

Philosophy of Educational Policy: Problems, Challenges, and Possibilities

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Abstract

Educational policy is a conceptual basis that is essential for the implementation of education. Educational policy also holds an important position, role, and function in the implementation of education at the micro, meso, and macro scales. This article focuses on the problems, challenges, and future possibilities regarding educational policy from a philosophical study. This paper aims to explore the problems, challenges, and various future possibilities in the field of educational policy through the perspective of philosophy, specifically ontology, epistemology, and axiology. This literature-based paper is a qualitative study that refers to John Ward Creswell's book entitled "Qualitative Inquiry and Research Design: Choosing Among Five Approaches". This research is a type of library research using data collection techniques that involve reading literature sources such as books, journals, and studies, which are then classified for further analysis of the literature. The results of this study reveal the underlying philosophical meanings behind the problems and challenges of educational policy, serving as reflective material to consider and evaluate various future possibilities concerning the development of educational policies deemed appropriate and suitable for formulation and implementation in the education sector. The findings of this study also pave the way for various studies in the field of educational policy analyzed through the 'lens' of philosophy.

Keywords: philosophy, educational policy, ontology, epistemology, axiology



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INTRODUCTION

Discussions about policy and education are always interesting. Policy and education have transformed along with changes in the era from time to time. The dynamics that occur during the implementation of education are inseparable from the underlying education policy. This is evident in a country's education policy, which plays an important role in the implementation of education. Problems arise when there is a disharmony between the implementation of education and the education policy in force in a country. The issue of disharmony between the implementation of education and education policy is a necessary condition that can be influenced by several factors such as the social, cultural, economic, and political aspects of a country.

Educational policy studied from a philosophical perspective facilitates the exploration of fundamental issues in the field of education. This includes examining various elements of education, components of education, theories for educational practice, standards of success for the implementation of education, and matters related to input, process, output, and outcome (Rusdiana, 2015). Education policy is one of the determining factors in a country's educational performance, considering that the benchmark for the quality of a country's education policy is determined by the success of an education policy in overseeing the sustainability of education in the country. In this case, education policy plays an important role in clarifying the direction and goals of education that a country aims to achieve by formulating an educational vision and mission as the basis for implementing education policy.

Education policy is another determinant of a country's national educational performance because education policy determines the direction, structure, and resources allocated to the implementation of education in a country. Typical thinking in philosophical schools regarding education policy influences educational performance; however, the basic education policy is no less influential. Clear philosophical thinking, supported by an appropriate education policy, can lead to satisfactory educational performance. Conversely, unclear philosophical thinking and inappropriate education policies cannot deliver satisfactory educational performance even if their implementation is adequate. Education policy has a clear connection to philosophy, because it is considered in light of the objectives of education. The objectives of education are translated from the mission and vision of education, which originate from philosophy itself. A country's education policy is usually more conditional in nature and adjusted to various phenomena that developed at that time (Supriyoko, 2000).

Starting from the problems surrounding several issues related to education policy, this study specifically focuses on the philosophical study of education policy. This article will review the ins and outs of education policy based on three branches of philosophy: ontology, epistemology, and axiology. This study further examines the relationship between philosophy and education policy, particularly in the process of formulating education policy. Additionally, this study investigates philosophical issues in educational policy, which leads to a discussion of the challenges involved in implementing educational policy. This research on philosophy and policy aims to uncover the hidden meanings behind the position, role, and function of the philosophy of educational policy as the foundation of education in the future.

While previous research on education policy has mostly examined social, cultural, and economic aspects, this research focuses on the philosophical dimensions of education policy. Prior studies have investigated the implementation and evaluation of education policy, emphasizing ontological, epistemological, and axiological foundations as the basis for formulating education policy. This element of novelty distinguishes this study from previous studies, as research on education policy from a philosophical perspective is relatively rare. Thus, this study offers ideas that may serve as solutions to fundamental problems and respond to various challenges in education policy.

METHOD

The method used in this study consisted of three parts: research design, procedures, and analysis.

