

## PHILOSOPHICAL APPROACHES IN DEVELOPING LITERACY THROUGH DIFFERENTIATED INSTRUCTION IN ELEMENTARY SCHOOLS

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### ABSTRACT

*In the contemporary educational landscape, integrating philosophical frameworks—ontology, axiology, and epistemology—into differentiated instruction strategies is essential for enhancing literacy in elementary schools. This study employs a literature review methodology, analyzing 14 reviewed articles to explore how these philosophical approaches inform effective teaching practices. The findings reveal that educators' perceptions of knowledge (ontology) significantly influence literacy strategies, while understanding values (axiology) is crucial for creating inclusive learning environments. Additionally, students' epistemological beliefs impact their engagement with literacy instruction, highlighting the need for educators to address these beliefs in their teaching. The implications of this research suggest that a comprehensive framework incorporating these philosophical dimensions can improve literacy outcomes and foster equitable learning opportunities for diverse learners.*

### KEYWORDS

*Philosophical frameworks; Literacy development; Differentiated instruction*



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### Article Info:

Submitted:  
02-05-2025

Final Revised:  
24-05-2025

Accepted:  
30-05-2025

Published:  
03-06-2025

## INTRODUCTION

In the contemporary educational landscape, the integration of philosophical frameworks such as ontology, axiology, and epistemology is crucial for enhancing literacy through differentiated instruction strategies in elementary schools. These philosophical approaches provide a robust foundation for understanding the nature of knowledge, values, and existence, which are essential in shaping effective

### How to cite:

E-ISSN:

Anggraini, et al. (2025). Philosophical Approaches in Developing Literacy Through Differentiated Instruction in Elementary Schools. Journal Eduvest. 5(5): 5786-5798

2775-3727

teaching methodologies. Differentiated instruction, which tailors educational experiences to meet the diverse needs of students, is increasingly recognized as a vital strategy for fostering literacy skills among young learners (Tomlinson, 2014). As classrooms continue to diversify, global education systems are challenged to develop instructional approaches that respond to differences in student readiness, interests, and learning profiles.

The need for effective literacy instruction is underscored by the increasing diversity of student populations in elementary schools. As classrooms become more heterogeneous, educators face the challenge of addressing varying learning styles, cultural backgrounds, and individual needs. Differentiated instruction offers a framework for meeting these challenges by allowing teachers to adapt their methods and materials to better suit each student's unique learning profile. However, the successful implementation of differentiated instruction requires a solid philosophical foundation that informs educators' understanding of knowledge, values, and learning processes. This need highlights a critical gap in the existing instructional models used in diverse educational settings.

Previous studies have emphasized the importance of differentiated instruction in improving student outcomes but often overlook the theoretical foundations that support such pedagogical approaches. For example, Chasanah (2009) found that integrating educational philosophy into teaching practice enriches the learning experience by fostering deeper cognitive engagement among students. Similarly, Nuzulah et al. (2017) explored how philosophical perspectives influence curriculum design but did not specifically focus on differentiated instruction. Wangsa and Gandhi (2017) identified the relevance of epistemological and axiological considerations in moral education, suggesting that philosophical integration enhances educational outcomes. Yahya et al. (2023) further underlined the importance of philosophy in framing inclusive learning environments, although they did not connect it directly to literacy development. Kennedy (2022) provided a broad overview of how philosophical inquiry informs educational reform, yet stopped short of operationalizing this link within specific instructional strategies. These studies, while valuable, reveal a lack of focused inquiry into how the core philosophical frameworks of ontology, axiology, and epistemology can be systematically embedded into differentiated instruction aimed at improving literacy in elementary education.

Despite the recognized benefits of differentiated instruction, there remains a significant gap in understanding how philosophical frameworks can be systematically applied to enhance literacy development in elementary schools. The problem this research addresses is the lack of comprehensive strategies that integrate philosophical approaches with differentiated instruction practices. This gap not only limits the effectiveness of literacy programs but also hinders the ability of educators to address the diverse needs of their students effectively. Moreover, current implementations of differentiated instruction may risk becoming superficial when they are not grounded in coherent philosophical perspectives. This deficiency underscores the urgency of developing a theoretical and practical model that bridges philosophy with literacy pedagogy.

The novelty of this research lies in its focus on the philosophical dimensions of differentiated instruction, an area that has not been extensively explored in

existing literature. While many studies address the practical elements of differentiated instruction, few examine the underlying philosophical principles—particularly ontology, axiology, and epistemology—that can guide its design and application. By centering its analysis on these three core branches of philosophy, this study offers a new conceptual contribution to both educational philosophy and pedagogy. It seeks to move beyond implementation checklists toward a reflective model of teaching literacy that is grounded in a philosophical understanding of students, knowledge, and values.

