

# The Role Of Educational Philosophies (Progressivism, Existentialism And Postmodernism) In The Development Of Indonesian Human Resources: A Literature Study Approach

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## Abstract.

*This research examines the role of three schools of educational philosophy-Progressivism, Existentialism and Postmodernism in the development of adaptive and competitive Indonesian human resources. Progressivism emphasises experiential learning, preparing students with critical thinking and problem-solving skills relevant to real life. Existentialism, on the other hand, emphasises individual freedom and the search for meaning, supporting education as a means for self-discovery and social responsibility. Postmodernism, meanwhile, emphasises a plurality of perspectives and rejects single truths, teaching students to think critically and appreciate diversity. This research uses a literature study approach to synthesise various findings that support the important contributions of these three schools of philosophy in shaping an educational curriculum that is responsive to social change and global needs. The results show that the integration of these philosophical values in education can produce human resources which are not only technically intelligent but also have reflective, adaptive characters and are able to collaborate in a complex environment.*

**Keywords:** *Philosophy of Education, Progressivism, Existentialism, Postmodernism and Human Resource Development (HR).*

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## I. INTRODUCTION

Philosophy of education is a fundamental element in the development of human resources (HR) because it presents an in-depth view of the essence, purpose and methods of education. It not only serves as a theoretical basis but also plays a role in shaping the character and mindset of individuals to be able to contribute positively to society. Great philosophers such as Plato, Aristotle, and John Dewey emphasized that education went beyond the mere transfer of knowledge; it aims to shape individuals who are critical, highly moral and ready to play an active role in society (Gluchman, 2018). In the context of Indonesia's human resource development, the role of educational philosophy is increasingly important in the midst of socio-cultural change and rapid technological advancement. Human resources that only master technical skills are often insufficient in dealing with complex situations that require creative thinking, analytical skills and adaptability. Therefore, the integration of philosophical values in the educational process can be a differentiating factor that enhances the competitiveness and capacity of individuals (Barrie & Pace, 1998; Al-Hamad et al., 2023). In Indonesia, one of the main problems in human resource development today is the excessive focus on the practical and academic aspects of the education system without the integration of philosophical values. As a result, the workforce tends to have limited technical skills and a narrow perspective. Previous research shows that the integration of philosophical elements such as moral education, logical thinking and epistemology in the curriculum can create individuals who are more analytical, innovative and have better problem-solving abilities (Sequeira, 2012; Yang, 2004; Tran, 2015).

However, there is a clear gap between educational philosophy and its application in practice. Although educational philosophy offers a basic framework that shapes pedagogical practice, many teachers find it difficult to apply these principles due to the misalignment between theoretical ideals and actual conditions in the field. For instance, progressive philosophy which prioritizes student-centered learning is

often constrained by traditional institutional structures (Bell, 2021). This indicates the need for a deeper understanding of the philosophical basis of pedagogical practice to bridge this gap (Bell, 2021). Differing views on the role of philosophy in education also reinforce the gap between theory and practice. Hirst and Carr, for example, debate whether the philosophy of education should focus on theoretical or practical aspects. Carr emphasizes an approach that prioritizes the application of philosophical ideas in real contexts while Hirst argues that philosophy of education should remain a theoretical discipline (Noaparast, 2013; Hirst & Carr, 2005). These different views certainly pose challenges for educators in translating theory into practice (Ayeni & Ayeni, 2013). Progressivism, Existentialism and Postmodernism each offer views that can enrich human resource development in Indonesia. Progressivism emphasizes the importance of experiential learning and adjusting educational practices according to the needs of learners and staff (Kubeka & White, 2014). Existentialism highlights aspects of self-reflection and personal meaning in professional development, while Postmodernism encourages an inclusive educational environment that values a diversity of perspectives (Kramer, 2018; Figueiredo et al., 2013). Unfortunately, these three philosophies have not received in-depth attention in developing human resources in Indonesia.

