

# Analysis of the Concepts and Principles of Educational Philosophy from Western, Eastern, and Islamic Perspectives and Their Contribution to the World of Education

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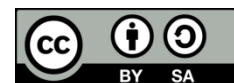
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## ABSTRACT

This article outlines an analysis of the concepts and principles of educational philosophy using a literature analysis approach, including articles, journals, and books, to identify its contribution to the world of education. Educational philosophy is a branch of philosophy that plays a crucial role in formulating the direction, goals, and methods of education. Through a literature study of the thoughts of Western, Eastern, and Islamic philosophers, we analyze the differences and similarities in their views on education. Western educational philosophy concepts emphasize rationality, individuality, and freedom of thought. Eastern educational philosophy concepts emphasize balance, morality, and harmony. Islamic educational philosophy, on the other hand, is based on revelation, the integration of knowledge and morality, and the ultimate goal of salvation and happiness in this world and the hereafter. Therefore, the principles of educational philosophy developed by these three approaches are relevant to the development of today's more contextual and holistic education. The analysis shows that educational philosophy not only plays a significant role in the formal teaching process but also forms fundamental aspects of character formation and the instilling of individual and societal values.

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## 1. Introduction

The philosophy of education is a branch of philosophy that requires a thorough understanding. Philosophy, as the mother of all sciences, plays a crucial role in emphasizing the fundamentals of critical, systematic, and rational thinking in understanding the realities of life. Educational philosophy plays a crucial role in formulating the direction, goals, and basic principles of educational implementation. Therefore, philosophy cannot be separated from every educational practice.

This study plays a crucial role in understanding the nature of education, from the perspective of its goals, values, and methods in theory and practice. Thus, the philosophy of education can provide a comprehensive framework for shaping human character and civilization.

Educational philosophy originates not only from Western philosophers, who emphasize rationality and empiricism, but also incorporates elements of Eastern philosophy, which emphasizes harmony, morality, and spirituality. In a global context, philosophical thought from the West, East, and Islam offers a diversity of perspectives that enrich our understanding of education. Therefore, an analysis of the concepts and principles of educational philosophy from the perspective of philosophers is highly relevant for developing a more universal and contextual concept of education, tailored to the needs of today's society.

The research problem formulation covers several issues: first, the concepts and principles of educational philosophy from various Western, Eastern, and Islamic perspectives. Second, a comparative analysis of concepts and principles according to Western, Eastern, and Islamic philosophers. Third, the relevance and implications of educational philosophy for the form and practice of education today.

The objectives of this research include: first, identifying and comparing concepts of educational philosophy from various Western, Eastern, and Islamic philosophical perspectives. Second, analyzing the principles of educational philosophy based on literature from both the West, the East, and Islam. Third, this research explains the relevance and implications of educational philosophy for the education system, both in terms of its form and implementation.

This research provides theoretical and practical benefits in understanding the concepts and principles of educational philosophy, from various Western, Eastern, and Islamic perspectives. Furthermore, it helps educators design learning based on approaches appropriate to students' characteristics and cultural contexts, enriches academic insight with a strong philosophical foundation, and aids in evaluating and improving education systems to meet societal needs.

## **2. Theoretical Study**

The philosophy of education examines various aspects, not just focusing on the teaching of science, but also delving deeper. Educational philosophy plays a crucial role in providing direction and a foundation for educational policy, curriculum development, and the development of teaching methods (Mayasari, 2017).

Educational philosophy addresses not only "what" is taught, but also "why" and "how" education should be implemented to achieve broader humanitarian and social goals (Endi Rochaedi, 2024). According to John Dewey, educational philosophy is a bridge between educational theory and practice and everyday life (Dewey, 2007). Dewey explained that education must be closely linked to social engagement and contextual learning. Meanwhile, in Plato's view, education is not only about factual knowledge, but also about character formation and the ability to achieve the highest truth. Thus, education is a process of guiding

the soul and human beings towards truth through rigorous mental training and moral development (Plato, 2004).