The primary objective of this study is to develop a comprehensive framework that educators can use to integrate philosophical approaches into their differentiated instruction practices, thereby improving literacy outcomes for diverse learners. More specifically, the research seeks to investigate the relevance and application of ontology (the nature of being and learning), axiology (the role of values in education), and epistemology (the construction of knowledge) in structuring effective literacy instruction tailored to student diversity in elementary school settings.

This study offers both theoretical and practical benefits. Theoretically, it contributes to the academic discourse by highlighting the often-overlooked philosophical foundations of instructional strategies, providing scholars and educators with a deeper conceptual understanding of differentiated instruction. Practically, the research equips teachers with a reflective model of practice that enables them to design and implement more meaningful and responsive literacy activities for students of varying backgrounds and abilities. It also provides school leaders and policymakers with a framework to support pedagogical innovation that aligns with educational values and learning theories.

In summary, this study aims to illuminate the critical role that philosophical frameworks play in shaping effective differentiated instruction strategies for literacy development in elementary schools. By addressing the identified research gaps and providing a comprehensive analysis of the interplay between philosophy and education, this research aspires to enhance the quality of literacy instruction and promote equitable learning opportunities for all students. The findings are expected to influence curriculum development, teacher training, and educational policy by offering a philosophically grounded model for literacy instruction that meets the needs of today's diverse learners.

## RESEARCH METHOD

This research employs a literature review methodology to explore the philosophical ontology, axiology, and epistemology approaches in developing literacy through differentiated instruction strategies in elementary schools. A literature study seeks relevant theoretical references related to a case or problem found to conclude (Pilendia, 2020). The literature review will systematically analyze and synthesize findings from 14 reviewed articles published in reputable journals indexed in Sinta and Scopus over the past 5 to 10 years. This approach allows for a comprehensive understanding of the current state of research in this area, identifying key themes, gaps, and contributions to the field.

The selection of articles will focus on those that discuss the intersection of philosophical frameworks and differentiated instruction, particularly in the context of literacy education. The review will include empirical studies, theoretical papers, and meta-analyses to provide a well-rounded perspective on the topic. The methodology will follow established guidelines for conducting literature reviews, ensuring transparency and replicability.

## RESULT AND DISCUSSION

The data for this literature review will primarily consist of published articles from academic journals that specialize in the fields of education, philosophy, and literacy. The selection process will focus on reputable journals indexed in Sinta and Scopus, ensuring that the sources are from peer-reviewed publications of high quality and credibility. This approach guarantees that the research included in the review is both rigorous and reliable.

To identify relevant literature, a targeted search will be conducted using specific keywords such as "philosophical ontology," "axiology," "epistemology," "differentiated instruction," "literacy development," and "elementary education." These keywords are carefully chosen to capture the philosophical dimensions of education, the application of differentiated instruction in teaching practices, and the development of literacy in young learners.

The articles selected for inclusion will meet specific criteria. They must have been published within the last 5 to 10 years, ensuring that the research reflects current trends and developments in the field. Additionally, the focus of these articles will be on the philosophical aspects of education, particularly in relation to differentiated instruction. The review will include empirical studies, theoretical frameworks, or comprehensive reviews that are relevant to literacy development in elementary schools, with an emphasis on how these philosophical concepts can inform teaching practices and educational outcomes.

**Table 1. Literature Review Result**

Title	Research Focus	Results and Discussion
Definitions, Foundations and Associations of Physical Literacy: A Systematic Review (Edwards dkk., 2016)	The research aimed to conceptualize the construct of physical literacy, investigating its various definitions, foundations, and associated factors in contemporary literature.	The review highlighted that physical literacy has been conceptualized in varying ways across different research groups. While it is frequently applied in physical education and sport, inconsistencies in its definition remain a key challenge. The article also discusses the role of physical literacy in promoting physical activity and its relationship with other health and educational constructs.