This study aims to investigate the application of these three educational philosophies in human resource development in Indonesia, with the goal of enhancing the quality of educators and fortifying the educational structure. By examining the role of Progressivism, Existentialism and Postmodernism, this research is expected to prove that educational philosophy is not only an abstract discipline but can also be implemented in practice to build holistic, competitive, and strong human resources (Al-Hamad et al., 2023). The contribution of this research is to provide practical recommendations for the integration of educational philosophy in the curriculum and strategies for the development of Indonesian human resources that are more adaptive and effective.

## II. METHODS

This study uses a literature study approach to analyze and evaluate concepts and theories related to the role of educational philosophy in human resource development in Indonesia. The research explores established ideas as well as synthesizes various findings from previous research. Data collection was carried out by collecting sources from journal articles, books, and conference papers that are relevant to the theme of educational philosophy and human resource development. Sources of literature are selected based on certain criteria such as topic relevance, publication recency in the last 10 years and the reputation of the journal that published the article. Articles and literature included in this study must meet the inclusion criteria, namely have direct relevance to the theme of educational philosophy (Progressivism, Existentialism and Postmodernism) or human resource development, be published within the last ten years to keep information updated and come from peer-reviewed journals, books or credible conference proceedings.

The collected data were analyzed using thematic analysis methods by identifying the main themes in the literature that are relevant to the role of educational philosophy in value development, the formation of professional ethics and the improvement of the quality of education as the main component in human resource development (Braun & Clarke, 2006). These themes then become the basis for the discussion and synthesis of research results to present a comprehensive view of the role of educational philosophy. To ensure the validity and reliability of this literature study, source triangulation is carried out by verifying findings in various literatures and ensuring the quality of the publications used. In addition, peer debriefing techniques are also applied by asking for input from experts in the field of philosophy of education and human resource development on the findings and interpretation of the data obtained (Merriam & Tisdell, 2016).

## III. RESULTS AND DISCUSSION

### *Result*

Progressivism is an educational philosophy that was born in response to traditional educational approaches that are considered too static and focus on teacher-centered teaching. This philosophy emphasizes the importance of experiential learning where education is not only a means to transmit

knowledge but also a forum to practice skills relevant to the needs of the world of work, such as critical thinking and being skilled in solving real-world problems in a democratic environment (Cahayani, 2024). The main figure of this philosophy, John Dewey, argued that education should play a role as a tool for social reconstruction that allows students to adapt to their surroundings while equipping them with the ability to influence change in society (Ibrahim, 2018). The successful implementation of Progressivism in the education system requires synergy between policymakers, educators and stakeholders to ensure that the curriculum is aligned with progressive principles (Kahdim, 2023). Progressivism as an educational philosophy is very important in the development of an education system that is able to foster human resources effectively. By emphasizing experiential learning, collaboration, and active student engagement, Progressivism not only improves educational outcomes but also prepares students to face and contribute to a complex and rapidly changing world.

The alignment of educational practices with progressive ideals is essential to form a generation of critical thinkers and problem solvers who are able to meet the demands of the future. Existentialism as a philosophy of education emphasizes the importance of individual experience, freedom of choice and the search for meaning in the learning process. This philosophy is rooted in the idea that each individual is unique and responsible for determining his or her own life path especially in the face of fundamental questions about existence. Existentialism in education emerged as a response to traditional educational approaches that were more rigid and focused on the transmission of knowledge without regard to the personal development and meaning of each student's life. Existentialist educators argue that education should not only be a means of academic learning but should also provide space for students to explore their identity, develop autonomy, and feel responsible for the choices they make (Ozturk, 2023; Kwak, 2013). This philosophy is relevant to build an education system that is able to form resilient human resources because it helps individuals in dealing with complex life situations and supports them in making wise decisions in various aspects of life. From the perspective of Existentialism, education must value students as individuals with unique experiences, views and values. Students not only passively receive knowledge but are encouraged to experience deep personal growth and self-discovery (Sasan, 2023; Malik, 2013). Existentialism emphasizes the importance of motivating students to explore fundamental issues such as freedom, identity and the meaning of life.

