and ever-evolving globalization issues, it is more important than ever to examine the philosophy of education and its function in learning in the 21st century. Students are encouraged to develop a more comprehensive understanding, practical skills, and analytical thinking by understanding and integrating the function of scientific philosophy into contemporary education. The goal is for students to be able to face real-world problems, adapt to new situations, and become lifelong learners so that they can face the difficulties of the modern world (Widaningsih, Weti & Wina 2024). The importance of recognizing and understanding the philosophy of education in the context of the present and the future is the essence of this introduction. We will present a solid conclusion based on our analysis and synthesis of the relevant literature, describing the role of philosophy of education in shaping the future of education. This conclusion is expected to provide a bright light for further steps in enhancing the role of philosophy of education in 21st century education (Ahmad & Ismail, 2024).

RESEARCH METHODS

This study uses a qualitative literature review methodology. According to Fauziddin, literature review is an important part of every research project, including those related to the past. According to Fauziddin (2017). This research approach is used because, unlike field research, which requires direct participation, its scope is narrow. Theories, ideas, research results, and expert views related to the philosophy of science in 21st century learning are collected from various electronic sources, including books, scientific journals, and articles. The researcher then reviews, compares, and evaluates related information obtained from the data obtained. Data analysis was carried out using a conceptual approach, which means that important ideas from the philosophy of education are identified and understood, then connected to learning in modern times.

RESULTS AND DISCUSSION

21st Century Learning Concept

The field of education has been greatly impacted by the rapid development of digital technology in this century. Information, computers, automation, and connectivity are features of the 21st Century Learning Model. Schools that are ready to help their students adapt to the changing educational landscape can take

advantage of the opportunities presented by Education 4.0. The importance of teachers to their students' futures cannot be overstated, and they must have the ability to change their students' perspectives in the face of adversity (Tishana et al., 2024). The teaching and learning styles of the 21st century are different from those of previous eras, and are based on the idea that students must be able to think critically and solve problems, communicate effectively, and collaborate effectively—the so-called "4Cs"—in order to succeed in the modern world. Students need to develop skills including effective communication and teamwork. Using a variety of approaches, members of the generation born in the 21st century must have strong communication skills. They must also be able to coordinate efforts with others, groups, and systems. Students are positioned at the heart of the learning process in 21st century learning. Teachers act as guides, helping students as they seek, investigate, and understand knowledge from various sources. In contrast, according to Widaningsih, Weti, and Wina (2024), learning in the modern era relies heavily on teamwork.

Implementation of the 21st Century in Learning

Modern technological advances and the evolution of required skills indicate that education must be more than just teaching known facts and applying them. It is clear that education must be a transformative experience that enables people to make intelligent decisions, reflect, and demonstrate ethics (Khairani , Handayani, Effendi & Puspita, 2023).

Teachers and students alike can benefit from a more holistic education when the 4Cs of Learning are implemented. This framework fosters an atmosphere that fosters creativity, critical thinking, collaboration, and communication—all of which are essential in today's complex world. Furthermore, according to Widaningsih, Weti, and Wina (2024), students will feel more engaged in their own learning when they use the 4Cs because it gives them control over the content they want to cover. In order for students to thrive in today's world, they must master the 4Cs, which are the foundation of learning about the Industrial Revolution 4.0. Students' ability to think critically, collaborate, and communicate their ideas is greatly enhanced by the 4Cs. According to Widaningsih, Weti, and Wina (2024), these four Cs are the foundation of contemporary education and are essential to the success of every student in society. According to Annisa, Feriyanti, and Marisi (2023), the four Cs—creativity, critical thinking, collaboration, and communication—are the capacity to work well together, communicate well, and be creative.

Competence in critical thinking is associated with creativity, originality, and problem-solving skills (Anas & Endin, 2022). According to Sapitri, Ardana, and Gunamantha (2022), the reasoning process to assimilate information collected from the five human senses to arrive at a truth is the core of thinking. A person's cognitive abilities can be categorized into four levels: remembering, basic thinking, critical thinking, and creative thinking.

