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# Integration of Philosophical Thinking Methods to Encourage Deep Learning Achievement in Educational Units

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**ABSTRACT**
**Background.** The lack of learning methods offered in classrooms has caused a slowdown in the development of students' reasoning skills in educational units.
**Purpose.** exploring philosophical approaches as a conceptual framework for developing students' critical, analytical, and reflective thinking skills.
**Method.** The method used in this writing is a literature study, by tracing various references related to the topics discussed in this study. This study highlights the importance of Ontology, Epistemology, Axiology in building a deep conceptual understanding for students in educational units. By using theoretical analysis and an interdisciplinary approach.
**Results.** The results of the study show that philosophical thinking methods can encourage the search for meaning, the development of logical arguments, and the integration of ethical values in the learning process.
**Conclusion**. Philosophy-based learning encourages active participation of students, strengthens their ability to contextualize knowledge, and increases their intrinsic motivation for lifelong learning.

**KEYWORDS**
Integration, Philosophical thinking methods, Deep Learning Concept, Educational Units

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## INTRODUCTION

The 21st century education paradigm has been massively controlled by the information technology network. The presence of this technology giant in every aspect of human life has encouraged and required the world of education to move quickly and change the educational landscape itself massively, without having to wait for the birth of policies to midwife an innovation in the field of education. In the context of 21st century education, achieving the concept of deep learning is one of the main goals in developing the curriculum of educational units. Deep learning not only emphasizes the mastery of factual information, but also on deep understanding, critical analysis, and reflective ability in constructing knowledge. To achieve this, an approach is needed that can hone higher-order thinking skills, one of which is through the application of philosophical thinking methods in the learning.

Pragmatist philosophers in  argue that education must teach someone how to think and adapt to changes that occur in society. Philosophical thinking is rooted in critical, reflective, logical, and argumentative thinking skills which are important elements in building a deep understanding of a concept (Jiao, 2025; Suo et al., 2024). This approach allows students to not only receive knowledge passively, but also to be able to explore meaning, question assumptions, and relate knowledge to various life contexts. This is in line with the goals of education that are oriented towards problem solving and innovation.

In the curriculum of educational units, the application of philosophical thinking methods can be realized through various strategies, such as reflective discussions, Socratic dialogues, concept analysis, and philosophy-based inquiry approaches (Epstein, 2025; Goligher et al., 2024; Ma & Gu, 2025; Russell, 2025). This approach has been proven effective in improving critical and creative thinking skills which are the basis for deep learning.

The concept of philosophical thinking has three main objects of study which include: ontology, epistemology, and value theory (Norris, 2024). Ontology explains questions about what: what is studied in science, or what is the nature of what is studied. Epistemology explains questions about how: what is the process of acquiring knowledge, what things must be considered to obtain true knowledge, what is called truth and what are its criteria. The object of epistemology study is to question how something appears, how we know it, how we distinguish it from others, so that it concerns the situation and conditions of space and time regarding something (Barnett, 2024; Webster, 2024; Zulaica et al., 2025). Axiology is the science of values. Axiology basically discusses the relationship between science and values, whether science is value-free and whether science is bound by values. Because it is related to values, axiology is related to good and bad, related to what is appropriate or appropriate, inappropriate or inappropriate.

Students' readiness to face the complexity of the modern world is the main reason for implementing deep learning, with a focus on developing critical thinking, creativity, and problem solving (Mukhlis et al., 2024; Pavlov, 2024). Philosophical thinking, with its reflective, critical, and analytical characteristics, can be the foundation for achieving deep learning. In the context of education, philosophical thinking includes the ability to ask questions, explore, and evaluate concepts in depth. This article aims to analyze the role of philosophical thinking in educational units as a strategy to support deep learning.

often occurs in the current classroom learning process is learning that is dominated by a lecture system from the teacher. This situation with minimal elaboration opens up opportunities for students to be sterile in thinking. Therefore, a breakthrough is needed so that students learn with full awareness and responsibility. Students need to understand that they are fully responsible for their learning (Antoine-Mahut, 2024; Kalmanson, 2024; Lobastov, 2025). This will be realized in a learning atmosphere that presents a good strategy. Providing complexity of activities (various activities). Educators need to shift the conventional paradigm to a progressive paradigm. Encourage students to think and reflect deeply, internalize, demonstrate and transform information. And the transformation of information occurs through the creation of new understandings which are the result of new, deeper cognitive structures.

