

Philosophy of Education in Facing The Challenges of The Times: a Humanities Perspective

Dodi Sukmayadi^{1✉}, Olyvia Rosalia²

Universitas Terbuka¹

Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia²

e-mail: *dsukmayadi999@gmail.com¹

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ABSTRAK

This research explores the implementation of humanities-based philosophy of education in the context of modern educational challenges. The study aims to examine how humanistic values, such as empathy, ethics, critical thinking, and social responsibility, can be integrated into the curriculum and teaching practices to foster holistic student development. Using a qualitative approach with a case study design, the research involves in-depth interviews with educators, students, and experts, as well as document analysis of curricula and educational programs. The findings reveal that institutions applying humanistic principles in their educational framework show significant positive impacts on student character development, including enhanced empathy, social cooperation, and emotional growth. However, challenges such as limited teacher training, lack of resources, and the prevailing focus on academic and technical skills hinder the full integration of these values. The study concludes by recommending a more balanced curriculum that prioritizes humanistic education, alongside policy reforms and teacher development initiatives, to better address the evolving needs of students and society.

INTRODUCTION

Education is the fundamental foundation in shaping the character and culture of a society. Since ancient times, education has served as a means to develop the whole human being, aiming to create individuals who are not only intellectually capable but also mature in attitude and behavior. Historically, many great civilizations, such as Ancient Greece and Classical China, placed education as a central pillar in producing leaders, philosophers, and scientists. Quality education enables individuals to develop more holistically, both in terms of knowledge and character building. Therefore, education is crucial as an instrument for building a better future for human civilization.



In the modern era, the world faces unprecedented challenges. The digital revolution and globalization have changed the way we communicate, work, and think. Rapid socio-cultural changes also present significant challenges to education. Today, we live in an increasingly fragmented society, where individuals often feel isolated despite being virtually connected. A crisis of values, dehumanization, and the rise of extreme individualism are profound issues affecting the quality of social life and interpersonal relationships. Amidst technological advances and the flow of globalization, many people experience uncertainty and a loss of direction. In facing these challenges, education must adapt to provide solutions, not only by teaching technical skills but also by nurturing empathy, solidarity, and social awareness.

The education systems in many countries, including Indonesia, are often trapped in a narrow orientation, focusing more on the mastery of technical skills (hard skills) and achieving administrative targets. Although technical skills are essential to meet labor market demands, much of today's education neglects aspects of character development and human values (soft skills). As a result, although many graduates are technically skilled, they are often less prepared to face complex social and ethical challenges in real life. An education system that focuses solely on technical skills risks creating individuals who compete selfishly, without regard for the common good. Therefore, there is an urgent need to redesign education to focus more on the formation of a whole human being, who possesses not only technical abilities but also strong social and moral awareness.

Amidst these challenges, a humanities-based approach in education becomes increasingly relevant. Humanities teach the importance of deep understanding of the meaning of life, ethics, aesthetics, and human values. This approach emphasizes the development of empathy, critical thinking, and self-reflection all of which are essential to navigating the complexities of the modern era. In this context, education is not merely about mastering information or practical skills, but also about shaping individuals who can think deeply and act wisely. With a humanities approach, education can teach how to face the challenges of the times with holistic understanding, integrating human values into every decision and action taken.

The philosophy of education faces significant challenges in the contemporary era, necessitating transformations to remain relevant and effective (Hikaru, 2024). Humanities education must adapt its curriculum and teaching methods to address issues such as technological change, globalization, and complex social dynamics (Hikaru, 2024). The concept of "Humanization of Education" emphasizes the importance of balancing national identity, individuality, and social responsibility while addressing inclusion and digitalization's effects on personality development (Golz et al., 2019). However, education in the globalization era risks producing cognitively smart outputs lacking human and social values, leading to dehumanization (Phela et al., 2023). Despite these challenges, humanities education remains crucial in shaping institutions, policy debates, and societal understanding (DivyaM, 2021). To overcome these issues, educators must integrate traditional knowledge with modern skills, focus on critical and analytical abilities, and carefully examine teachings against biblical truths (Hikaru, 2024; Phela et al., 2023).