Today, critical thinking is one of the few life skills that require a cooperative approach to its development. If you can train your brain to think critically, you will be able to solve any difficulty you face. From its etymological roots, "critical thinking" is a mental process by which a person evaluates ideas based on predetermined criteria. (Endin and Anas, 2022).

The integration of philosophy instruction in the education system presents an inexhaustible path for the

development of critical thinking skills. As philosophy researchers such as Brookfield (2011) have argued, this approach forces one to think more deeply, to ask meaningful questions, and as Austin (2020) has pau, critically appraising certain arguments. These diverse skills extend beyond the academic environment and extend into many aspects of life. The ability to think critically allows you to make better decisions and solve problems. By developing the habit of analytical questioning, philosophy education equips people with the tools to navigate the complexities of the contemporary world, raising a generation capable of tackling challenges with depth and insight.

Innovative thinking is defined by the International Society for Technology in Education (ISTE) as follows: developing new ideas, products, or processes by utilizing previous knowledge; expressing oneself creatively through the creation of original works; investigating complex systems and problems through the use of models and simulations; and discovering trends and offering possible predictions (Evi Maulidah, 2021). Students who excel in visual arts or writing may not always be the most creative. On the other hand, one definition of creativity is the capacity to think outside the conventional boundaries that are often imposed. Usually, students with high levels of creativity are able to see a problem from several perspectives. Therefore, they will face life's challenges with a more open mind (Rini, 2022).

The following are the characteristics of creative thinkers, according to Alamsyah et al. (2024): a) the ability to think fluently and flexibly; c) the ability to think creatively and independently; and e) the ability to think carefully and elaborately.

The trend of 21st-century learning is shifting from lecturer-centered learning to student-centered learning working together in groups. Students are encouraged to articulate and support their perspectives, and generate original ideas through self-reflection, in a collaborative learning environment. In a group setting, they are able to articulate their thoughts, listen to others' perspectives, ask questions for clarity, and use higher-order cognitive processes such as planning, organizing, managing, analyzing, and problem-solving to generate new insights and knowledge (Anas & Endin, 2022).

The following are some of the ways in which "collaborative" is defined by the International Society for Technology in Education (ISTE): 1) Engaging in conversation and working together with others, both virtually and in person, 2) Using media to communicate ideas and information effectively; 3) Increasing cultural awareness and understanding through the involvement of students from different cultural backgrounds; and 4) Working together as a team to create something new while creatively overcoming challenges. According to Evei Maulidah (2021)

In the human environment, communication takes the form of verbal exchanges. As a result, whether it is an intrapersonal, group, or mass environment, communication always involves people. According to a communication researcher, language has long been considered the best medium for interpersonal communication in environments such as training, counseling, coaching, classrooms, and other professional meetings (Rini, 2022).

The ability to listen, gather information, and articulate one's thoughts to a large group of people are components of good communication, according to Rini (2022) in Sementara Canale & Swan (1980). The essence of having a conversation is to try to understand the main problem. Institutions such as schools and libraries provide classes on effective ways to express one's thoughts

and ideas to the general public. As stated in the research of Wardhani et al. (2021), Considering the many meanings of "communication" in the educational context, it is clear that effective educators need strong verbal and written communication skills to engage their students in the learning process and disseminate course content.

Philosophy of Education in 21st Century Learning

The inclusion of philosophy in education has several potential benefits for students and society. As Brookfield (2011) notes, philosophy instruction fosters reflective and critical thinking, encouraging students to question, analyze, and articulate their ideas carefully. These skills are invaluable in fostering personal growth and can be applied in a variety of situations throughout one's life cycle. Most importantly, philosophy education fosters open-mindedness and the ability to consider multiple perspectives (Ndofirepi, 2012).

The philosophy of education has a very important relevance in the context of 21st century learning. In this era, the role of the philosophy of education is not only to provide a theoretical view of education, but furthermore, to provide a strong foundation in formulating goals, values, and methodologies that are relevant to the dynamics of the times. This significance is reflected in a deep understanding of the essence of education as a process inherent in human evolution. The philosophy of education is a guideline in designing an education system that considers moral, ethical, and inclusive values that are essential in forming the character and worldview of students. The existence of the philosophy of education in the 21st century is not only a theory on paper, but also as a tool that helps bridge the gap between academic learning and life skills. In an increasingly connected world, the philosophy of education presents a holistic perspective on education, considering technology as a tool that can help improve interaction, expand access, and enrich the learning process (Ahmad & Ismail, 2024).