As initiated by the Ministry of Primary and Secondary Education, regarding the learning approach in the concept of Deep learning, this learning model approach is certainly inseparable from efforts to achieve learning that activates students comprehensively and deeply, not only conceptual understanding, but also includes students' abilities to analyze, synthesize, and evaluate information critically and apply it in various contexts.

The main goal of education is to prepare a strong generation, capable and ready to compete in the era and at the global level. The generation that can compete in this condition is a generation that has a high fighting spirit, has intelligence and strong faith. Able to think critically, establish networks through

good cooperation or collaboration, to be able to live in society democratically. Therefore, the concept of philosophical thinking has an important role and must be included in the curriculum concept in educational units in our beloved country.

However, the implementation of philosophical thinking methods in the educational curriculum still faces various challenges, such as the limited understanding of educators regarding philosophical methods, the gap between theory and practice, and the need for a more adaptive and contextual curriculum design (Bikmetov et al., 2024; Byun et al., 2024; Kopf et al., 2025). Therefore, further study of the application of philosophical thinking methods in the educational unit curriculum is crucial to ensure that the learning process is not only informative, but also transformative in encouraging the achievement of deep learning.

Based on this view, this study aims to explore how philosophical thinking methods can be integrated into the curriculum in educational units to improve the quality of deep and meaningful learning for students. With the method of thinking philosophically, it is expected that the concept of deep learning or thinking deeply, critically and creatively can provide meaningful support and insight in developing adaptive, sustainable education, and at the same time answering the challenges and needs of the times. This study is also expected to contribute to the development of more effective educational strategies and in accordance with the demands of scientific developments and the needs of society in this digital era.

## RESEARCH METHODOLOGY

The method used in this writing is literature study or library study. According to (Ramadhan, 2021), a literature study is research conducted from the beginning until completion through a literature study. This study discusses several theories that are reviewed. The author conducted a review of various references consisting of books, journal articles, and articles on website pages. Based on these findings, the author reviewed based on the discussion topic.

## RESULT AND DISCUSSION

### Philosophical Thinking in Education and the Concept of Deep Learning

*Philosophical Thinking in Educators*

States that philosophy is a type of rational human understanding of abstract objects. Everyone who has curiosity will be more interested in making observations, investigating something, and conducting research. A key component of education is philosophy, a scientific field that emphasizes critical reflection on life, knowledge, and values. Philosophy leads humans to think critically and creatively which requires them to create experimental methods so that scientific truth is obtained. This philosophical thinking is also expressed, that philosophy is a science that studies all phenomena of human life and is thought of critically and described in fundamental concepts.

The opinion above is reinforced by (Asmoro, 2010), who states that thinking philosophically means thinking very deeply, comprehensively to the essence, or thinking from various points of view of thought or points of view of science.

The study of philosophy in education should be understood as a science that teaches the basics of reflective and in-depth thinking related to science that allows students to understand various points of view, as expressed, that the study of philosophy in education examines and evaluates arguments and develops new ideas so as to produce deeper findings.

Based on the study of Philosophical Thought, philosophy in this context can be a central means of juxtaposing in-depth learning methods. Various studies of learning models are formulated in an integrated manner and then rooted in educational science in the three scientific dimensions of this philosophy, namely: ontology, epistemology, and axiology. So that all three are able to realize student-centered learning in depth and rooted in interdisciplinary studies.

*Philosophy of science*

Philosophy of science according to Mohar, Andi Hakin Nasution in (Jalaluddin, 2014), that the philosophy of science is an effort by humans to produce orderly and principled thoughts towards an understanding of true knowledge, which can be accepted by reason. Furthermore, (Munip, 2024a) stated, Philosophy is a discipline that studies everything, both visible and invisible.

The main philosophical references contained in the realm of ontology, epistemology, and axiology, from various studies and in-depth studies carried out by experts, cannot be separated from this study. Science in all its forms and manifestations is a real object of philosophical study known as the philosophy of science. Philosophy of science covers various disciplines. As has been expressed by experts, philosophy is the core of science. According to (Suhartono, 2008) the philosophy of science is a field of philosophical study that studies all kinds, forms, and properties of science. To deepen the concept of philosophical thinking and then apply it to the concept of a deep learning approach, it is necessary to first understand that education cannot stand alone. It needs the help of other disciplines to break the deadlock. The deadlock faced by a field of science certainly needs to be solved scientifically to produce theories and methods of advanced scientific approaches. Specifically in the study of philosophy related to this study (the concept of a deep learning approach), Ontology, epistemology, and axiology. This can be explained as follows:

