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Philosophy-Based Learning: An Urgency in Welcoming Indonesia's Golden Generation 2045

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Abstract

Philosophy-based learning also supports the development of character and morals in students. The aim of this study is to understand how philosophy-based learning can be integrated into the education system in Indonesia and to identify the philosophical values that are relevant for building the character of Indonesia's golden generation in 2045. The research method used is library research. The results of this study indicate that philosophy-based learning plays a crucial role in developing Indonesia's golden generation in 2045, fostering critical, reflective, and creative thinking. Despite facing various challenges, such as the cultural resistance of an education system focused on outcomes, limited teacher competencies, and the diversity of societal values, this approach remains relevant to realizing Indonesia's grand vision.

Keywords: Philosophy-Based Learning, Welcoming Indonesia's, Golden Generation 2045

1. INTRODUCTION

Philosophy-based learning plays a strategic role in shaping a generation that is well prepared to realize Indonesia Emas 2045. As an educational approach that emphasizes critical reflection, rationality, and a deep understanding of values, philosophy-based learning is able to guide learners not only to comprehend the realities of the world, but also to encourage them to act ethically, creatively, and in a problem-solving-oriented manner (Mardiana et al., 2020). In this context, philosophy is not merely viewed as a discipline detached from everyday practice, but rather as a foundation for the development of systematic and innovative ways of thinking (Herlambang, 2021; Herlambang & Abidin, 2022; Permana et.al., 2024).

One of the fundamental reasons for the importance of philosophy-based learning lies in the increasingly complex challenges faced by Indonesia in the era of the Industrial Revolution 4.0 and in the journey toward Indonesia Emas 2045. Digitalization, globalization, climate change, and socio-economic disruption require human resources who are not only technically skilled, but also capable of critical, analytical, and solution-oriented thinking. According to Maksum et al. (2023), philosophy offers a conceptual framework that enables individuals to understand the interconnections among various phenomena, identify the root causes of problems, and formulate holistic solutions. For instance, in addressing the growing problem of social inequality, philosophy-based learning can help younger generations understand ethical dimensions and social justice, thereby enabling

them to design inclusive policies or initiatives (Yunansah et al., 2022; Wahid et al., 2023; Wahid & Asrina, 2024).

Philosophy-based learning also supports the formation of learners' character and moral development. Education in Indonesia has often focused on cognitive and academic aspects, while character development tends to be overlooked. According to Susongko (2019), philosophy, through the study of ethics and moral thought, provides space for learners to reflect on the values they hold and how these values can be applied in everyday life. In the context of Indonesia's diversity, philosophy can also serve as a bridge for fostering tolerance and intercultural understanding. By studying various philosophical perspectives from both local and global traditions, learners are able to appreciate diversity of thought and contribute to social harmony.

The urgency of philosophy-based learning also lies in its capacity to foster innovation. Indonesia Emas 2045 represents a vision of positioning Indonesia as one of the world's largest economies. Achieving this vision requires innovation across multiple sectors, including technology, education, and the creative industries (Yanuarsari & Muchtar, 2019). Philosophy helps create an intellectual environment that encourages the courage to think beyond conventional boundaries. By cultivating the habit of asking "why" and "how," philosophy-based learning opens pathways for the emergence of new ideas that can serve as solutions to future challenges.

The implementation of philosophy-based learning within the Indonesian education system, however, requires appropriate strategies. One such strategy is the integration of philosophy into school and higher education curricula. According to Armanila (2021), philosophy can be taught as an independent subject or integrated into other subjects such as civic education, history, or the arts. This approach enables learners to perceive the relevance of philosophy across various aspects

2. METHOD

The library research method is a relevant approach for the study entitled "Philosophy-Based Learning: An Urgency in Preparing for Indonesia Emas 2045." This study aims to explore and analyze philosophical ideas

of life. Furthermore, the teaching methods employed in philosophy education should be interactive and participatory such as group discussions, debates, and problem-solving simulations so that learners feel engaged and motivated.

Another challenge in implementing philosophy-based learning concerns the readiness of educators. Teachers and lecturers must possess a deep understanding of philosophy as well as the ability to deliver material in an engaging and relevant manner. Training and professional development for educators are therefore crucial to ensuring the success of this approach. Support from government policies and other stakeholders is also necessary to create an educational ecosystem conducive to philosophy-based learning (Achmad Saefurridjal et al., 2023).