1. Research Design

This work is library research that applies the general philosophical branches of ontology, epistemology, and axiology as a theoretical framework. This research is qualitative and adapts the qualitative research design from the second edition of "Qualitative Inquiry and Research Design" by John Ward Creswell, encompassing a case study approach to several specific elements, namely the analytical philosophy of description, interpretation, reflection, and hermeneutics (Creswell, 2013).

2. Research Procedure

a. The first step in this research begins with the creation of a research design. In this initial step, researchers develop a research design or plan that involves compiling a research model based on the type of research to be conducted by adjusting the topic, theme, formal object, and material object of the plan.

b. In the second step, this research seeks sources of books and libraries that will be used for library research. These library sources included books, journals, studies, and articles related to the themes of philosophy and educational policy.

c. The third step involves classifying the library sources. During the data classification stage, researchers grouped the collected data according to the identified sources. They classify data such as citations and compilations of writings in books describing the philosophy and policy of education.

d. In the fourth step, researchers engage in the task of processing the research data that has been obtained and classified previously. They analyzed the research data within the scope of the problem formulation that was compiled in the research proposal, processing data while striving to provide answers to the questions raised in the problem formulation so that the problem can be addressed through a series of research analyses.

e. In the fifth step, the researchers compiled the results of the analysis, completing the entirety of the research by covering all aspects from the beginning to the end of the research while adhering to the author's instructions for the format of the Foundasia Journal, Yogyakarta State University.

3. Research Analysis

This research analysis is a stage of examination based on library research, covering several elements of philosophical analysis, including description, interpretation, reflection, and hermeneutics. The theoretical framework in this study utilizes three branches of general philosophy—ontology, epistemology, and axiology—to investigate philosophical problems related to educational policy. The data analysis technique used in this research involves several elements of philosophical analysis, namely, describing, interpreting, and reflecting on research data derived from literature sources within books, journals, and studies on the philosophy of educational policy. These sources were selected and grouped based on ontological, epistemological, and axiological categories during the research data-classification stage. Thus, the analysis stage becomes essential, focusing on fundamental problems in the field of educational policy from a philosophical perspective.

RESULT AND DISCUSSION

Philosophy and Education Policy

Discussions about philosophy and educational policy cannot be separated from discussions about the meanings of philosophy and policy, etymologically, terminologically, and historically (Mustansyir, R. & Munir, 2001). Discussions about educational policy have also led to debates about the relationship between philosophy and educational policy. Discussions on the meaning of education policy, along with the relationship between philosophy and educational policy, ultimately lead to an explanation of the schools of philosophy that influence the development of educational policy. Philosophy, in the etymological sense, refers to the meaning of the term, as it originates from several

countries. According to the Greek dictionary, the meaning of philosophy is derived from the words "philo" and "sophia," which mean love of wisdom, love of truth, love of goodness, or love of virtue (Bagus, 2000). Philosophy can also refer to a love of knowledge and a friend of knowledge. In the terminological sense, philosophy refers to its meaning in terms of language, namely as an attitude, method of thinking, critical function, set of problems, and comprehensive understanding. Philosophy, in a historical sense, leads to the origins of philosophy in society, which began with human curiosity as an innate talent or natural instinct that prompts humans to engage in the process of philosophy (Kattsoff, 2004).

The definitions of philosophy in terms of etymology, terminology, and history, as previously described, have a common thread related to the definition of educational policy. The definition of educational policy includes etymology, terminology and history. In its development, the term policy encompasses diverse meanings or interpretations, including those articulated by Harold D. Lasswell and Abraham Kaplan: "Policy is a projected program of goals, values, and practices." According to Anderson, "Policy is a course of action that is deliberately undertaken by an actor or a group of actors regarding specific problems or issues faced" (Arwildayanto, Sucking, A., and Sumar, 2018).

A policy is a governmental decision that is general in nature and applies to all members of society. Educational policy is a concept that we often hear, say, and engage with but frequently do not fully understand. A policy is a decision that has been established or is a standing decision that exhibits certain characteristics, such as consistency of attitude and repetition for its subjects and objects (McLaughlin, 2010).