*Ontology*

According to (Jalaluddin, 2014), Ontology is a study of the scientific space that humans can think rationally that can be observed through the five human senses. Furthermore, (Situmeang, 2021), also explains in more depth that Ontology questions about (what). The field of philosophy that studies everything, both those that appear physically (phenomena) and something that is behind reality. Thus, Ontology can help students understand basic concepts, which then lead to more abstract concepts by exploring the nature of existence and the relationship between objects. This can be realized, of course, under the control and guidance of teachers who are trained and professional in understanding philosophical thinking methods.

*Epistemology.*

Epistemology of science is the philosophical foundation of all scientific activities. In their journey to explore the secrets of the universe, humans not only discover new facts, but also constantly question the basis of their understanding of reality (Mulia, 2024).

Viewed from a philosophical perspective, science is formed because humans try to think further about the knowledge they have. Science is a product of epistemology (Suriyati, 2020). Human thinking ability (Yasin et al., 2018), humans are endowed with the ability to think according to a certain way of thinking. This kind of thinking is generally called inference. Reasoning is a process of thinking to draw conclusions in the form of knowledge. For the knowledge produced by reasoning to have a basis in truth, the thinking process must be carried out in a certain way. A certain way of thinking, what is meant here, is of course adjusted to the abilities and learning styles of each student. While the method for drawing this conclusion is called logic, and logic can be broadly defined as "the study of legitimate thinking".

*Axiology*

Axiology is a philosophy of value. The value in question is utility value. What is the use of science in human life? (Abadi, 2016). Axiology discusses the benefits that humans get from the knowledge they acquire (Busthan, 2022). Furthermore, (Bahrum, 2013) states that axiology is thinking about values. The values referred to here include moral values, religious values, beauty values (aesthetics). The values contained in axiology will be understood by students if they feel the benefits of the results of the learning process they experience. Therefore, it is necessary to sharpen meaningful understanding for students before starting learning.

To realize the meaningfulness of philosophical thinking in the development of science, Ontology,

Epistemology, Axiology are not left to run alone. The three must be woven into a more functional twist so that the relationship is a circular spiral in realizing deeper and more meaningful learning.

(Situmeang, 2021) stated that the philosophy of science directs humans to think and reflect on scientific activities with various things related to science as its object rationally, comprehensively, and fundamentally. This is intended to obtain a clear, correct, and complete understanding so that it is hoped that humans can find clarity in understanding science with all its elements. At this level of thinking, teachers as facilitators as well as promoters of the success of learning for all their students should understand this concept of thinking and apply it wisely in the learning process in their tutoring classes.

Furthermore (Soelaiman, 2019), explains the characteristics of philosophical thinking as follows:

*Thinking Radically*

Namely digging to the deepest roots of the problem to find the true nature or meaning.

*Thinking Comprehensively, Thoroughly, generally (Universally), About Something.*

*Thinking Conceptually*

Through contemplation or contemplation, namely finding a concept or theory, and not finding empirical evidence.

*Thinking Coherently and Consistently*

Coherent means in accordance with a logical method of thinking, and consistent means thinking without conflict. Systematic thinking, namely thinking that is purposeful, structured according to a system, interconnected ideas.

*Thinking Freely and Responsibly*

The description of the characteristics of philosophical thinking shows that the philosophical thinking method is very appropriate to be integrated into various learning models to realize the achievement of the deep learning concept, as initiated by the Minister of Primary and Secondary Education (Mendikdasmen) of the Republic of Indonesia, Abdul Mu'ti.

*Deep Learning Concept*

In its initial concept, Deep Learning was aimed at the computer's working system. which is a branch of artificial intelligence (AI) This artificial intelligence is intended to imitate the way the human brain works in the process of receiving and processing information. Simply put, deep learning according to (Sulianta, 2024), is a way to teach computers to learn and think like humans, although of course in a much faster and more efficient way.

According to (Raup et al., 2022), Deep Learning is a learning method that uses multi-layered artificial neural networks, very similar to how the human brain works, where neurons are connected to each other, forming a very complex network of neurons.