By encouraging students to reflect on and address these existential questions, the education system can form critical thinkers who have personal agents and are ready to contribute meaningfully to society (Ozanne et al., 2022; Yahyaei & Mahini, 2017). Existentialism also challenges the traditional educational paradigm that often focuses on standardized exams and memorization which is judged to limit the space for students' self-expression and understanding. In contrast, Existentialism advocates a holistic approach that integrates emotional and social dimensions in learning (Webster, 2004; Rumianowska, 2019). In this context, methods such as student-centered dialogue and teaching can strengthen students' self-concept and help them find a deeper sense of belonging and purpose in life (Yahyaei & Mahini, 2017; Feldman, 2002). This shift not only supports individual growth but also creates a collaborative learning environment that enriches students' understanding through the exchange of various perspectives. Existentialism in education plays an important role in shaping an education system that focuses on the development of critical and responsible human resources. By emphasizing personal experience, critical reflection and the search for meaning, existentialist education enriches the learning experience and prepares students to contribute positively in a complex society. Postmodernism in the philosophy of education has brought a great influence in the formation of an education system that focuses more on the development of human resources. This philosophy emerged as a response to the rigid traditional view of knowledge, authority and the role of educators. Postmodernism challenges the idea of absolute truth and emphasizes the importance of more diverse and inclusive perspectives.

In the context of education, Postmodernism prioritizes student experience, critical thinking, and the deconstruction of established narratives, in line with the dynamics of a global society that continues to change (Levy-Feldman, 2018; Ilishova et al., 2022; Bekh et al., 2021). The essence of Postmodernism as a philosophy of education lies in its rejection of the grand narrative or the single truth. This philosophy does

not accept the view that there is one universal truth that must be accepted by all people but rather encourages to accept a diversity of perspectives and question what is considered to be the "truth" in education (Doyle, 2006; Molodychenko et al., 2021). In this case, Postmodernism seeks to encourage students not only to take information for granted but also to criticize and understand it from various points of view. This is an important step in equipping individuals with critical thinking skills and creativity that are indispensable in the face of an increasingly complex and changing world. In relation to educational goals, Postmodernism expects the output of students who can develop critical, creative and reflective thinking skills. By focusing on plurality and learning context, postmodern education encourages students to not only learn facts or information passively but actively build their own knowledge. Students are expected to be able to analyze and evaluate the information they receive as well as develop skills to adapt and innovate in various situations (Nguyen, 2010; Bekh et al., 2021). More than that, this approach also fosters the ability to work collaboratively and communicate with various parties who have different views or backgrounds. Postmodernism in the philosophy of education makes an important contribution to the formation of an education system that is more responsive and adaptive to the needs of the ever-changing world. By encouraging students to think critically, creatively and independently and appreciate the diversity of perspectives and contexts, postmodern education not only prepares individuals to thrive in a complex world but also forms an innovative, inclusive and socially responsible generation.

### ***Discussion***

The 21st century has brought significant changes in strategies to face global competition. The need for Human Resources assets that have various skills such as creativity, communication, collaboration, and critical thinking or known as the "4Cs" is inevitable. Skills such as those mentioned are the main requirements to be able to contribute in a highly dynamic and results-oriented world of work (Soulé & Warrick, 2015). Pires and Varajão (2024) state that creativity is the ability to go beyond traditional ideas, rules, patterns and relationships to create new ideas, forms, methods or meaningful interpretations. In today's knowledge-based economy, creative behavior emerges as an important determinant of a company's competitive advantage, driving innovation and organizational success (Wang, et al. 2024). Creativity also aids in the development of individual problem-solving skills and has an important role in the cultural and economic progress of society (Liu, C. et al. 2024). Another skill that also has a significant role in global competition is communication skills. According to Borah (2021), communication includes three things, namely: reading, writing, and speaking. These skills are very important to achieve common goals in various organizations, including in the world of education and various other sectors (Diquito et al., 2022). The importance of these skills can be observed in various aspects such as job attractiveness, interpersonal relationships as well as the ability to adapt in complex businesses. Communication skills are essential for competitiveness in the job market, especially for new graduates entering the workforce. Research shows that effective communication, both verbal and nonverbal, is essential in building positive relationships among employees and facilitating the sharing of ideas (Alhassan, 2019).