Education has been recognized since humans were born into this world, as it originates from a mother who instinctively protects and teaches her child until adulthood. The educational process in modern society or within an advanced society can no longer be conducted in a limited manner by the family or the surrounding community (Rukiyati, 2010). Education has become a shared responsibility in society, leading to the emergence of educational institutions such as schools or training centers, where formal educational processes can occur formally (Uhbiyati, 1997).

The execution of educational tasks certainly necessitates specific arrangements to ensure that the educational goals expected by the stakeholders of the educational institution can be attained. Educational policy, as a public policy, connects the study of public policy, especially educational policy, with the science of educational administration, which always discusses educational administration in a macro sense. The aspect of education, which is the focus of educational administration, is also considered a public good, not a private good (Purnomo, 2024). In this context, education is a public good and service, wherein the community has the right to receive education and instruction, and providing education is the government's obligation, particularly in its fundamental role of offering learning opportunities. Education policy is one of the state policies that can be understood as a policy established by the government to regulate education within its country (Madjid, 2018).

The definitions of philosophy and education policy, as described, now narrow down to a discussion of the relationship between philosophy and education policy. Discussions on philosophy and education policy re-examine the nature of philosophy in connection with educational policy. Philosophy, meaning the love of wisdom, is also inseparable from human efforts to find meaning in existence through an ongoing search for comprehensive and consistent answers to fundamental problems (Fielding, 2010). The formulation of what philosophy entails can be summarized as "philosophy is a science that seeks the basic structures of reality" (Adib, 2011). Consequently, various fundamental problems in the realm of education policy give rise to philosophical issues related to discussions surrounding education policy, which refer to three categories: the problem of existence, known as ontology; the source of knowledge or philosophy of knowledge, referred to as epistemology; and the problem of values or the philosophy of values, known as axiology.

The relationship between philosophy and educational policy is a 'linear' connection, meaning that it is an attempt to translate philosophy into the field of educational policy (Gie, 2004). The philosophy of educational policy is formed in this context when the philosophy and real conditions in the field of educational policy are connected linearly. This is referred to as a 'prescriptive' approach within educational policy, indicating that concepts within the scope of philosophy are attempted

during the processes of formulating, ratifying, implementing, and evaluating educational policies (Philosophy of Science Lecturer Team, Faculty of Philosophy, 2010).

Philosophical Problem in Educational Policy

Philosophical issues in education policy refer to fundamental issues in the field of philosophy that represent the dynamics of education policy, namely, ontology, epistemology, and axiology (Bagus, 1991). Ontology, as a general branch of philosophy, pertains to statements about things that are considered real and viewed as reality, both physical and nonphysical (Siswanto, 2004). Physical reality in the context of education policy refers to the implementation of education policies that can be physically observed, whereas non-physical reality in the context of policy pertains to metaphysical elements such as the process of formulating education policies in the form of abstract thoughts or initiative ideas. Ontological issues concerning fundamental issues in education policy, which include physical and metaphysical dimensions, encompass the continuity of various elements and components of education (Bakker, 1992). Therefore, ontological problems related to fundamental issues in the field of education policy encompass all things "that exist," including all the elements and components of education summarized in an education policy.

Epistemological issues regarding fundamental problems in the field of education policy have led to the process or method of obtaining a knowledge base for formulating education policy. Epistemological concerns about basic issues regarding education policy refer to several philosophical thoughts that influence the development of education policy from the formulation to the evaluation stage. The philosophical thoughts that influence the development of education policy include idealism, rationalism, empiricism, criticism, realism, pragmatism, progressivism, and reconstructionism (Gandhi, 2016). These philosophical thoughts exhibit distinct styles of thinking or philosophical characteristics that shape the development of education policy. These eight philosophical thoughts possess their own characteristics and tendencies in viewing education policy as an "existing" reality, which is an existential reality in the sustainability of education (Suhartono, 2008).

There are three branches of general philosophy, namely ontology, epistemology, and axiology, which have a role and function in deepening the study of fundamental problems in the field of education policy (Salam, 2009). Ontology focuses on various aspects that "exist," specifically those included in the space and scope of discussion surrounding education policy, as well as issues related to problems in the field of education policy, both metaphysically and physically. If ontology directs the focus of study on things that "exist" in education policy, then epistemology emphasizes the process of seeking knowledge or sources of knowledge in the formulation of education policy. This epistemology subsequently leads to various philosophical thoughts that form the foundation for formulating education policy. Axiology, as a branch of philosophy that concentrates on values, plays an important role in clarifying the value orientation of educational policy. In addition, axiology helps align the characteristics of a country, the features of society, local culture, educational orientation, and educational institutions with the education policy to be created.