Other studies have shown that philosophy education significantly equips students with the need to identify the assumptions and biases underlying their thinking, thus leading them to make informed decisions. In a study conducted in Yunnan Province in China, it was found that 89% of teachers believed that philosophy teaching could capture students' thinking and 83% of teachers believed that their dialogical skills could (Liam, 2012). The findings of a study conducted by Yan, Walters, Wang & Wang (2018) on the impact of philosophy teaching showed a moderate positive effect on cognitive outcomes and a significant positive effect on students' reasoning skills.

Learning in the 21st century that utilizes technology relies heavily on this philosophy of science. Among the many ways in which philosophy of science contributes to modern education is by illuminating the scientific mindset, which teaches students that scientific knowledge is inherently relative and subject to change. Through the use of technology that provides access to up-to-date information and research, students in 21st-century technology-integrated learning can understand how scientific knowledge is generated, validated, and transformed. Students can better prepare themselves for the challenges and changes of the digital age by studying the role of philosophy of education in 21st-century technology-integrated learning. This will help them develop a deeper understanding of science, ethics, critical thinking, and the relationship between society and science. Thus, according to Sari et al. (2024), students will be better prepared

for a changing world if philosophy of science is included in the 21st-century school curriculum. It will also help teachers develop students' philosophical thinking skills.

CONCLUSION

The education of modern students would not be complete without a foundation in the philosophy of science. If we want to master the basics of science, hone our critical thinking skills, and confront the complex problems that contemporary science presents, then we need to study the philosophy of science. One's capacity for original thinking can be nurtured by studying the philosophy of science. Teaching students to think philosophically and critically is an essential part of preparing them for an ever-changing world, which is why the philosophy of science must be a core component of education in the 21st century.

REFERENCES

Abdiyah, L. (2021). Filsafat Pendidikan Islam: Pendidikan Multikultural. Tarbawy: Jurnal Pendidikan Islam, 8(2), 24–31.

Ahmad, S., N., M & Ismail. (2024). Peran vital filsafat pendidikan dalam mewujudkan pembelajaran abad 21. *Cendikia : Media Jurnal Ilmiah Pendidikan.* Vol 14(3): 352 – 358.

Alamsyah., Apriliano, C. D., Irwan, S., Alif, K & Mustofa, A. H. (2024). Peningkatan Kompetensi Siswa SMKN 1 Kramatwatu dalam hal comunication, critical thingking, collaboration dan creative pada kegiatan Kihajar STEM Tingkat Nasional 2023. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial.* Vol 2(1): 281 – 290.

Amirudin, N. (2018). Filsafat Pendidikan Islam: konteks kajian kekinian. Caremedia Communication.

Anas, A & Endin, M. (2022). Implementasi Konsep 4c Dalam Pembelajaran Pada Mata Kuliah Analisis Kebijakan Pendidikan. *Jurnal Manajemen Pendidikan Islam.* Vol 2(1): 1 – 13.

Annisa, P. S.M., Feriyanti, E. G & Marisi, D. (2023). Penerapan Optimalisasi Keterampilan 4C (Creative Thinking, Critical Thinking And Problem Solving, Communication, Collaboration) Dalam Pembelajaran Contextual Oral Language Skills. *Jurnal Ilmiah Korpus.* Vol 7(3): 2614-6614.

Austin, A. (2020). Philosophy for All Children: enhancing knowledge

Brookfield, S. D. (2011). Teaching for critical thinking: Tools and techniques to help students question their assumptions. John Wiley & Sons.

Evi Maulidah. (2021). Keterampilan 4C Dalam Pembelajaran Untuk Anak Usia Dini. Vol 2 No 1.