Minister of Primary and Secondary Education, Abdul Mu'ti, revealed that deep learning is a learning approach. This approach aims to provide a more meaningful and enjoyable learning experience for students. Deep learning has three main elements, namely Mindfull Learning, Meaningfull Learning, and Joyfull Learning. Mindfull Learning: trying to be aware of the different circumstances of students. Meaningfull Learning: encouraging students to think and be involved in the entire learning process. Joyfull Learning: prioritizing student satisfaction and a deep understanding of the implementation and results of the learning process that has been passed.

From Davis, in (Hariyanti, 2024), Deep Learning is a learning approach in education, rooted in deep learning theories that aim to encourage conceptual understanding, critical analysis, and practical application. Furthermore, (Ramsden & Moses, 1992) stated that, Deep learning as a learning approach emphasizes deep mastery of concepts, in contrast to simply memorizing or recognizing facts quickly. This approach aims for students to understand the essence of a concept and be able to relate it to a relevant practical context.

The implementation of the deep learning concept in the learning process is aimed not only at the cognitive aspect, but also at emotional involvement and motivation to build students' reasoning and

critical thinking skills that are explored through the concept of problem-based learning. The concept of deep learning as an approach in the learning process has three interrelated components, namely meaningful learning, mindful learning, and joyful learning.

To create mindful, meaningful, and joyful learning, a strategy is certainly needed that begins with an in-depth study of students' competencies and learning styles in educational units. Mindful learning or meaningful learning is expected to encourage students' full awareness to stay focused on the moment during the ongoing learning process. This condition certainly requires tips from teachers to reduce stress and increase the concentration of their students. In this case, teachers can do various activities or ice breakers before, during, or after the learning process takes place. Activities like this can help students become more involved in various learning activities.

Meaningful learning emphasizes the relationship between the concepts learned and the real-life situations and conditions of students.

By adjusting learning materials to students' needs and interests, and utilizing project-based methods or real cases, teachers can create relevant and positive learning experiences for students due to the challenges given by the teacher, relevant to students' real lives (Baqershahi, 2024; Niiniluoto, 2024; Sirken, 2025). Meanwhile, joyful learning or fun or happy learning, namely a learning process that involves all student potential, learning that is in accordance with the character, interests and learning styles of students, which is guided in the form of collaboration and interaction, and learning in the open air, makes it possible to create the expected joyful learning.

Based on a study of the theories that have been put forward, it can be concluded that the learning approach with the deep learning method proposed by the Ministry of Education and Culture which integrates mindful, meaningful, and joyful learning, to create learning that directs students to think critically; examine the problems presented in the learning process in depth, develop character and build student learning experiences in an integrated manner, build collaboration in order to build strong relationships to produce learning products (Birsyada et al., 2024; Boult, 2024; Farrukh, 2024; Lascevena Norambuena, 2024). This concept of thinking is very appropriate if integrated and strengthened with the concept of philosophical thinking as the parent of science, which is summarized in the study of ontology, axiology, and epistemology.

Curriculum development in educational units needs to be designed by following the rhythm of competency and learning styles of students. This is intended to facilitate the work of teachers in implementing a deep learning approach within a philosophical framework, such as critical, analytical, reflective, and systematic thinking (Boroumand & Amiri, 2024; Munte, 2024; Schoeller et al., 2024). This can certainly be done by adopting and integrating the characteristics of philosophical thinking through analysis and deepening understanding of ontology, axiology, and epistemology studies, to then be integrated into teaching modules that are depicted through learning steps or special programs that allow the creation of collaborative activities that give birth to philosophical thinking strategies in educational units.

The curriculum must be designed to enable students to develop philosophical thinking skills. All subjects available in the current curriculum can be a medium for integrating philosophical thinking. The integration of philosophy into the curriculum in educational units aims to internalize and sharpen philosophical thinking models. This allows students to build strong conceptual schemes and be able to link the various concepts learned with their own experiences.

**Problem-Based Learning**

Problem-based learning, as expressed by (Afif, 2019) aims to encourage students to be able to think critically about a problem, as well as be able to solve and find solutions to the problem independently. This opinion is in line with what was expressed by (Saputra, 2020), that problem-based learning aims to help students develop thinking skills and problem-solving skills.

Thus, the core of problem-based learning is learning that emphasizes students as learners or in the independent curriculum it is said, student-centered learning (Bruno, 2024; Grimm et al., 2024; Ibragim et al., 2024). This student-centered learning aims to ensure that students have high motivation, have independent learning abilities, and are responsible for continuing to enrich and develop their knowledge, skills, and attitudes. This problem-based learning is characterized by giving challenging questions/problems at the beginning of learning.