Table 1. Ontological, Epistemological, and Axiological Foundations in Educational Policy

Ontology	Epistemology	Axiology
Continuity of various elements and all components of educational policy, both physical and metaphysical.	Sources of knowledge and ways to obtain knowledge in an educational policy.	Value orientation in educational policy

The ontological, epistemological, and axiological foundations in the formulation of educational policies clarify that educational policies are based on science and value orientations that provide directions for implementing educational policies. The epistemological foundation of educational policies, which leads to various types of philosophical thinking, helps broaden the views and understanding of philosophy regarding educational policies. This means that educational policies

can be examined through idealism, rationalism, criticism, realism, pragmatism, progressivism, and reconstruction. In this way, the strengths and weaknesses of an educational policy can be identified based on philosophical analysis using various typical philosophical thoughts, which will later be useful for projecting educational policies in the realm of implementation, specifically referring to the theory for the practice of educational policies.

From an epistemological perspective, the philosophy of idealism significantly influences the development of educational policy by emphasizing the superiority of idealism in projecting the reality of educational policy based on the principles of ideas or concepts. Idealism, which prioritizes the superiority of ideas as a benchmark for determining the truth of reality, tends to refer to ontological statements (Wahyudi, 2007). The position of idealism is supported by rationalism, which often refers to an epistemological statement examining the process or manner of obtaining the reality of ideas (Cathrin, 2024). The philosophy of rationalism, which asserts that the truth of reality is achieved through a logical reasoning process based on rationality, certainly plays an important role in formulating educational policies. Thus, the role and function of rationalism in influencing the development of educational policy lies in the formulation stage, which emphasizes the logic of rational thinking in creating educational policy.

Conversely, the philosophy of empiricism emerges as a response to idealism and rationalism, which are perceived as overly glorifying human reason and rationality in understanding reality (Gie, 1979). Empiricism, which posits that reality is deemed true based on experience, is reflected in the implementation stage of educational policies. Empiricism based on sensory experience underscores that educational policies should facilitate interaction between subjects, in this case, humans as actors in educational policies, and objects, namely various elements and components of education "that exist" in the realm of educational policies. This empiricism asserts that reality can be claimed to be true when founded on sensory experience involving interactions between the subjects of educational policies and the objects of educational policies, making the implementation of educational policies a primary focus for empiricism.

The philosophy of criticism aims to integrate rationalism and empiricism as a middle ground, positing that humans can comprehend the truth of reality by incorporating the role of reason and experience. Criticism contends that human knowledge is limited by individual experiences (Sumantri, 2015). Criticism in the educational policy process can be discerned during the evaluation stage, emphasizing logic as a foundation for processing experience to obtain knowledge. The perspective of criticism as a 'tool' for evaluating educational policy refers to the understanding that the evaluation process should utilize both rationality and experience to identify points within educational policy that require reflection to enhance less optimal aspects and to adjust educational policies deemed no longer relevant for implementation. Therefore, the evaluation stage of educational policy involves knowledge prior to experience, termed *a priori*, and knowledge following experience, termed *a posteriori*, to uncover the epistemological foundation of educational policy before and after experience, while still relying on rationality.

The philosophy of realism combines idealism and empiricism. Realism, which holds the principle that ideas can exist in an empirical realm, emphasizes that the empirical world is an extension of the world of ideas. The world of the reality of ideas is not limited by space and time, while the world of empirical reality is constrained by space and time (Suhartono, 2008). Realism in the context of educational policy can be observed in the formulation of policies inspired by previous educational policy ideas that have been executed in earlier eras, subsequently modified into new educational policies in accordance with the empirical reality "that exists" at that time. Realism in the development of educational policy plays a role in innovating educational policy by always combining the reality of ideas and empirical reality as the main components in the formulation of new educational policies.