Graduates who have good communication skills are better able to convey information clearly and achieve the expected results. In addition, the ability to communicate effectively is increasingly believed to be an important factor in the success of business management. As the workplace becomes more global, the need for clear and efficient communication is increasing (Ranaut, 2018). This is especially evident in the context of teamwork where interpersonal skills such as listening and collaborating are considered more important than technical skills (Dunn & Lane, 2019). The integration of communication skills in education has been considered essential to prepare students for the demands of the modern world of work (Akhtar & Hussain, 2019). In addition, the role of communication goes beyond just exchanging information, communication is also important to build a positive organizational climate and increase productivity. Effective communication contributes to build trust and improving relationships in the workplace so as to create a healthy work environment (Bergman et al., 2016). The ability to manage interpersonal dynamics through good communication can prevent misunderstandings and conflicts thereby improving a more cohesive organizational culture (Dai et al., 2022). The next ability that is no less important to achieve organizational efficiency and productivity is the ability to collaborate. Collaboration itself refers to the ability to work in a

team and is an essential element in the modern world of work where cross-functional cooperation is increasingly occurring. Collaboration skills are increasingly recognized as an essential competency in the modern business environment.

The importance of these skills is evident from their direct impact on productivity, workplace performance and overall organizational success. Employers are consistently looking for individuals who are able to work effectively in a team because teamwork is associated with improved problem-solving and innovation skills (Kristensen & Kijl, 2010; Robles, 2012). The ability to collaborate not only facilitates task completion but also fosters a culture of shared responsibility and collective achievement, which is critical in today's interconnected workspaces (Prospero & Bhimji-Hewitt, 2011). Research shows that collaboration skills include a variety of competencies, such as communication, coordination and the ability to resolve conflicts constructively (Meeuwissen, 2023; Andersone et al., 2019). These skills are especially important in diverse teams where members bring different perspectives and expertise. Effective collaboration requires individuals to build and maintain a common understanding, take appropriate actions and organize team efforts efficiently (Graesser et al., 2017). Furthermore, studies show that collaboration is not just a soft skill but is a core component of professional success in various sectors, including health, education and technology (Ghasemi et al., 2021; Ferns et al., 2021). The importance of collaboration is not only limited to individual performance but also affects the overall culture and effectiveness of the organization. Companies that encourage collaborative environments tend to experience increased innovation and adaptability, which is critical in a fast-changing global market (Kristensen & Kijl, 2010; Ferns et al., 2021). However, there is still a gap between the recognized importance of collaboration and the structured approach that organizations adopt to develop these skills (Kristensen & Kijl, 2010).

Addressing this gap is important for businesses looking to thrive in a competitive environment. Critical thinking skills have an increasingly vital role in the modern business environment. In a dynamic and challenging context, critical thinking is the ability to analyze information objectively, consider various perspectives and make decisions based on accurate and relevant data. These skills support companies in facing increasingly complex challenges as well as taking advantage of the opportunities that exist in the market (Lin & Chen, 2021; Wang, 2019). Research shows that critical thinking is closely related to improving problem-solving skills, making the right decisions and developing effective strategies in business (Robles, 2012; Tang & Law, 2020). Critical thinking skills help individuals to evaluate various alternatives in depth before making decisions thereby minimizing risk and optimizing outcomes (Facione, 2015). This is especially important for business leaders who have to make decisions that have a major impact on the strategic direction of their organization (Mason, 2020). Furthermore, critical thinking not only provides benefits on an individual level but also contributes to the success of the team and the organization as a whole. In an effective team, critical thinking allows members to consider different points of view and discuss in a constructive way thereby strengthening team decisions and improving the quality of the resulting solutions (Harvey & Goudvis, 2017; Lai & Hwang, 2018). In addition, this skill also reduces the likelihood of conflict caused by miscommunication or improper assumptions (Snyder, 2020). Critical thinking skills are essential in the modern business world.