From a historical perspective, philosophy-based learning has served as a foundation for many great civilizations throughout the world. For example, in Ancient Greece, the philosophical ideas of figures such as Socrates, Plato, and Aristotle influenced not only education, but also politics, art, and science (Suyitno & Rochmad, 2015). In Indonesia itself, philosophical traditions have long existed in the form of local wisdom, such as Javanese, Minangkabau, and Bugis philosophies, which are rich in cultural values. Integrating these traditions into modern education can be a strategic step toward building a strong national identity that remains adaptive to global change.

Philosophy-based learning is not merely about studying abstract theories, but about preparing individuals who are capable of reflective thinking, wise action, and positive contributions to society. In facing Indonesia Emas 2045, investing in education that instills philosophical values is a visionary step that will not only strengthen the nation's moral and intellectual foundations, but also ensure that future generations are able to confront challenges and seize opportunities with confidence (Novriadi et al., 2023)

drawn from various sources, including books, academic journals, and official documents related to philosophy-based learning. Through this method, researchers are able to examine theories of philosophical education, value-based learning approaches, and their relevance

to the vision of Indonesia Emas 2045, which emphasizes the development of high-quality human resources. The steps involved in the literature study include topic identification, collection of relevant literature, critical analysis of texts, and the construction of a conceptual framework. The literature reviewed includes the thoughts of educational philosophers such as Al-Ghazali, John Dewey, and Paulo Freire, who emphasize the importance of critical, reflective,

3. RESULT AND DISCUSSION

Result

The integration of philosophy-based learning concepts into Indonesia's education system represents a strategic step toward cultivating a generation that is critical, reflective, and strong in character. Philosophy-based learning is oriented toward the development of deep and analytical thinking skills, as well as the internalization of universal values that contribute to the formation of well-rounded individuals (Mufilah & Amini, 2018). Within the Indonesian context—characterized by diverse cultural, religious, and social backgrounds—this approach is particularly relevant for fostering social harmony and driving national progress toward the vision of Indonesia Emas 2045. Nevertheless, the implementation of this concept requires a comprehensive understanding and systematic implementation strategies.

The first step in integrating philosophy-based learning is curriculum development that explicitly incorporates philosophical components. Philosophy subjects may be introduced at the secondary education level, with content tailored to students' cognitive development.

For example, at the junior secondary school (SMP) level, instruction may focus on introducing fundamental philosophical concepts such as ethics, logic, and value philosophy. At the senior secondary school (SMA) level, learning may be expanded to include philosophy of education, social philosophy, and critical thinking. These

and morally grounded education. This method enables the study to gain an in-depth understanding of how philosophy-based learning can foster a nation characterized by integrity, creativity, and global competitiveness. This method, data are collected from various relevant literature sources, including books, journal articles, research reports, and other academic materials.

materials should be designed contextually to ensure relevance to students' daily lives, enabling them to apply philosophical values in decision-making and behavior (Muliadi et al., 2022).

Philosophy-based education also requires specialized training for educators. Teachers must possess a deep understanding of philosophy and be capable of integrating philosophical approaches into the learning process. Teacher training should be conducted through certification programs or specialized workshops designed to equip educators with philosophy-based teaching skills (Mul Khan, 2007). Through such training, teachers can learn how to facilitate reflective discussions, encourage critical thinking, and create inclusive classroom environments for the exploration of ideas. Teachers must also be able to connect philosophical learning with local values and global challenges, enabling students to develop a holistic understanding.

Philosophy-based learning should be implemented using interactive and participatory teaching methods. Group discussions, debates, case studies, and simulations may be employed to stimulate students' critical and analytical thinking skills (Dinihari et al., 2023). In group discussions, for instance, students may be encouraged to examine relevant moral or social issues such as justice, equality, and environmental sustainability. Debates allow students to practice presenting logical arguments while respecting differing viewpoints. Case studies help students understand how philosophical

principles can be applied in real-life situations, while simulations enable them to practice decision-making based on learned values.

The effectiveness of philosophy-based learning can be enhanced through the use of educational technology. Digital platforms such as learning applications, interactive videos, and online discussion forums can enrich the learning process. These technologies allow students to access a wide range of philosophical resources, including classical philosophical works, lectures, and academic articles. Technology also facilitates collaborative learning environments where students can exchange ideas and learn from one another's experiences. This approach aligns with the vision of 21st-century education, which emphasizes digital literacy and critical thinking as essential competencies (Verawati & Sarjan, 2023).