Pragmatism is based on the idea that everything is deemed meaningful when it can have practical consequences. Pragmatism, which asserts that everything that cannot be practiced cannot be seen as real, correlates with the issue of an educational policy that cannot be implemented in its entirety (Kattsoff, 2004). This indicates that the educational policy lacks support from the main parties and the educational policy is constrained by limited costs or insufficient facilities and infrastructure, preventing it from being fully implemented.

Progressivism then emerged to continue the philosophy of pragmatism by emphasizing practical aspects involving social and cultural dimensions based on an orientation towards achieving progress (Wahyudi, 2007). Progressivism in the context of developing educational policy can be observed in the outputs and outcomes of the implementation of educational policy, which focuses on the results of educational implementation. Progressivism in viewing educational policy leads to social and cultural elements that align with the execution of educational policy, thus impacting the progress and sustainability of education in accordance with the ideals and objectives of educational policy.

Reconstructionism, a relatively new philosophy that emerged in the late 19th century and developed until the early 20th century, posits that it is necessary to overhaul the old social order so that a new social order can be established (Sumantri, 2015). In the context of developing educational policies, reconstructionism leads to the revision of old educational policies that are no longer relevant for implementation and are then integrated by adding other educational policy models or concepts to form a new educational policy. Reconstructionism maintains that the involvement of social, cultural, and community dynamics plays a crucial role in shaping educational policy through the process of formulating educational policies to evaluate them.

As previously described, various schools of philosophy that influence the development of educational policies have led to a discussion of axiological problems regarding fundamental issues in the field of educational policies. Archie J. Bahm explains that axiology, as a branch of general philosophy that focuses on the process of searching for the essence of values, refers to the meaning of educational policies that apply in a place, which in this case, is a country or a particular region (Bahm, 1993). Frondizi emphasized that axiology, in viewing fundamental issues in the field of educational policies, refers to the level of value that determines the urgency or reasons behind the formulation of an educational policy. This relates to the axiological problem of Max Scheler's hierarchy of values, which states that there are four levels of value (Frondizi, 1963).

According to Max Scheler, the four levels of value from the lowest to the highest are pleasure, life, spirituality, and divinity (Hart, 1971). These four levels of value can serve as benchmarks for considering the objectives and background of the formulation of educational policies. This indicates that the purpose and background of the formulation of educational policies can be based on one, several, or all levels of existing values. Thus, the educational policies created can represent the hierarchy of values as a reflection of fundamental problems related to axiological issues.

The operation of fundamental problems in education policy regarding axiological issues is manifested through a hierarchy of values that reflects the level of values in education policy. This can be observed in the development of today's society, which coexists with the digital world, including its expansion into education. If the formulation of education policy, which includes elements of technology, is solely aimed at following trends or the flow of development in the digital world, then the level of value attached to education policy is oriented towards the value of pleasure. This is because of the image of an education policy that is pursued to follow trends or simply to build a reputation that is considered popular during a certain era. If an education policy is formulated with the aim of realizing welfare through education, then the level of value attached to education policy leads to the value of vitality or life value. This is because the involvement of vitality elements in determining education policies has a positive impact on human welfare.

If the formulation of educational policy is based on the purpose of a spirit that provides enthusiasm and encouragement for the development of educational policy, then the level of value attached to the educational policy is a spiritual value. This is due to the existence of a spirit that offers enthusiasm and encouragement for the implementation of education stemming from educational policy. If the formulation of educational policy is based on a belief in a transcendent being, then the level of value attached to the educational policy is a transcendental or spiritual value. Thus, a hierarchy of values is formed that is structured from the lowest to the highest order, determined in terms of objectives, target benefits, logical basis, or practical reasons, along with the value orientation that underlies the creation of an educational policy.

Challenges in Implementing Education Policy: The Dilemma Between Expectations and Reality

Challenges in implementing educational policies lead to a dilemma between expectations and reality. Implementing educational policies, which involve various elements and components in the field of education, requires unity in paying attention to every detail of educational continuity. The approach used to examine the challenges in implementing education refers to ontological, epistemological, and axiological aspects (Titus, H. & Nolan, 1979). These three aspects are branches of the general philosophy that serve to identify various challenges in the implementation of education. Indicators in the implementation of education, which include input, process, output, and outcome, reviewed from ontological, epistemological, and axiological aspects, are presented in Table 2.