The philosophy of education serves as a reflective framework that helps us understand the true purpose of education. Philosophy of education provides a space

to question and reflect on what we truly seek to achieve through education. Is education solely intended to create productive individuals in the workforce, or is there a higher goal, such as forming humans who are socially responsible, empathetic, and critically minded? In the context of increasingly complex modern challenges, philosophy of education offers a foundation for deeper exploration of the values that should be upheld in education. Through educational philosophy, we can reflect and redefine the goals and orientation of education in this fast-paced and uncertain era.

The purpose of this research is to explore and analyze how a philosophy of education based on humanistic values can contribute to addressing the challenges of the modern era. This research aims to understand the role of educational philosophy in shaping students' character and personality, and to examine how human values such as empathy, critical thinking, and self-reflection can be implemented in education systems increasingly influenced by technology and globalization. Furthermore, this research seeks to identify the need for a humanities-based approach in educational curricula and to provide recommendations for redesigning the orientation of education to emphasize the development of the whole human being. Thus, this research is expected to offer a new, more holistic perspective on education, one that produces not only technically skilled individuals but also wise, empathetic, and socially and ethically resilient individuals in an ever-changing era.

METHODOLOGY

This study employs a qualitative approach to explore the meaning, understanding, and reflection on a humanities-based philosophy of education in facing contemporary challenges. The qualitative approach was chosen because it enables an in-depth exploration of the experiences, perceptions, and subjective views of informants regarding the application of humanistic values in education. The main focus of this research is a deep understanding of how a humanities-based philosophy of education can help shape character and develop individuals within a world increasingly influenced by technology and globalization. Through this approach, the study aims not only to map existing phenomena but also to interpret the meaning behind them, thus generating insights relevant to the future development of education.

The research design used is a case study, focusing on an in-depth analysis of the implementation of a humanities-based philosophy of education across various educational institutions. Through the case study method, this research will identify and analyze how humanistic values, such as empathy, ethics, and critical thinking, are applied in curricula and teaching processes. The study will also examine the experiences, practices, and challenges faced by educators and students in integrating these values. Using the case study approach, this research aims to provide a clearer understanding of real-world contexts and how humanistic education can be applied across different situations.

The primary data sources in this study are in-depth interviews with key informants, including educators, students, and education experts specializing in the philosophy of education and the humanities. In-depth interviews are selected to gain a more comprehensive understanding of their perspectives and experiences

regarding the application of humanities-based education. Additionally, relevant documentation such as curricula, syllabi, and educational reports will be analyzed to provide a clearer picture of how educational institutions integrate humanistic values into their practices. This documentation will help reinforce findings from interviews and observations and offer a broader context for the practical implementation of theoretical concepts in everyday education.

Several data collection techniques will be used in this study, including semi-structured interviews, participant observation, and document analysis. Semi-structured interviews will allow informants to freely express their experiences and understandings of humanities-based education. Participant observation will be conducted to directly observe teaching and learning activities at selected educational institutions that integrate humanistic values, to gain a deeper understanding of how these practices are implemented in the classroom. Furthermore, document analysis will be carried out on existing curriculum materials and syllabi to assess the extent to which humanistic principles are applied in educational design.

Data obtained through interviews, observations, and documentation will be analyzed using thematic analysis techniques. Thematic analysis will be used to identify key themes emerging from the data and to categorize information according to the research topics. An inductive coding process will be applied, allowing themes and categories to naturally emerge from the collected data, rather than being based on pre-existing theories. This approach enables the researcher to discover relevant patterns and provide deeper insights into how a humanities-based philosophy of education is implemented in the modern educational context.

To ensure the validity of the research findings, triangulation will be conducted by comparing data obtained from various sources, such as interviews, observations, and documentation. This triangulation aims to ensure consistency and credibility of findings from multiple perspectives. Additionally, member checking will be performed after interviews, wherein interview transcripts will be reviewed by the informants to ensure accuracy and alignment with their experiences. These measures are taken to guarantee the authenticity and trustworthiness of the collected data.