These skills not only strengthen an individual's ability to deal with problems and make informed decisions, but they also contribute to the overall success of the organization. As the demands in the business environment grow, critical thinking skills will remain one of the most sought-after competencies in the world of work. Regarding the development of Human Resources in Indonesia, Progressivism, Existentialism, and Postmodernism are three educational philosophies that have their own characteristics and influences in the development of the modern education system. In general, these three philosophies emphasize the importance of student-centered education, prioritizing active learning experiences and challenging traditional approaches that are too authoritarian or passive. In the philosophy of Progressivism, education focuses on experiential learning that allows students to be directly involved in the learning process and develop skills to solve real-world problems. Likewise, Existentialism encourages students to explore personal experiences and the search for meaning in life by emphasizing freedom of choice and personal responsibility in education (Ozturk, 2023). Although it focuses on deconstruction and plurality, Postmodernism also prioritizes the

student's experience in understanding and criticizing knowledge (Doyle, 2006). These three philosophies also recognize the importance of diversity of perspectives and contextual awareness in education. Progressivism emphasizes cooperative and democratic learning, Existentialism values individual experience and freedom of choice, while Postmodernism promotes an understanding of various views and the deconstruction of grand narratives (Levy-Feldman, 2018; Molodychenko et al., 2021).

Thus, education according to these three philosophies not only aims to transmit knowledge but also to form individuals who are critical and able to adapt to change. In addition to having similarities, Progressivism, Existentialism and Postmodernism have different approaches in terms of educational goals and focuses. Progressivism pioneered by John Dewey focuses more on education aimed at social reconstruction and equipping students with the skills to contribute positively to society. Experiential learning is directed at developing skills that are relevant to the world of work and existing social problems (Ibrahim, 2018). Progressivism emphasizes more on cooperation and problem-solving in the social context and prioritizes intellectual and social development that leads to the formation of active and democratic citizens. The influence of Progressivism on curriculum development is very significant, especially in preparing students to enter the world of work. As an educational philosophy, Progressivism emphasizes the importance of student-centered learning, experiential education and the integration of real-world skills into the curriculum. This approach is in line with the demands of the modern world of work which increasingly requires adaptability, critical thinking and collaborative problem-solving skills. Progressivism argues that education should focus on students' needs and interests that allow them to be actively involved in their learning process. This is reflected in the 2013 Curriculum which combines various educational philosophies including Progressivism to create a more holistic educational experience. This curriculum emphasizes the role of teachers as facilitators rather than just conveying knowledge thus creating an environment where students can explore and develop their skills in a supportive atmosphere (Megawati & Zuchdy, 2020; Nita & Purwati, 2021).

This shift towards a more interactive and student-centered approach is essential to prepare them for the complexities of the modern world of work. Furthermore, the implementation of programs such as Teaching Factory (TEFA) in vocational education shows the practical application of Progressivism in improving students' job readiness. Research shows that TEFA significantly contributes to the job readiness of vocational students which shows the effectiveness of experiential learning in equipping students with the skills necessary for the job (Ismayati et al., 2020; Dewi & Sudira, 2018). This kind of program not only provides theoretical knowledge but also engages students in real-world scenarios thereby enhancing their practical skills and confidence in the workplace. In addition, the principles of Progressivism encourage a curriculum that is flexible and responsive to the needs of society. This adaptability is especially important in a rapidly changing job market where the ability to learn and apply new skills is crucial. By focusing on problem-based curriculum design, educators can ensure that students are not only prepared for their current career paths but also equipped with the lifelong learning skills necessary to adapt to future challenges (Aslan, 2022; Rochma, 2023). This approach is in line with findings that emphasize the importance of aligning educational practices with the demands of the ever-evolving labor market (Kahdim, 2023). Furthermore, the integration of emotional intelligence and work motivation within the educational framework as highlighted in the latest study, emphasizes the holistic nature of Progressivism.