Identifying a number of dilemmas between expectations and reality in the implementation of education policies cannot be separated from the four main indicators in the field of education: input, process, output, and outcome. Input, as the initial provision to start education, also plays a role in determining the continuation of the next stage, namely, the education process. The educational input indicators in this case are not limited to students alone but also involve teacher input as educators who convey learning materials to students (Arwildayanto, Suking, A., and Sumar, 2018). As shown in Table 2, the process indicators enter the process stage, which involves the sustainability of all components of education.

Table 2. Identification of Dilemma Factors Between Expectations and Reality in Education Policy

Indicator	Ontological Aspect	Epistemological Aspect	Axiological Aspect
Input	Basic capabilities or inherent abilities of teachers and students.	Basic knowledge and fundamental experience of teachers and students.	Orientation of basic values and innate values of teachers and students.
Process	The process of developing skills for teachers and students through learning and training.	The innate and fundamental knowledge of teachers and students is combined with new knowledge backed by experience.	The process or phase of value transition and value construction for teachers and students.
Output	The results of the educational process manifest as student achievements or collaborative accomplishments between teachers and students.	The results of the educational process manifest as expertise, intelligence, attitudes, and skills in students, and are accompanied by an enhancement in teachers' capabilities in developing the educational process.	Appreciation for the achievements and accomplishments of teachers and students in the ongoing educational process.
Outcome	Achievement of the ideals of students and educational providers.	Contribution to the application of student knowledge and its implications for the progress of educational providers.	Application of philosophical values by teachers and students in the community environment.

Table 2, which identifies the dilemma factors between expectations and the reality of education policy, provides an analytical explanation of the ontological basis of education policy science, the epistemological basis of education policy science, and the axiological basis of education policy science. The ontological aspect, which includes input, process, output, and outcome of

education, serves as the ontological basis for education policy science. The epistemological aspect, which encompasses input, process, output, and outcome of education, constitutes the epistemological basis for education policy science. The axiological aspect, which involves input, process, output, and outcome of education, becomes the axiological basis for education policy science. This illustrates that the continuity between ontological, epistemological, and axiological aspects, along with input, process, output, and outcome of education, presents a challenge in itself in establishing a philosophical basis for education policy. The challenge lies in aligning expectations with the reality of education policy so that they do not diverge too significantly.

The process of organizing education, which includes input, process, output, and outcome as indicators in the formulation of education policy, is analyzed through ontological, epistemological, and axiological dimensions to deepen the understanding of the factors that support the vision and mission as expectations of education policy in order to align with existing reality (Rusdiana, 2015). Input, process, output, and outcome indicators, used as benchmarks for developing education policy, clarify important points regarding the orientation and needs of education, thereby providing a roadmap for preparing education policy. In this way, the ideals and objectives of formulating education policy can lead to a clear direction that aligns with the philosophical foundations underlying it.

The Philosophy of Educational Policy as A Foundation for Future Education

The philosophy of educational policy as a foundation for future education leads to a philosophical analysis of the micro, meso, and macro scales in relation to the philosophical schools that influence the development of educational policy. The micro scale in the field of educational policy analyzes social relations that are woven in a narrow space and scope, involving relations between two people or small groups, and encompasses subjective, interpretive, and situational tendencies of social behavior. The meso scale in the field of educational policy analyzes social relations that are woven institutionally or organizationally, serving as a form of interaction within a wider group compared to the micro scale. The macro scale in the field of educational policy analyzes social relations that are woven in a broad scope, specifically at the level of the wider community or government (Arwildayanto, Sukiing, A., and Sumar, 2018).