Confucius viewed the philosophy of education as an effort to find a path to goodness that is open to all people regardless of social status. The ultimate goal of education according to Confucius is to shape an ideal human being, virtuous, knowledgeable, and able to maintain social harmony. According to Al Ghazali, the philosophy of education is closely related to the Islamic view of human nature, the purpose of life, and the role of knowledge in drawing closer to God in his book *Al Ihya Ulumuddin*. Ibn Sina explained that philosophy is a science that studies the nature of all things. Meanwhile, Al Farabi viewed philosophy as a means to achieve true happiness. Ibn Miskawaih viewed the philosophy of education as a process of moral formation and perfecting the human soul through training, habituation, and environmental influences (Ancient Hadith: 2015). The philosophy of education according to Ki Hajar Dewantara is not only based on intellectual development, but also on moral and cultural aspects that form the foundation of social life (Dewantara, 1977).

Based on these theories, the philosophy of education provides direction and goals in implementing educational values, goals, and principles, so that education has a rational, ethical, and contextual basis.

### **3. Research Methods**

This research employed a qualitative approach using a literature review method. Data were collected through analysis of documents, books, scientific articles, and journals relevant to the topic of educational philosophy from Western, Eastern, and Islamic perspectives. The analysis was conducted by comparing the main concepts and principles from these three perspectives to identify similarities, differences, and their relevance to modern educational practice.

### **4. Result and Discussion**

Educational philosophy in the world has diversity and characteristics according to the cultural background, values, and outlook on life, as well as the traditions of the society.

#### **Analysis of Concepts and Principles of Western Educational Philosophy**

Western educational philosophy has its roots in the traditions of Ancient Greece and European modernity. According to Cherepanova (2011), Western educational philosophy views humans as free, rational, and autonomous individuals, with the ability to think critically to achieve objective truth. Education is aimed at developing logical, scientific, and creative thinking skills. Based on the concepts and views of philosophers Bacon, Descartes, and Locke, education serves as a means of intellectual and moral development for the advancement of society. Rousseau and Dewey emphasized education that centers on children's experience and freedom. According to Ikbal, Sukardi, and Astuti (2024), modern Western educational philosophy focuses on self-realization and individual autonomy in the face of social and technological change.

Meanwhile, the principles of Western educational philosophy apply the principles of freedom of thought and critical thinking, as well as evaluating assumptions and traditions (Ivanova, 2017). Experience as the basis for learning through experience, experimentation, and real-world practice is prioritized over memorization and passive instruction.

Experience as an approach to learning prepares for a dynamic life in social change (John Dewey). Furthermore, the principles of individualism and autonomy aim to develop individuals who are independent and responsible for their life choices (Aziz, 2023).

The following are the results of the analysis of the concepts and principles of Western educational philosophy according to Western philosophers based on their focus, objectives, contributions and relevance.

- a. Plato (428-348 BC), adhered to the idealism school with a focus on moral and soul formation with an idea approach (essential knowledge), the goal of philosophy as a path to soul perfection, achieving virtue, and universal truth, his contribution to the concept of tiered education, morality is important, educators as soul guides. The relevance of Plato's concept in education is implemented in the concept of character education, ethics, value learning in the curriculum. Plato's main principle, guiding the soul to achieve the idea of truth and virtue. The role of the teacher as a soul guide towards truth. The learning method uses the dialogue method, dialectic (Socratic method).
- b. Aristotle (384-322 BC) embraced realism, focusing on the interconnectedness of reason, experience, and habit. He also emphasized practical skills and the development of logical thinking. His contributions to educational philosophy formed the basis for empirical and observational methods in the curriculum. The relevance of Aristotle's concepts in education is implemented in scientific learning and competency-based curricula. Aristotle's main principle of education is that education aligns with real potential and experience. Teachers serve as ethical role models and habit-formers. Learning is based on observation, experience, and practice.
- c. Rene Descartes (1596-1650), adhered to the school of rationalism, focusing on the source of knowledge or reason. The goal of his educational philosophy, according to him, is to develop critical thinking and analytical skills. His contribution to educational philosophy is the basis for a logical approach to learning, while its relevance in learning is related to mathematics, logic, and science. The main principle of educational philosophy is that truth is achieved through methodical doubt and reason. The orientation of education is logical and systematic thinking. The role of the teacher is to guide reason to critical thinking. The learning method uses logical analysis and deduction.
- d. Francis Bacon (1561-1626), the concept of educational philosophy according to Bacon, is rooted in empiricism and inductive schools. Education as a means of acquiring useful scientific knowledge through empirical experience and inductive methods. The principle of educational philosophy according to Bacon, knowledge is obtained through observation and induction. The orientation of education to build fact-based knowledge. The role of teachers as providers of experience and experimentation. Learning methods using scientific methods (observation-experimentation) Relevance in the world of

education with the birth of the foundation of STEM-based learning and scientific research in schools.