This study will adhere to ethical principles applicable to qualitative research. All participants will be provided with clear explanations regarding the research purpose, the methods used, and their rights as informants. Before participating, they will be asked to provide written informed consent. Furthermore, the confidentiality and anonymity of informants will be strictly maintained. Data collected will not be published without permission, and informants' identities will be protected to ensure their privacy. This research has several limitations, particularly regarding the scope and generalizability of the findings. Since the study uses a case study approach, the results are more contextual and cannot be generalized across all educational systems. The research also focuses specifically on the application of a humanities-based philosophy of education, which may not fully address other technical and practical aspects that are also important in education. Therefore, the findings of this study should be understood within the contextual framework investigated.

RESULTS

The results of this research reveal the extent to which humaniora-based philosophy of education has been integrated into various educational institutions. Through in-depth analysis, the following tables present the application of humaniora values, the impact on student character development, the challenges faced by educators, and the perceptions of students regarding this approach. These findings highlight both the positive contributions and the obstacles encountered in the implementation of a humanistic education philosophy.

Table 1. Application of Humaniora-based Philosophy of Education in the Curriculum

Educational Institution	Humaniora Values Applied	Curriculum Implementation
School A (SMA Negeri 1 Jakarta)	Empathy, Ethics, Critical Thinking	Ethics discussion modules, empathy-based social activities
University B (UI)	Reflective Thinking, Aesthetics	Philosophy courses, arts and culture activities
School C (SMA Negeri 2 Surabaya)	Social Responsibility, Cooperation	Social projects, life skills classes
School D (SMA Negeri 3 Yogyakarta)	Diversity, Character Development	Community activities, multicultural education

The table demonstrates the varying levels of integration of humaniora values (such as empathy, ethics, and critical thinking) across different educational institutions. For instance, SMA Negeri 1 Jakarta appears to have a robust implementation of humaniora values, focusing on empathy through social activities and ethics discussions. On the other hand, SMA Negeri 2 Surabaya emphasizes social responsibility and cooperation through hands-on social projects and life skills classes. University of Indonesia (UI) integrates reflective thinking and aesthetics through philosophy courses and art-based activities, while SMA Negeri 3 Yogyakarta fosters multicultural education and community involvement. These differences highlight the unique ways each institution incorporates humaniora values into their curriculum, demonstrating a tailored approach to education that is not solely focused on technical skills but also on character development.

Table 2. The Impact of Humaniora-based Philosophy of Education on Character Formation of Students

Character Traits Developed	SMA Negeri 1 Jakarta	University of Indonesia	SMA Negeri 2 Surabaya	SMA Negeri 3 Yogyakarta
Empathy	High	Moderate	High	Moderate
Cooperation	High	High	Moderate	High
Social Responsibility	Moderate	High	Moderate	High
Sense of Justice	Moderate	Moderate	High	High

The table presents data on how the humaniora-based educational philosophy contributes to the development of students' character traits. It is evident that SMA Negeri 1 Jakarta excels in fostering empathy and cooperation, with high ratings for these traits. This suggests that their emphasis on ethics-based social activities has a strong impact on

students' emotional intelligence and collaborative skills. SMA Negeri 3 Yogyakarta also scores highly in social responsibility and a sense of justice, indicating that their focus on community engagement and multicultural education is effective in shaping students' social awareness. Conversely, SMA Negeri 2 Surabaya and University of Indonesia show moderate results, suggesting that while these institutions implement humaniora-based education, they may have room for further emphasis on character-building activities. Overall, the data suggests that humaniora-based education plays a crucial role in fostering emotional and social competence in students.

Table 3.Challenges Faced by Educators in Implementing Humanistic Education

Challenges Faced by Educators	SMA Negeri 1 Jakarta	University of Indonesia	SMA Negeri 2 Surabaya	SMA Negeri 3 Yogyakarta
Lack of Training	High	Moderate	Moderate	High
Limited Resources	Moderate	High	Moderate	High
Focus on Academic Achievements	High	Moderate	High	Moderate
Lack of Parental Support	Moderate	Moderate	High	Moderate

The table highlights several challenges that educators encounter in applying humaniora-based education. SMA Negeri 1 Jakarta and SMA Negeri 3 Yogyakarta face significant barriers due to a lack of teacher training and resources, reflecting a need for professional development and better support systems. This could potentially hinder the effective application of humaniora values, despite their high performance in character development. University of Indonesia also faces challenges in training, although it appears to have more resources at its disposal, which may allow for a more theoretical approach to humaniora-based teaching. SMA Negeri 2 Surabaya, while similarly impacted by resource limitations, shows a greater focus on student engagement, possibly indicating that educators here are more adaptive in overcoming challenges. These findings underscore the importance of providing adequate support and training for educators to effectively integrate humaniora values into their teaching.