Examples of the micro, meso, and macro scales in the field of educational policy can be observed in the stages of formulation, ratification, implementation, and evaluation of educational policy. Micro scale educational policies are situated at the local or regional level, such as educational activities that occur in schools or educational institutions involving teachers and educators. Educational policies on a micro scale focus on implementing curriculum-based learning, which requires specific actions and is enacted internally (Ghufron, 2008). Meso scale educational policies are found at the provincial or district level, covering a wider area compared to the micro scale. Meso scale educational policies at an intermediate level refer to the implementation of educational policies carried out in the context of provincial and district education offices, involving several schools and associated human resources. Macro scale educational policies are positioned at a broader level than micro and meso scales. Macro scale educational policies take place within the central government or central education office and encompass various educational components on a wider scale (Fahma et al., 2024).

The philosophy of educational policy as a foundation for future education regarding educational policies on the micro, meso, and macro scales refers to an understanding of the nature of educational policy (Cook, I. and Thompson, 2014). Understanding the nature of educational policy as a basis for developing future education also leads to several philosophical schools that influence the development of educational policy. Philosophical thoughts that influence the development of educational policy, as described in the previous section, include idealism, rationalism, empiricism, criticism, realism, pragmatism, progressivism, and reconstruction. These philosophical thoughts serve a role and function as perspectives or points of view to examine the dynamics of educational policy on micro, meso, and macro scales.

Ontological, epistemological, and axiological foundations in educational policy have roles and functions in clarifying the objectives, direction, and orientation that underlie an educational

policy (Rusdiana, 2015). The philosophy of educational policy as a foundation for future education in this context leads to an effort to realize wise educational policy. This indicates that the subjects or actors of educational policy, such as stakeholders and interested human resources, are expected to be wise, so that formulating an educational policy can yield a policy product based on the principle of wisdom.

The essence of education policy to advance future education is also inseparable from the five main components of education policy: objectives, plans, programs, decisions, and impacts (Fahma et al., 2024). The five main components of education policy serve as benchmarks for building innovative and adaptive education policies that keep pace with the times to meet the ever-growing demands of education. Education policies developed for the future should also be sustainable over time and should continue to receive ongoing support from stakeholders and education policy actors. The five main components of education policy, which encompass objectives, plans, programs, decisions, and impacts, help clarify the position, role, and function of education policy within community, national, and state contexts. Thus, the philosophy of education policy forms the foundation for building better education for the future.

CONCLUSION

The discussion of the philosophy of educational policy regarding problems, challenges, and possibilities can be summarized in three concluding points. First, there is a linear relationship between philosophy and educational policy, which places the philosophy of educational policy in a crucial position for actualizing its development of educational policy. This shows the meaning that philosophy, in this case, plays an important role in finding answers to various philosophical problems that raise questions about real issues in the field of education policy. Second, fundamental problems in the field of educational policy can be identified by examining several factors, namely, input, process, output, and outcome. These four factors in educational policy are then analyzed through ontological, epistemological, and axiological approaches. Third, the philosophy of educational policy has a significant role in uncovering the underlying philosophy behind the problems and challenges in the field while also providing ideas as a means to address various future possibilities related to the development of educational policy.

The first point of conclusion, which asserts that philosophy and educational policy have a linear relationship, indicates that if they are positioned parallel, a straight line emerges that constitutes the philosophy of educational policy. Therefore, the philosophy of educational policy adopts a 'prescriptive' approach, meaning that concepts within the realm of philosophy are aimed to be realized in the processes of formulating, ratifying, implementing, and evaluating educational policy. The second conclusion pertains to the identification of supportive factors for educational policy, including input, process, output, and outcome, examined from the ontological, epistemological, and axiological perspectives. The identification of several supportive factors for educational policy is analyzed using these perspectives to uncover philosophical problems that present challenges in implementing educational policy.

The third conclusion addresses the position, role, and function of the philosophy of educational policy in tackling various issues that pose challenges in educational policy implementation at the micro, meso, and macro scales. The position of educational policy refers to its significance at different levels, namely, its meaning for society, the nation, and the state. The role of educational policy signifies authority, representing the dynamic aspect that oversees the execution of tasks according to their function and position. The function of educational policy is interpreted as the source of policy that regulates the sustainability of education. Therefore, the philosophy of educational policy, as an effort to understand the nature of educational policy, is always linked to the five main components of educational policy: goals, plans, programs, decisions, and impacts, in order to consider various future possibilities and realize better education.

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