By cultivating emotional intelligence and motivation, educators can improve students' readiness to work because these attributes are essential for success in a collaborative and dynamic work environment (Riwayati & Santoso, 2022; Afriadi et al., 2018). The influence of Progressivism in curriculum development is very profound, especially in preparing students for the world of work. By prioritizing student-centered learning, integrating real-world experiences and fostering adaptability, educational institutions can effectively equip students with the skills and competencies required in today's job market. On the other hand, Existentialism focuses more on the search for meaning in life and individual freedom in education. This philosophy considers education as a means to help students find their identity and purpose in life. Existentialism encourages students to overcome their existential dilemmas such as freedom, responsibility and meaning of life and not only see education as a means to acquire knowledge but also as a way to achieve

a deeper understanding of self (Sasan, 2023). Therefore, Existentialism tends to focus more on character development and personal reflective thinking rather than just on social or professional skills. The integration of the principles of Existentialism in education can result in innovative pedagogical strategies that encourage student engagement and self-reflection. For example, educators can create opportunities for students to research and address their existential concerns through projects, open discussions and reflective writing (Jaarsma et al., 2015; English, 2023). These practices not only deepen students' understanding of themselves but also prepare them to face existential challenges outside the classroom which in turn supports the effective development of human resources.

Existentialism has a significant influence in the development of curricula that aim to prepare students for the complexities of the modern world of work. This philosophical approach emphasizes the importance of individuality, personal choice and the search for meaning which are essential attributes for students as they transition into a professional environment. By fostering a sense of personal identity and critical thinking, existentialism is in line with a competency-based curriculum that prioritizes lifelong learning and adaptability in the world of work (Kwak, 2013). The philosophy of Existentialism argues that education not only aims to transmit knowledge but also to facilitate personal growth and the discovery of identity. This perspective encourages educators to adopt pedagogical strategies that support experiential learning that allows students to actively engage with their education (Roxas, 2023; Rohmah, 2019). Methods such as dialogue and role-playing can empower students to explore their identities and responsibilities which are crucial to understanding workplace dynamics (Rohmah, 2019). In addition, the emphasis on authenticity and personal choice in Existentialism can inspire students to take ownership of their learning process and encourage a proactive attitude towards their careers (Jaarsma et al., 2015). Furthermore, the integration of the principles of Existentialism in curriculum design can answer the broader social and political contexts that affect educational practices. Existentialist education can serve as an alternative narrative to the traditional competitive education model that often maintains inequality (Kahveci, 2021). By adopting a critical pedagogical framework, educators can challenge constrained structures and promote a more equitable learning environment that prepares students to face the complexities of the world of work (Kahveci, 2021).

In addition, Existentialism's focus on freedom and responsibility encourages students to develop a critical attitude towards their role in society and in the workplace. This is especially relevant in today's rapidly changing job market where adaptability and ethical decision-making are critical (Kwak, 2013). By integrating themes of Existentialism into the curriculum, educators can cultivate a generation of learners who are not only skilled but also socially aware and able to make choices in their professional lives. The influence of Existentialism in curriculum development is very deep and diverse. By prioritizing personal identity, critical thinking and experiential learning, the principles of Existentialism can effectively prepare students for the challenges of the modern world of work. This approach not only enhances the individual learning experience but also contributes to a more equitable and socially responsible educational framework. Meanwhile, Postmodernism, which emphasizes deconstruction and plurality, challenges the idea that there is a single truth in education. Postmodernism teaches that knowledge and truth are always relative and dependent on cultural, social and historical contexts. Postmodern education encourages students to critique and understand knowledge from a variety of perspectives, including those that have been accepted as truth in dominant narratives (Doyle, 2006; Ilishova et al., 2022). In contrast to Progressivism which is more oriented towards practical solutions and Existentialism which focuses on personal understanding, Postmodernism emphasizes uncertainty and relativity in understanding the world and encourages students to question what is perceived as "truth". The application of Postmodernism principles in educational practice has resulted in innovative pedagogical approaches such as heutagogy that give students more autonomy in regulating their learning paths.