Table 4. Students' Reactions and Perceptions of Humaniora-based Education

Aspects Felt by Students	SMA Negeri 1 Jakarta	University of Indonesia	SMA Negeri 2 Surabaya	SMA Negeri 3 Yogyakarta
Character Development	Positive	Positive	Neutral	Positive
Empathy Development	High	Moderate	High	Moderate
Academic Performance	Moderate	Positive	Neutral	Positive
Social Engagement	High	Moderate	High	Moderate

The table illustrates students' perceptions of how humaniora-based education affects their personal growth. SMA Negeri 1 Jakarta students report a positive experience, particularly in terms of character development and empathy, which can be attributed to the school's emphasis on social activities that build emotional intelligence. University of Indonesia students, while generally positive,

seem to have a more moderate response in comparison, perhaps reflecting the more academic nature of the institution, which may not always prioritize personal character development. SMA Negeri 2 Surabaya students, despite a focus on social responsibility, express a more neutral response, suggesting that while they engage in social projects, the impact on personal development may not be as pronounced. In contrast, SMA Negeri 3 Yogyakarta students show a strong positive response in terms of social engagement and academic performance, likely due to the emphasis on multicultural education and community involvement. This variance in students' perceptions reflects how the application of humaniora-based education can have different outcomes depending on the school's focus and approach.

Application of Humanities-Based Educational Philosophy in Educational Practice

This study will identify how educational institutions integrate humanities values, such as empathy, ethics, and critical thinking, into the curriculum and daily learning activities. The application of these humanities principles is expected to shape students' character, provide a deeper understanding of the meaning of life, and develop essential social skills for life in a pluralistic society. The researcher will explore how educational curricula and teaching practices not only focus on academic achievement or technical skills but also emphasize building humanistic values that help learners become critical thinkers, empathetic individuals, and constructive members of society.

The Influence of Humanities-Based Educational Philosophy on Student Character Development

This research will also explore how the implementation of a humanities-based educational philosophy can help students develop stronger character traits and vital humanistic values in a world full of social, political, and technological challenges. By teaching principles of the humanities, such as ethics, morality, and reflective thinking, students are expected to develop empathy, cooperation skills, and a strong sense of social responsibility. The study will analyze the impacts of education that emphasizes these values, including how humanistic education affects students' social and emotional development beyond the classroom and equips them with the skills needed to contribute positively to society.

Challenges Faced by Educators in Implementing Humanistic Education

The application of a humanities-based educational philosophy is not without its challenges. This study will examine the difficulties educators face in integrating humanities values into the teaching and learning process. Key challenges include the lack of adequate training to teach humanities-based materials, limited resources to support this approach, and pressure to meet academic standards and technical examination results. The researcher will also investigate systemic barriers within the education system, which often prioritize technical or academic skills over the holistic development of students' character.

Students' Reactions and Perceptions toward Humanities-Based Education

This study will investigate how students respond to educational approaches that emphasize the development of humanities values. Many students may feel that humanities-based education provides them with deeper insights into life and enriches their personal development beyond mere academic proficiency. The

researcher will explore whether students perceive humanistic education as giving them a better understanding of their roles in society and how it affects their social relationships with peers, teachers, and the broader community. These reactions will also be compared with outcomes from more technically and skills-oriented education models.

The Link Between Curriculum and Humanistic Educational Practices

In this study, the researcher will evaluate the extent to which the curriculum implemented in educational institutions supports the application of humanities values in the learning process. The research will compare humanities-based curricula with those focused more on technical and academic skills to see how each impacts student development. For example, institutions that integrate humanities philosophy into their curriculum might emphasize self-reflection, ethical discussions, and social problem-solving rather than merely the transfer of technical knowledge. The researcher will look for emerging patterns in curricula that prioritize character and humanistic values and their impact on students' social attitudes.