The questions asked aim to build motivation, focus concentration, build learning activities and be ready to explore while at the same time being expected to be able to conduct authentic investigations, and be responsible in the entire series of learning activities, find connections between disciplines, build cooperation between students to produce work and then present their work or publish it.

**Improving Teacher Competence**

Teachers as the main agents in the learning process need to be trained to be able to apply philosophical thinking methods in teaching and learning activities. Intensive training that includes Socratic questioning techniques, logical argumentation, and reflective approaches can encourage teachers to create a deep learning atmosphere. Teachers must be equipped with basic knowledge of philosophy and relevant pedagogical skills, because teacher competence in philosophy is the key to the successful implementation of this strategy.

**Strengthening the Teacher Learning Community**

Strengthening the Teacher Community both internally and externally in implementing a learning model will have a positive impact, especially for teachers who find it difficult to shift their mindset about learning renewal.

**Strengthening The Principal's Competence**

Principals who have good knowledge of philosophical thinking methods will find it very easy to provide guidance and direction to their teachers in implementing deep learning.

**Developing a Supportive Learning Environment**

Research shows that deep learning is achieved when students are given space to explore ideas through deep reflection and dialogue. Therefore, schools need to create a conducive learning environment, a conducive library, classroom walls and literacy corners, school walls that inspire the growth of new ideas and concepts. Utilizing digital technology and traditional methods with various supporting media.

**Implementation of Interdisciplinary Methods**

To maximize the impact of philosophical thinking methods, an interdisciplinary approach must be adopted. Further research needs to be done to explore how philosophy can be combined with other fields of science, such as natural sciences, social sciences, and technology, to produce comprehensive and holistic learning.

**Improving Student Literacy**

To support the success of the philosophical thinking method, philosophical literacy among students needs to be improved. Educational units can provide philosophical reading materials that are tailored to the level of student development, such as stories or essays that contain philosophical content.

**Collaboration Between Academics, Practitioners, and Policy Makers**

To ensure effective implementation, synergy is needed between academics, educational practitioners, and policy makers. Discussion forums and workshops involving various parties need to be encouraged to develop sustainable strategies in promoting philosophical thinking methods in educational units.

Therefore, further research and implementation on the application of philosophical thinking methods in educational units is very important. This is not only to improve the quality of education, but also to form a generation that has a deep understanding of the world and is able to face future challenges wisely. It is in this context that this article seeks to explore the application of philosophical thinking

methods as a strategy to encourage the achievement of deep learning in educational units.

## CONCLUSION

The application of philosophical thinking methods in educational units has the potential to provide a significant contribution in encouraging the achievement of deep learning. By integrating reflective, analytical, and critical approaches in the learning process, students are not only able to understand concepts in depth, but also develop high-level thinking skills, such as evaluation, synthesis, and argumentation. This application, when supported by a conducive learning environment and competent teacher facilitation, can form students who are more independent, creative, and adaptive in facing life's challenges.

The application of a deep learning approach can have a significant impact on the quality of education, including improving the quality of learning (students do not only memorize, but understand and relate knowledge), developing high-level thinking skills (critical thinking, reflection, and problem solving), as well as improving emotional well-being and reducing stress (through a focus on meaningful and enjoyable learning and the implementation of meaningful social interactions between students).

Furthermore, the application of philosophical thinking methods in encouraging the acceleration of achieving the application of approaches in transformative learning, where students are not only recipients of knowledge, but also active contributors in the learning process. Thus, an educational philosophy based on dialogue and critical thinking needs to be an integral part of curriculum design to ensure the formation of a generation of learners who are creative, innovative, and able to face the complexity of future challenges.

This study shows that the philosophical thinking method can be an effective instrument to encourage the achievement of deep learning in educational units. By emphasizing a dialogical, argumentative, and reflective approach, this philosophical thinking method encourages students to actively build knowledge in depth and sharpen their understanding of the concepts taught. Therefore, the integration of philosophical thinking methods in the educational curriculum needs to be supported by adequate policies, continuous teacher training, for the creation of a learning ecosystem that is oriented towards developing student potential holistically needs to be continuously encouraged by policy makers.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing; Conceptualization; Data curation; In-vestigation.

Author 2: Data curation; Investigation; Formal analysis; Methodology.

Author 3: Writing - original draft; Supervision; Validation.

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