Students are given the freedom to determine what they learn and how they learn it. This not only increases their sense of responsibility but also builds self-learning and critical reflection skills (Levy-Feldman, 2018; Wang, 2018). The shift from a teacher-centred education model to a student-centred model is also aligned with the needs of the modern world of work where lifelong learning and the ability to adapt quickly are essential. In addition, the integration of technology in Postmodernism education further enriches

the learning experience of students. The use of e-learning and digital resources allows students to conduct more personalized learning where they can access information that suits their interests and needs (Wigena, 2023; Yuskovych-Zhukovska et al., 2022). This approach is particularly relevant to prepare students for the challenges of the 21st century, where the ability to manage information and technological skills is key. The influence of Postmodernism in curriculum development is very significant, especially when the education system seeks to prepare students to face the complexities of the modern world of work. Postmodernism challenges the traditional educational paradigm by emphasizing diversity, a learner-centered approach and the integration of multiple perspectives. These changes are important in developing a curriculum that not only teaches knowledge but also encourages critical thinking, adaptability and cultural awareness in students. One of the main principles of Postmodernism in education is the shift towards a learner-centered curriculum. This approach encourages students to be actively involved in the learning process and build their own understanding instead of passively receiving information.

Pere stated that Postmodernism's constructivist learning theory supports a curriculum in which the learner's prior knowledge and experience become an integral part of the knowledge creation process, thus providing a more in-depth learning experience (Pere, 2023). This is in line with the idea that in the Postmodern context that education must be able to manage students' diverse backgrounds and experiences to prepare them for the complex world of work (Wei, 2018). In addition, Postmodernism fostered the idea of a curriculum that reflected the complexity of contemporary society. Fani and Yahya stated that the Postmodern era is characterized by increasing consumerism, fragmentation and media saturation that demands a dynamic and adaptive curriculum (Fani & Yahya, 2023). This perspective is supported by Wilkinson who argues that the adoption of Postmodern ideas in education is essential to address the social consequences of modernity and ensure the curriculum is relevant to students' lives (Wilkinson, 2023). By integrating various perspectives, the curriculum can better prepare students to face the complexities of the global workforce (Bhattarai & Basnet, 2023). In addition, postmodern criticism of grand narratives and universal truths challenges educators to reconsider curriculum content and structure. Tatusko highlights how Postmodernism questions the established metanarrative in education by advocating a more pluralistic approach that recognizes the validity of various knowledge systems (Tatusko, 2005). This is especially relevant in a globally connected world where students must be able to interact with diverse cultures and viewpoints. Integrating local knowledge and indigenous perspectives into curriculum development is an important step in encouraging inclusivity and relevance in education (Bhattarai & Basnet, 2023).

Furthermore, the emphasis on lifelong learning in a Postmodern context emphasizes the importance of a curriculum that equips students with the necessary skills to continuously adapt and evolve. Edwards and Usher discuss how Postmodernism has redefined the purpose of education by emphasizing the importance of lifelong learning in response to the uncertainties of contemporary life (Edwards & Usher, 2001). This perspective is in line with the need for a curriculum that not only focuses on momentary job readiness but also develops skills for continuous personal and professional development. The influence of Postmodernism in curriculum development is huge in preparing students to face the complexities of the modern world of work. By fostering a learner-centered approach, embracing diversity, challenging traditional narratives and promoting lifelong learning, the postmodern curriculum can equip students with the skills and perspectives necessary to succeed in an ever-evolving global world.

#### **IV. CONCLUSION**

Research on the role of educational philosophy which includes Progressivism, Existentialism, and Postmodernism shows that these three schools have an important contribution to the development of Indonesian human resources (HR) who are adaptive, critical and ready to face change. Progressivism emphasizes experiential learning that encourages students to be active in the learning process and trains them in critical thinking and problem-solving. Existentialism with a focus on individual freedom and the search for meaning, directs education to help students discover their identity and form strong character and social responsibility. Postmodernism offers an approach that values the plurality of views and challenges the idea of a single truth thereby equipping students with critical thinking skills, adaptation and appreciation for

diversity. The overall approach of this philosophy suggests that the integration of progressive, reflective, and pluralistic values in education can produce Indonesian human resources who are not only technically competent but also have a deep understanding of ethical and social values that are urgently needed in the modern world of work and a complex global society.

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