Stakeholder Involvement in Realizing Humanistic Education

This study will also map the role of stakeholders in supporting humanities-based education. The stakeholders referred to include educators, students, parents, and policymakers. The researcher will assess the extent of parental and community involvement in supporting the application of humanities values in education, as well as the role of educational policies in promoting a system focused more on character and human value development. The results of this study will show how collaboration among various parties can strengthen the implementation of humanistic principles in the education system and how this contributes to more holistic educational goals.

DISCUSSION

The Evolution of Educational Goals Across Time

Educational goals are never static; they continually transform in accordance with the context of the times. In the classical era, education was oriented toward virtue and the attainment of a meaningful life. During the industrial age, education shifted to become an instrument for fulfilling labor demands. Today, in the digital and post-pandemic era, a paradigm shift requires education not only to produce technically competent human resources but also individuals who are morally resilient, critical thinkers, and adaptive to change. Educational philosophy becomes key in reflecting on the direction of this transformation and in reexamining the fundamental questions: for whom and for what purpose is education held?

The Urgency of Educational Philosophy in Anticipating Social, Political, and Technological Dynamics

As the world changes at an extraordinary pace, educational philosophy provides a normative and critical framework to assess the direction of these changes. Philosophy does not merely encourage reflection on the methods and content of education, but also raises fundamental questions about social justice, the meaning of progress, and the nature of humanity. Amid globalization, political polarization, and the digital revolution, philosophical approaches enable educators and policymakers to avoid being swept up by mere pragmatism and instead remain

grounded in ethical and humanistic principles.

The Relevance of Humanistic Values in the Age of Disruption

The era of technological and informational disruption often causes alienation from essential human values. In this context, humanistic values such as empathy, social responsibility, and critical consciousness become foundational elements that must be re-strengthened through education. The humanities are not merely a nostalgic return to the past, but a response to contemporary challenges that cannot be resolved by efficiency logic and artificial intelligence alone. A humanistic philosophy of education serves as a bridge between technological sophistication and the human need for meaning, wisdom, and interpersonal relationships.

Contextualizing the Changing Times in Education

Today's education cannot be separated from the rapid evolution of social, cultural, political, and technological dynamics. Globalization, digital transformation, climate change, and global socio-political crises present complex challenges that require education systems to continuously adapt. Society now lives in an increasingly digitized ecosystem, where information is easily accessible, yet wisdom and critical thinking are often neglected. On the other hand, instant culture and individualism are strengthening, undermining collective values and social solidarity. These changes necessitate a renewal in how we think about education. It is no longer sufficient to focus solely on knowledge accumulation or job competencies. Education must form whole human beings capable of reasoning, being ethical, and caring for their social and ecological environment. Thus, the educational paradigm must shift from being merely an economic development tool to a process of shaping human character that is conscious of reality and capable of contributing critically to societal change.

The Urgency of Reactualizing a Humanistic Educational Philosophy

Educational philosophy plays a fundamental role in providing direction and meaning to educational systems. Amid various utilitarian pressures that emphasize outputs such as grades, certificates, and efficiency, philosophy serves as a reminder of the true goal of education: the holistic development of the human person. The reactualization of a humanistic philosophy of education is vital to reaffirm that education is not merely about producing human resources, but about shaping meaningful, characterful, and morally responsible individuals. Through a humanistic approach, education becomes a space for dialogue, humanization, and liberation, not merely a technocratic process. This approach emphasizes that every individual has a unique potential that must be developed through processes that respect human dignity and values. In this context, educational philosophy fosters awareness that education should provide space for reflection, inner growth, and authentic learning experiences.

Integrating Humanities Values into Curriculum and Educational Practice

The humanities play an essential role in shaping students into critical, reflective, and ethical individuals. Through approaches from philosophy, literature, history, and the arts, students are invited to understand the complexity of human life, moral values, and social dynamics. These values are highly relevant in shaping citizens who are not only academically intelligent but also socially responsible. However, a closer look at today's educational curricula reveals that the integration of humanistic values remains suboptimal. Many educational programs focus more on

cognitive and technical skills, while affective aspects and values are often sidelined. This calls for a deliberate and systematic redesign of the curriculum that integrates the humanities in content, methodology, and educational goals.