- e. Rene Descartes (1596-1650), an adherent of rationalism and methodical skepticism, defined the concept of educational philosophy as the practice of critical, rational, and methodical thinking to attain certain truth. His main principle is that truth is achieved through methodical doubt and reason. The orientation of education is toward logical and systematic thinking. Teachers act as providers of experience and experimentation. Learning methods are developed through logical analysis and deduction.
- f. John Locke (1632-1704), adhered to empiricism with an educational philosophy focused on tabula rasa, experience as a source of knowledge. A good environment will shape personality and knowledge. His contribution to education is the basis for the concept of learning by experience and character formation from the environment. The relevance of experience-based learning and early childhood education. The main principle of educational philosophy emphasizes sensory experience rather than innate. Education aims to shape morals and good habits, not just the transfer of knowledge. Education must shape individuals who are wise, polite, and useful to society. Teachers act as moral guides, patient and wise educators, and role models. Learning methods are through experience, direct interaction with the world rather than memorization, dialogue, and punishment without physical punishment.
- g. Jean Jacques Rousseau (1712-1778), adhered to naturalism with a focus on education in accordance with the child's nature. The goal of educational philosophy is to develop natural potential without coercion. His contribution to education gave birth to the first student-centered approach in history. Its relevance in the world of education with the Independent Learning model and the Humanist Approach. The main principle of educational philosophy is that children develop according to their natural nature. The orientation of education is on the freedom of natural development. Teachers as facilitators of natural development. Learning methods through direct experience in nature. JJ Rousseau as the initiator of the basis of early childhood education and ecology-based education.
- h. Immanuel Kant (1742-1804), adhered to the philosophy of critical rationalism. Education, according to Kant, is a means to form autonomous and responsible individuals who are able to act in accordance with universally recognized ethical values (Kan, 1998). The main principle of educational philosophy is to shape humans as moral and autonomous beings. The orientation of education is towards moral autonomy and self-discipline. Teachers act as guides to rationality and morality. Learning methods involve critical reflection and intellectual discipline.
- i. Georg Wilhelm Friedrich Hegel (1770-1831), adhered to dialectical idealism. Education plays a vital role in helping individuals realize their potential as part of the development of human history, where each individual has a role in the dialectical process between individual freedom and social needs. The main principle of educational philosophy is to shape self-awareness in relationships and society. Orientation towards the development of objective spirit and social awareness. Teachers act as mediators of cultural values. Learning methods use dialectics and philosophical reflection.

- j. John Dewey (1859-1952), adhered to pragmatism, focusing on education as a social and experiential process, students are formed to be adaptive, democratic, and problem solvers. His contribution to education was the birth of progressive education and the learning by doing method. Its relevance to the world of education is in the problem-based approach or problem-based learning (PBL), inquiry, and contextual learning. The main principle of educational philosophy as a social process and problem solving. Educational orientation on relevance and real experience. Teachers as learning partners and facilitators and democratic. Learning methods on problem solving and experiential.
- k. Paulo Freire (1921-1997), a critical/progressive school of thought, focused on education as a process of liberation and critical awareness. The goal is to build transformative awareness of social injustice. Contributions to critical literacy, dialogical concepts, and anti-banking systems. Relevant in character education, social awareness, and class democratization. The main principle of education is liberation from oppression. Orientation towards critical awareness (conscientization) and social justice. Teachers act as dialogical partners, not authorities. Learning methods through dialogue and critical reflection.

From the description above, the concept of Western educational philosophy emphasizes logic, rationality, freedom, and individual experience. Its contribution to today's education is through the development of character-based education, values, and contextual education. Preparing students for practical life and future work, intellectual and moral abilities, encouraging freedom of critical thinking and creativity. Thus producing a diverse approach according to student needs, especially oriented towards the development of 21st-century skills, which includes education oriented towards the development of science and technology. In principle, experts explain that Western educational philosophy in education emphasizes the principle of liberating individuals, fostering morality, critical thinking and social responsibility, and making experience and reason the main sources of knowledge.