The integration of philosophy-based learning must also consider Indonesia's cultural context and local values. Local philosophical traditions, such as the educational philosophy of Ki Hajar Dewantara, can serve as foundational references in curriculum development. Principles such as "ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani" reflect values of leadership, collaboration, and independence that are highly relevant to character formation. By combining local and universal philosophies, students can develop a strong national identity while maintaining a global perspective.

However, several challenges must be addressed in implementing philosophy-based learning (Hamidy & Purboningsih, 2016). One major challenge is the limited public understanding of the importance of philosophy in education. Philosophy is often perceived as abstract and impractical. Intensive socialization efforts are therefore needed to raise awareness of philosophy's role in fostering a critical and ethical generation. Governments, educational institutions, and academic communities must

collaborate to promote philosophical values through seminars, workshops, and educational campaigns.

Resource limitations, including the shortage of qualified philosophy educators and the availability of learning materials, also pose significant challenges. To address these issues, collaboration with universities and research institutions is essential. Universities can provide teacher training, while research institutions can develop high-quality instructional materials. According to Rangkuti (2016), the government can also offer incentives to schools that adopt philosophy-based learning, encouraging broader institutional participation.

In the long term, the integration of philosophy-based learning is expected to generate significant positive impacts. Students who are accustomed to critical and reflective thinking will be better prepared to face future complexities. They will possess the ability to analyze problems deeply, make wise decisions, and contribute to the development of a more just and sustainable society. Thus, philosophy-based learning is not only an urgent necessity in advancing Indonesia Emas 2045 but also a foundational pillar for building a refined and civilized civilization.

Philosophical values play a vital role in shaping the character of Indonesia's Golden Generation 2045. These values provide moral, ethical, and intellectual foundations that contribute to the development of individuals who are excellent, principled, and globally competitive. In Indonesia's multicultural context, philosophical values must integrate local wisdom with universal thought to promote social harmony and sustainable national development.

One particularly relevant philosophical value is justice. Justice lies at the core of many philosophical systems and is essential for creating a prosperous society (Ismail, 2016). In the development of the Golden Generation, justice can be realized through equitable access

to education, fair distribution of resources, and equal treatment regardless of social, cultural, or religious background. This value fosters awareness of rights and responsibilities and encourages fair conduct in social life.

Wisdom, or *phronesis* in the Aristotelian tradition, is also highly relevant. Wisdom entails the ability to make sound decisions based on deep understanding and moral values. A wise generation will be capable of addressing globalization challenges by making decisions that are not only economically beneficial but also ethical and sustainable. In education, wisdom can be cultivated through reflective and analytical learning approaches.

Humanity is another essential value in character development. Philosophical teachings from thinkers such as Confucius and Immanuel Kant emphasize respect for human dignity and ethical conduct (Dwi Setia Kurniawan, 2022). In Indonesia, this value resonates with the spirit of *gotong royong* and social solidarity. A generation that embodies humanity will be empathetic, cooperative in diversity, and committed to creating a better world.

Integrity is equally important. Integrity reflects consistency between values, words, and actions. Moral philosophies of figures such as Socrates and Al-Ghazali highlight integrity as fundamental to a meaningful life. The Indonesian Golden Generation with integrity will emerge as honest, responsible, and trustworthy leaders. Integrity education should begin early through the cultivation of honesty, responsibility, and moral courage (Handayani & Zaim, 2023).

Critical thinking is indispensable in addressing the complexities of the modern era. Rooted in Western philosophical traditions from thinkers such as Descartes and John Dewey, critical thinking involves the ability to analyze information objectively, evaluate arguments, and draw logical conclusions. Within the context of Indonesia Emas 2045, critically minded

individuals will be better equipped to solve problems, innovate, and adapt to rapid technological and social changes.

Independence is another relevant philosophical value. Existentialist philosophers such as Kierkegaard and Sartre emphasize personal responsibility and autonomy as the essence of human existence. Independent individuals are proactive, creative, and capable of initiating opportunities for themselves and society.

Sustainability has become increasingly important amid global environmental crises (Ningsih et al., 2022). Ecological philosophies proposed by thinkers such as Arne Naess and Aldo Leopold stress harmonious relationships between humans and nature. Sustainability education can promote environmental ethics, responsible resource management, and respect for all forms of life.

Pluralism is also essential for fostering harmony in diversity. Philosophical pluralism, as articulated by thinkers such as Bhikhu Parekh and John Rawls, emphasizes respect for differences and dialogue (Meliniasari et al., 2023). Understanding this value enables the Golden Generation to act as agents of peace, promoting tolerance and social cohesion.