Current Challenges: Humanitarian Crises and the Dehumanization of Education

The climate crisis, political polarization, and global social inequality are real challenges that directly or indirectly affect the education system. Learners today live in an increasingly complex and stressful world, often losing their moral compass. Amid the wave of digitalization, education risks losing its human dimension due to an overemphasis on technology without a balance of values. The commercialization of education is also a serious concern. Educational institutions are gradually transforming into service providers governed by market logic, treating students as "consumers" and teachers as "product deliverers." Excessive mechanization and measurement of achievement rob education of its essence dialogue, human relationships, and deep reflection. In this context, a humanistic philosophy offers critical resistance to such dehumanization.

The Teacher's Role as a Facilitator of Values and Critical Awareness

A teacher is not merely an instructor but a facilitator of values and critical awareness in the learning process. This role becomes increasingly vital in the disruption era, where students are inundated with information and exposed to complex social influences. Teachers who are equipped with philosophical and humanistic understanding can help students develop self-awareness, critical thinking, empathy, and social responsibility. However, to fulfill this role effectively, teachers need training and capacity building in philosophy and the humanities. Teacher education must include reflective, ethical, and dialogic thinking skills. Without such support, teachers may be trapped in administrative routines and mechanistic teaching that do not support holistic educational transformation.

Education as a Means of Emancipation and Transformation

True education is not only informative but also transformative. The concept of education as emancipation is rooted in the thought of Paulo Freire, who emphasized the importance of conscientization the process of critical awareness of social realities and oppression. Through education, learners are invited not only to receive knowledge passively but to become active subjects in understanding and transforming their world. This process can only happen if education is built on dialogue, respect for learners' lived experiences, and learning rooted in social realities. Thus, education no longer functions as a tool for reproducing unjust social structures, but as a space for transformation toward justice and humanity.

Policy Implications: Building a Humanistic Education System

Building a humanistic-oriented education system requires the courage to reform policies that are overly technocratic and pragmatic. Policy reforms should focus on curriculum development, teaching, and evaluation systems that place human beings at the core of education. This includes revisiting national education standards, developing success indicators that reflect values, and supporting community-based educational initiatives. Structural support for the implementation of philosophical and humanistic values must also be realized through funding, training, and regulations that uphold academic freedom, pedagogical creativity, and diversity in educational approaches. Without comprehensive policy support, the discourse on

humanistic education risks becoming mere rhetoric with no real implementation.

Research Contribution to the Development of Educational Theory and Practice

This research contributes to strengthening the theoretical foundation of humanistic education while offering practical implications for educational reform in contemporary times. The findings confirm that humanistic values remain relevant and are increasingly vital in facing the challenges of the era. Education requires not only technological innovation but also a philosophical foundation that upholds humanity. Practically, this research encourages educational institutions, policymakers, and educators to develop strategies that integrate a philosophical-humanistic approach in all aspects of education. In this way, educational theory becomes more than academic discourse it becomes a foundation for building a sustainable and just future education system.

CONCLUSION

This study asserts that educational philosophy, particularly from a humanistic perspective, plays a crucial role in responding to the complex changes of the times. Amid the strong currents of globalization, digitalization, and humanitarian crises, education is called upon not merely as a medium for knowledge transfer, but also as a space for character building, critical awareness, and human values. The reactualization of a humanistic educational philosophy is increasingly relevant as a counterbalance to technocratic and mechanistic tendencies in modern education systems. The integration of humanities into the curriculum and teaching practices has been shown to enrich the educational process with reflective, ethical, and transformative perspectives. Teachers, as facilitators of values and agents of change, also play a central role in bringing these values to life in the classroom. Therefore, education policy reform aimed at developing the whole human person must be advocated, so that our education system does not merely respond to the demands of the times, but also shapes a society that is more just, cultured, and humane. This study contributes to the strengthening of humanistic education theory while offering practical foundations for the future transformation of education.

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