### **Analysis of the Concepts and Principles of Eastern and Islamic Educational Philosophy**

Eastern educational philosophy stems from the spiritual, moral, and social values embedded in Confucian, Buddhist, Hindu, and Tagorean cultures. Teachers are considered facilitators, moral/spiritual role models, and are essential in achieving higher human goals, not merely worldly ones. According to Qi Sun (2008), education, from an Eastern perspective, not only shapes intellectual abilities but also fosters harmony between individuals, society, and the universe. Khalilov (2020) adds that Eastern education tends to emphasize collectivity, social virtue, and the continuity of traditional values as the basis for moral progress. Imam Al-Ghazali, in his book *Ihya Ulumuddin*, states that education is not merely a process of transferring knowledge, but a process of purifying the soul and drawing closer to God. This aims to shape a perfect human being, one who balances reason, heart, and deeds to achieve happiness. Eastern and Islamic educational philosophy emphasizes moral, spiritual, and social values. Education is not merely the acquisition of knowledge, but the formation of character and social harmony.

The principles of Eastern educational philosophy, including moral virtue and character, aim to shape virtuous individuals with a balance between reason and heart (Hidayat, 2025). The next principle is social harmony and collectivity. This principle orients education not solely toward the individual, but also toward societal harmony and respect for tradition (El Banat Journal, 2023).

Islamic educational philosophy combines Eastern principles with unique spiritual aspects based on Islamic revelation and tradition. The principles of Islamic educational philosophy include Tawhid as the foundation of values, knowledge not only in the form of knowledge but also in its usefulness and practice. Further principles include character development and noble morals as the center of Islamic education (Hidayat), and education as a social responsibility, both for this world and the hereafter.

The following are the results of the analysis of the concepts and principles of Eastern and Islamic educational philosophy according to Eastern and Islamic philosophers based on their focus, objectives, contributions and relevance.

- a. Confucius/Kongzi (551-479 BC), gave birth to the Confucian school, focusing on moral ethics and social harmony. The philosophy of education aims to form civilized and virtuous people. Contributions to character education, relationship ethics, teacher-student, and moral values education. Relevance in education is through character and moral education. The main principles of educational philosophy according to Confucius are virtue, social harmony, and role models. The orientation of education is on moral education and social character. The role of teachers as moral role models. Learning methods through habituation, role models, and ethical dialogue.
- b. Lao Tzu/Laozi (around the 6th century BC), gave birth to the Taoist school, which focuses on harmony and balance of life with nature. The goal is to achieve inner peace and wisdom. Contributions to the world of education include the concept of Silent Learning, learning with silence to achieve mindfulness and its concept in self-reflection. Relevance in education is the pillar of deep learning in terms of mindfulness and mental health. The main principle of education is harmony with nature (Tao). The orientation of education is on inner awareness and natural wisdom, the role of the teacher as an inner guide. The learning method is through contemplation, reflection, and self-awareness.
- c. Imam Abu Hanafi (699-767 AD), originally from Kufa, Iraq. He gave birth to the Hanafi school of thought, focusing on rationality, ijtihad, logical thinking, and understanding the law. The goal of Abu Hanafi's educational philosophy is to shape knowledgeable individuals who are able to use balanced reason in understanding Islamic law. His contribution to education encourages the use of reason, logical argumentation in the learning process, and the qiyas system as a model of analytical thinking. Its relevance in education lies in the Critical Thinking Approach Model, scientific debate, and reasoning-based learning. The main principle of education is rational- fiqh with an educational orientation towards ijtihad and freedom of thought. The role of the teacher is as an argumentative guide. The learning method is through scientific debate (munazharah).
- d. Imam Malik Bin Anas (711-795 AD), came from Medina. The focus of his educational philosophy is on practices based on charity, community traditions and moral values,

which aims to form pious people with real behavior, not just theory. His contribution to education emphasizes exemplary behavior and social practices that make the environment a source of education. Its relevance in the field of education is found in Character Education, teacher role models and Habituation. The main principle of his educational philosophy is the tradition of charity of the people of Medina. The orientation of education is through community role models. Teachers play a role in maintaining authenticity (the authenticity of the sanad). The learning method is through talaqqi and role models.