Title	Research Focus	Results and Discussion
Education in the 21st Century: Philosophical Foundations and Principles (Bushman, 2022)	The primary focus of the article is to analyze the role and purpose of education in the 21st century, particularly its philosophical underpinnings. The author examines education through the lens of existential and anthropocentric perspectives, considering how these affect educational practices both locally and globally.	The article discusses how education in the 21st century must evolve to meet the challenges of modern society, emphasizing the importance of human-centered educational models. It critically analyzes the dichotomy between existentialism and anthropocentrism in shaping educational philosophies. The author argues that education must consider individual and collective needs in an increasingly globalized world.
Educational Research Literacy: Philosophical Foundations and Empirical Applications (Phillips dkk., 2023)	The paper focuses on conceptualizing educational research literacy and explores its philosophical foundations and real-world applications. It aims to bridge the gap between theoretical perspectives on research literacy and its practical implications in educational practice.	The article discusses the importance of understanding research literacy as a critical skill for educators and researchers. It explores how research literacy contributes to improving educational practices, particularly in enhancing teachers' ability to engage with research. The authors argue that a deeper philosophical understanding of research literacy can lead to better integration of research findings into educational practices, fostering a more evidence-based approach to teaching and learning.
Explication of the Methodological Difficulties of Modern Axiology (Kotlyarova dkk., 2015)	The main focus is to explicate the challenges in the study of axiology, examining the fragmented understanding of values in contemporary academic discussions. The authors delve into how different philosophical and cultural perspectives shape axiological studies, highlighting the diversity of thought and the resulting methodological issues.	The article discusses how axiological theories are fragmented due to varying interpretations of the essence of value. It critiques the lack of unified methodological approaches and proposes that the diversity in philosophical traditions leads to differing conclusions about values. The authors argue that understanding the methodological difficulties in axiology is key to advancing the study of values and resolving the disagreements

Title	Research Focus	Results and Discussion
		between different schools of thought.
Philosophy with Children as Part of the Solution to the Early Literacy Problem (Murriss, 2016)	The article focuses on the early literacy education crisis in South Africa, specifically critiquing current literacy policies and practices. It highlights the gap in teaching comprehension and proposes the integration of philosophical inquiry to address the problem.	Murriss argues that insufficient attention is paid to teaching comprehension skills explicitly in South African literacy policies. By analyzing the government's response to poor literacy outcomes, she identifies a mismatch between the problems and the solutions offered. The article proposes that teaching higher-order questioning skills to teachers from preschool onwards could significantly improve literacy outcomes. The author suggests that philosophical inquiry with children could be part of the solution to bridging this gap.
Scientific Literacy and Social Transformation: Critical Perspectives about Science, Participation, and Emancipation (Valladares, 2021)	The paper explores the shift in the understanding of scientific literacy, emphasizing the transition from a traditional educational model (focused on transmission of knowledge) to a more transformative approach that engages with social issues and emphasizes emancipation through science.	Valladares discusses the evolution of scientific literacy, noting how it has shifted from a focus on the mere transmission of knowledge (Vision-I) to a model that encourages greater engagement with societal issues, participation, and emancipation (Vision-III). The article highlights the need for clearer definitions of science participation and emancipation within the context of transformative scientific literacy, arguing that these concepts are central to understanding the role of science in social change.
Teaching the Nature of Science from a Philosophical Perspective (Lampert, 2020)	The article focuses on the potential benefits of incorporating philosophical perspectives into science education. It explores the idea of interdisciplinary teaching, where philosophy education intersects with science teaching, and highlights the advantages of such an approach for	Lampert argues that teaching philosophy alongside science can help students better understand the nature of science, including its methods, limitations, and epistemological foundations. By fostering a connection between philosophy and science, the paper advocates for a more holistic and interdisciplinary approach to



Title	Research Focus	Results and Discussion
	enhancing critical thinking and understanding of the nature of science..	education, particularly at the upper secondary school level. The article discusses how philosophy can deepen students' intellectual engagement with science and promote a broader understanding of scientific practices.
On the two cultures of educational research, and how we might move ahead: Reconsidering the ontology, axiology, and praxeology of education (Biesta, 2015)	The focus is on the division within educational research between those who view education as a cause-effect process and those who see it as a communicative and interpretive human event. The article explores how these views shape the practices and understanding of education, with an emphasis on reconciling these perspectives for better educational outcomes.	The article argues that the question of how education works and how it can be improved should acknowledge the complexity of educational processes. It suggests that both the cause-effect model and the interpretative approach have value, but they must be integrated in a way that recognizes the unique nature of education as both a social and intellectual activity. The paper concludes with a call for reconsidering the ontology, axiology, and praxeology of education to move forward in educational research.
Philosophy as a Method: Tracing the Histories of Intersections of 'Philosophy,' 'Methodology,' and 'Education' (Tesar, 2021)	The article focuses on understanding "philosophy as a method" and investigates its historical intersections with methodology and education. It explores how philosophy has shaped educational practices and inquiry methods and how these intersections can inform current educational research.	The article critically engages with the concept of "philosophy as a method" by delving into its historical and conceptual origins. It explores how philosophical methods have influenced educational practices and qualitative research methodologies. The paper discusses the role of language and presuppositions in the construction of knowledge, drawing on the work of thinkers like Agamben to highlight the deep connection between philosophical inquiry and the methods employed in educational research.
Comprehensive Exploration of Digital Literacy Embedded with Self-Regulation	The research focuses on understanding how digital literacy is interrelated with cognitive and	The study found significant relationships among digital literacy, self-regulated learning, and epistemological