Fauziddin, M. (2017). Upaya Peningkatan Kemampuan Bahasa Anak Usia 4-5 Tahun Melalui Kegiatan Menceritakan Kembali Isi Cerita Di Kelompok Bermain Aisyiyah Gobah Kecamatan Tambang. Jurnal Obsesi: *Jurnal Pendidikan Anak Usia Dini*, 1(1), 42. https://doi.org/10.31004.Obsesi.V1i1.30

Ginanjar, M. H. (2017). Urgensi Lingkungan Pendidikan Sebagai Mediasi Pembentukan Karakter Peserta Didik. Edukasi Islami: Jurnal Pendidikan Islam, 2(04).

Jauhari, M. I. (2020). Konsep pendidikan Ibnu Khaldun dan relevansinya terhadap pendidikan di era modern. Al-Manar: Jurnal Komunikasi Dan Pendidikan Islam, 9(1), 187–210.

Khairani, F., Handayani, T., Effendi, D., & Puspita, Y. (2023). The Role Of Educational Philosophy As The Foundation For Teacher Strengthening In Schools. Esteem Journal of English Education Study Programme, 6(2), 226-235.

Ndofirepi, A. P. (2012). Quality education in Africa: Introducing philosophy for children to promote open-mindedness. Africa Education Review, 9(sup1), S26-S40.

Ramli, A., Putri, R., Trimadona, E., Abadi, A., Ramadani, Y., Saputra, A. M. A., Pirmani, P., Nurhasanah, N., Nirwana, I., & Mahmudah, K. (2023). LANDASAN PENDIDIKAN: Teori dan Konsep Dasar Landasan Pendidikan Era Industri 4.0 dan Society 5.0 di Indonesia. PT. Sonpedia Publishing Indonesia.

Rini (2022). Keterampilan Pembelajaran Abad 21 Communication, Collaboration , Critical Thinking Dan Creative Thinking (4C) Dengan Pendekatan Model Problem Based Learning Meningkatkan Hasil Belajar PAI Materi Luqman Al-Hakim Kelas 5 SDN 010 Bengkulu Utara. *Jurnal Pendidikan Profesi Guru Agama Islam.* Vol 2(9): 25 – 30.

Sahu, B. (2002). New Educational Philosophy. Sarup & Sons

Sapitri, N. K. I., Ardana, I. M & Gunamantha, I. M. (2022). Pengembangan Lkpd Berbasis Pemecahan Masalah Dengan Pendekatan 4C Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. *PENDASI: Jurnal Pendidikan Dasar Indonesia.* Vol 6(1): 24 – 32.

Sari, J. P., Neng, A., Duski, I & Syarnubi. (2024). Filsafat Ilmu Pengetahuan Dalam Pembelajaran Abad 21. *AT-TAJDID: Jurnal Pendidikan Dan Pemikiran Islam.* Vol 8(1): 1 – 7.

Tishana, A., Dio, A., Arief, J. P., Nizwardi, J & Rijal, A. (2023). Filsafat Konstruktivisme dalam Mengembangkan Calon Pendidik pada Implementasi Merdeka Belajar di Sekolah Kejuruan. *Journal on Education.* Vol 5(2): 1855 – 1867.

Trilling, Bernie and Hood, Paul. 1999. Learning, Technology, and Education Reform In The Knowledge Age, (Online), (https://www.wested.org/online_pubs/ learning_technology.pdf.), diakses tanggal 11 Mei 2016

Wardhani, H. N., Setyowati, N. I., Tsalitsa, A., & Nurrahayu, S. (2021). Strategi Meningkatkan Kompetensi 4C Creativity , Communication , & Collaborative) (Critical Thinking , Strategies to Improve 4C Competencies (Critical Thinking , Creativity , Communication & Collaborative). 14(1), 41–52.

Widaningsih, E. W., Weti, S. N. J & Wina, P. (2024). Peran Filsafat Ilmu Dalam Pembelajaran Abad 21. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora.* Vol 4(1): 149 – 157.

Yan, S., Walters, L. M., Wang, Z., & Wang, C. C. (2018). Meta-Analysis of the Effectiveness of Philosophy for Children Programs on Students' Cognitive Outcomes. Analytic Teaching and Philosophical Praxis, 39(1), 13-33.