- e. Imam Muhammad bin Idris Asyafi'I (767-820 AD), originally from Gaza, Palestine, the founder of the Shafi'iyah school. Focus on the discipline of knowledge, the chain of knowledge, and manners before knowledge. The goal of education is to build knowledgeable people with a foundation of manners, order, methodology, and purity of intention. His contribution to the field of education is to develop asystematic methodology for the istinbath of knowledge, strengthening the tradition of talaqqi, memorization, and structured learning. Its relevance in education is due to the existence of Dayah Education, a tiered curriculum, and education based on academic authority. The main principle of education is the systematization of knowledge and evidence. The orientation of education is through reasoning based on texts. Teachers act as methodical Muallims, learning methods through Qiyas and rule structures.
- f. Imam Ahmad Bin Hanbal (780-855 AD), originally from Baghdad, Iraq. His educational philosophy focused on purity of faith, simplicity, and adherence to the Quran and Hadith. The goal was to produce individuals who were devout and ascetic, and to maintain the purity of religious teachings. His contribution to education emphasized the importance of returning to the primary source and moral-spiritual control in education. Its relevance in education lies in moral education, a simple lifestyle, and the development of faith. The main principles of education are piety and adherence to the texts. The orientation of education is within the framework of adab. The role of teachers as guardians of the purity of knowledge. Learning methods through talaqqi and memorization are valuable.
- g. Al Farabi (872-950 AD), adapted the philosophy of Plato and Aristotle with his Neoplatonism. His focus was on happiness and the perfection of reason. The goal of education was to achieve a good life and virtue. His contributions to education were in ethical political education and the role of the state in education. Its relevance in the field of education was Public Ethics Education and Civic Education. The main principles of his educational philosophy were reason and universal happiness. The orientation of education was to achieve a perfect human being and prioritize society. Teachers acted as guides to truth and virtue. The learning method was through philosophical discussion and habituation.
- h. Ibn Sina (980-1037 AD), a follower of the Masya'i or Peripatetic philosophy. His focus was on intellectual and moral development (adab). His goal was to develop the potential of the intellectual and moral soul. His contributions to the concept of a tiered curriculum and educational psychology. His relevance to the differentiated approach in learning. The main principle of education is the balance of reason and soul. Orientation is based on



intellectual and moral perfection. The teacher acts as a scientific guide. The learning methods used are observational, rational-reflective.

- i. Al Ghazali (1058-1111 AD), a follower of Ash'ariyah Sufism. Focused on purification of the soul (tazkiyatunnafs) and manners. The goal of education is to perfect morals and knowledge. Contributed to uniting religion and reason. Oriented towards purification of the soul and morals. Teachers act as educators of the soul (Murabbi). Learning methods are based on mujahadah and role models.
- j. Ibn Khaldun (1332-1406 AD), a member of the Maliki Ash'ariyah school. He focused on education as a social and civilized process, and the goal of his educational philosophy was to produce productive individuals and build civilization. His contributions to education led to the theory of experience (malakah), cultural relations, and education. The relevance of the concept of educational philosophy lies in character education and contextual learning. The main principles of education are in accordance with the social context. Oriented toward the development of civilization and knowledge. Teachers act as cultural mediators. The learning method is gradual (tadarruj) and social experience.
- k. Rabindranath Tagore (1861-1941), combined humanistic-naturalistic-holistic. Focus on freedom of learning, creative expression, direct experience with nature, and not bound by formal structures. The goal is to create people who are spiritually free, creative, have social and spiritual sensitivity, and establish harmony with others and nature. His contribution in experience-based learning, against rigid and mechanistic colonial education, integrating art, culture, nature, and humanism in the curriculum, founded the educational institution, Shantiniketan. Relevance in education is the existence of student-centered humanistic learning, project-based curriculum (PjBL) and ecological, experience-based education model (learning by living), in line with 21st-century competencies: creativity, empathy, global citizenship.
- l. Ki Hajar Dewantara (1889-1959), combined the humanistic-culturalism and nationalist education. KHD's educational philosophy emphasizes the process of liberating humans physically and spiritually through character, culture, exemplary behavior, and respect for humans. This aims to form Indonesian people with character, national personality, independence, social responsibility, and grow into civilized members of society. His contribution in formulating the basis of Indonesian national education, the Concept of the Three Centers of Education (family-school-society), the Principles of Educational Leadership: *ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*, encourages education based on culture and humans.