To ensure these values are internalized, both formal and informal education must play active roles. Curricula can integrate philosophical values through character education, philosophy, and civic education courses. Project-based learning can help students apply these values in real-world contexts. Beyond formal education, families and communities must reinforce these values through role modeling and habituation.

In the long run, these philosophical values are expected to shape an Indonesian Golden Generation characterized by high moral standards, intellectual excellence, and strong social responsibility (Marom et al., 2022). Such a generation will be capable of addressing both local and global challenges while contributing

meaningfully to the realization of a just, advanced, and sustainable Indonesia by 2045.

Philosophy-based learning plays a significant role in enhancing students' critical, reflective, and creative thinking abilities. By emphasizing dialogue, deep analysis, and idea exploration, philosophy provides students with opportunities to develop complex cognitive skills. This approach enables learners not merely to absorb information passively but to evaluate, critique, and generate solutions to diverse problems.

Through philosophy-based learning, students are encouraged to analyze arguments, evaluate evidence, and draw logical conclusions. Socratic dialectics, which rely on probing questions, help students challenge assumptions, identify biases, and develop deeper understanding (Fedi et al., 2021). Philosophy also strengthens reflective thinking by encouraging students to examine their experiences, values, and decisions. Ethical studies, for example, enable learners to reflect on moral consequences and social responsibility (Cindy Reichmann Andriwardhaya et al., 2023).

Philosophy-based learning further enhances creativity by encouraging students to explore alternative perspectives and think beyond conventional frameworks. Existential philosophy, in particular, stimulates imagination and innovation by inviting reflection on meaning and freedom (Fairus et al., 2023). Additionally, philosophy promotes holistic thinking by integrating insights across disciplines and linking theory with practice.

4. CONCLUSION

Evaluation is also a crucial component of this implementation strategy. The government and educational institutions need to develop evaluation instruments capable of measuring the extent to which philosophy-based learning enhances students' critical, reflective, and creative thinking skills. These evaluation tools may take the form of rubrics designed to assess the quality of arguments,

In practice, philosophy-based learning can be implemented through group discussions, philosophical case studies, and guided dialogue. These methods enhance critical thinking, communication, and collaboration skills (Supriyatin, 2022). Teachers play a crucial role in fostering open and inclusive learning environments, guiding students to connect philosophical concepts with real-life experiences (Sulastri & Bustan, 2022).

Despite its benefits, philosophy-based learning faces challenges in Indonesia's education system. These include exam-oriented educational culture, limited teacher competency, curriculum constraints, and cultural diversity. Addressing these challenges requires systematic teacher training, curriculum redesign, technological integration, and synergy among schools, families, and communities. Integrating local wisdom, including Pancasila values, can ensure philosophical education remains culturally relevant and nationally grounded (Marom et al., 2022).

Ultimately, philosophy-based learning offers a strategic pathway to developing 21st-century skills such as problem-solving, collaboration, and innovation. Through interdisciplinary integration with science, technology, arts, and humanities, philosophy can equip students to confront ethical, social, and technological challenges. In doing so, philosophy-based education becomes a powerful foundation for realizing the vision of Indonesia Emas 2045.

analytical abilities, and the depth of students' reflections. Through such strategies, philosophy-based learning can serve as a catalyst for nurturing Indonesia's golden generation—one that not only excels in knowledge but also possesses strong character and profound thinking abilities. The existing challenges must be addressed through commitment and collaboration among all

stakeholders, including the government, educators, and the wider community. Ultimately, the integration of philosophy-based learning will contribute to realizing the grand vision of Indonesia Emas 2045: becoming a

developed, just, and dignified nation amid global competition (Fedi et al., 2021).

5. ACKNOWLEDGE

Philosophy-based learning plays a vital role in shaping Indonesia's Golden Generation 2045 by fostering critical, reflective, and creative thinking. Despite facing various challenges—such as resistance within outcome-oriented educational cultures, limited teacher competencies, and the diversity of societal values—this approach remains highly relevant to achieving Indonesia's long-term vision. Addressing these challenges requires comprehensive strategies, including teacher training, curriculum adaptation, the effective use of technology, and synergy among schools, families, and communities.

It is also essential to integrate local values, such as Pancasila, into philosophy-based learning so that students not only develop deep thinking skills but also appreciate and uphold national identity. Interdisciplinary approaches and effective evaluation tools can further ensure the achievement of these learning objectives. With proper implementation, philosophy-based learning can cultivate a generation with strong character, global competitiveness, and the capacity to face 21st-century challenges, thereby supporting Indonesia's aspiration to become a developed and dignified nation by 2045.

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