Thus, the Eastern concept of educational philosophy emphasizes spiritual, social, and moral values. Education is not merely the transfer of knowledge but also the formation of character and disposition. Meanwhile, Islamic educational philosophy integrates both with the foundation of revelation and the principle of monotheism, making education a means of forming a complete human being (*insan kamil*) who is knowledgeable, moral, and pious. Based on these principles, the East and Islam share a similarity in emphasizing the essential moral, spiritual, and collective aspects, which are lacking in Western educational philosophy. In both traditions, the role of the teacher is not merely as a transmitter of knowledge but also

as a living example (murabbi) who guides the spiritual and character development of students. The educational methods used are more habituating, contemplative, dialogical, and gradual, rather than simply a transfer of knowledge. These principles remain relevant today because they are able to meet the needs of modern education, which emphasizes the formation of character, morality, wisdom, and spiritual awareness amidst the development of science and technology.

### **Comparison of Western, Eastern, and Islamic Educational Philosophies**

The main characteristics of Western educational philosophy are rational thinking, empirical data, and a humanist approach, critical and individual thinking, and freedom of thought. Meanwhile, Eastern educational philosophy views education as a path to wisdom, inner and social perfection, emphasizing collective/social harmony and ethics. Islamic educational philosophy is characterized by education as a form of worship and a means of developing a perfect human being, firmly upholding the revelations of God (the Quran) and the Prophet (Hadith), integrated with reason and experience.

According to Western educational philosophy, the goal of education is to develop an individual's intellectual and moral potential. Education is intended to prepare critical and democratic citizens. In Eastern educational philosophy, the goal is to develop individuals who are civilized, obedient, and in harmony with nature and society. Islamic educational philosophy aims to balance the safety of this world and the afterlife. Education shapes individuals who are faithful, knowledgeable, and have noble morals.

According to Western educational philosophy, educational methods include dialogue, experimentation, reflection, and experiential learning. Eastern educational philosophy uses role models, meditation, and the repetition of noble values. Islamic educational philosophy uses the transmission of knowledge (talaqqi), reflection (tadabbur), and practical practice.

According to Western educational philosophy, the role of the teacher is as a facilitator and instigator of learning. According to Eastern educational philosophy, the teacher is a moral and spiritual role model. According to Islamic educational philosophy, the role of the teacher is as a spiritual and intellectual educator (murabbi).

According to Western educational philosophy, the role of students is to think rationally and independently. Eastern educational philosophy considers students to be social beings (mutual cooperation) and spiritual beings. Islamic educational philosophy considers students to be servants of God and the best possible caliphs (leaders).

Western educational philosophy utilizes a science-based education system, while Eastern educational philosophy emphasizes character development and social harmony. Islam offers a holistic education option that combines spirituality, reason, and ethics, balancing science, technology, and spirituality.

### **Contributions and Implications of Concepts and Principles of Educational Philosophy for Educational Practice**

The concepts and principles of educational philosophy are highly relevant in shaping the direction, goals, and methods of educational practice. These implications include curriculum design, the role of teachers, learning approaches, and student character development. For example, Freedom to Learn, Inquiry Learning, and P5 represent applications of Western philosophy. Meanwhile, values-based character education, wellbeing, P5, religious moderation, and holistic curriculum represent contributions from Eastern and Islamic philosophy.

## 5. Conclusion

The concepts and principles of educational philosophy from Western, Eastern, and Islamic philosophers have unique yet complementary characteristics. Western philosophers emphasize rationality, individual freedom, and experience as the basis of education. Eastern philosophers prioritize harmony, morality, and balance in life. Meanwhile, Islamic philosophers emphasize the integration of knowledge, faith, and morals in shaping the perfect human being. A comparison of these concepts and principles shows that despite their differing approaches and cultural backgrounds, all three share a common goal: to develop individuals with character, knowledge, and social and spiritual responsibility. Education is seen as a process of liberation, moral formation, and the development of human potential as a whole.

The contribution and implications of educational philosophy to contemporary educational practice are significant. Educational philosophy serves as the foundation for designing contextual and humanistic curricula, learning methods, and educational policies. Values such as freedom of thought, experiential learning, character education, and spirituality are becoming increasingly important in facing global challenges and technological developments.

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