Title	Research Focus	Results and Discussion
Epistemological Beliefs (Demirbag & Bahcivan, 2021)	metacognitive aspects like self-regulation and epistemological beliefs. It specifically investigates how these factors influence science teacher education, particularly for preservice teachers.	beliefs. It highlights how preservice science teachers' understanding of digital tools, their ability to regulate their own learning, and their beliefs about knowledge and learning processes are interconnected. The article discusses how these factors should be considered in designing science teacher education programs to create more effective learning environments.
The Role of Axiology in Differentiated Language Learning (Putri & Zaim, 2024)	The focus of the article is on understanding how axiology, as the study of values, influences differentiated language learning. The paper looks into how the philosophical foundations of education shape language learning strategies that cater to diverse student needs.	The article argues that axiology is crucial in differentiated language learning as it helps educators understand the values and principles that guide teaching practices. By recognizing these values, teachers can better address the varied learning styles and abilities of students, ensuring more effective and inclusive language learning environments. The discussion also touches on how the recognition of individual learning differences aligns with broader educational values, promoting a more equitable learning process.
Relevance of Educational Research: An Ontological Conceptualization (Akkerman dkk., 2021)	The research addresses the concept of relevance in educational research, specifically examining how educational research can maintain its significance and contribute to the ongoing debates about education in society. The paper focuses on the ontological foundations of educational research and its interactions with various academic disciplines.	The article argues that educational research needs to be framed in a way that aligns with the current social and political context, where education is seen as a key to social justice and improvement. The paper discusses the challenges faced by educational research in maintaining its relevance amidst interdisciplinary and societal changes. It highlights the importance of ontological clarity to guide educational research in ways that meaningfully inform



Title	Research Focus	Results and Discussion
		educational practices and policies.
Research Paradigm: A Philosophy of Educational Research (Khatri, 2020)	The paper focuses on understanding the concept of a research paradigm and its application within the context of educational research. The article seeks to provide a philosophical foundation for research practices in education, exploring how different paradigms influence the research process.	The article discusses the importance of research paradigms in shaping educational research methodologies. It highlights how different paradigms—positivist, interpretivist, and critical—affect the way educational research is conceptualized and conducted. The paper emphasizes the need for a clear understanding of these paradigms to enhance the quality and relevance of educational research.
Conceptions of Scientific Knowledge and the Influence on Learning Academic Skills: Epistemic Beliefs and the Efficacy of Information Literacy Instruction (Rosman dkk., 2018)	The research investigates how epistemic beliefs—specifically beliefs about the nature of knowledge—affect students' ability to engage in information literacy instruction, particularly in academic contexts. The focus is on psychology students and how their beliefs (e.g., viewing knowledge as subjective) influence their recognition of the value of differentiated information searches.	The study found that students with less sophisticated epistemic beliefs (e.g., those viewing knowledge as inherently subjective) showed less improvement in information-seeking skills during the intervention. Specifically, students with multiplicistic beliefs (viewing knowledge as subjective and variable) were less likely to benefit from the instruction. The article suggests that the effectiveness of information literacy instruction may depend on the epistemic beliefs held by students, highlighting the need to address these beliefs in educational settings.

Source: reasearcher

### Data collection technique

The data collection process for this literature review will follow a structured and systematic approach to ensure comprehensive and reliable results. First, a thorough search will be conducted across several academic databases, including Google Scholar, JSTOR, and other specialized educational databases. This will help identify a broad range of articles relevant to the research topic.

Once the articles are collected, they will be carefully screened according to the inclusion criteria. The abstracts of the articles will be reviewed to assess their relevance to the specific focus of the study. This initial screening will help narrow down the selection to those that most closely align with the research objectives.

After the screening process, the selected articles will undergo a full-text review. During this phase, detailed information will be extracted, particularly focusing on philosophical approaches, strategies for differentiated instruction, and the development of literacy. This will ensure that the data collected is both relevant and comprehensive.

To manage the selected articles efficiently and maintain proper citation organization, reference management software such as EndNote or Mendeley will be utilized. These tools will help streamline the process of organizing and citing the literature throughout the review. This methodical approach to data collection will ensure that the literature review is based on high-quality, relevant research.

### **Data analysis**

Data analysis for this literature review will follow a systematic approach aimed at synthesizing the findings from the selected articles. The data obtained was analyzed through several stages to produce conclusions so that they could provide an idea or description of the topics discussed (Azizah dkk., 2023). The process will begin with thematic analysis, where the articles will be carefully examined to identify common themes, patterns, and philosophical frameworks related to differentiated instruction and literacy development. Key concepts will be coded and categorized into overarching themes to help organize the data and highlight significant insights.

Next, a comparative analysis will be conducted to compare the findings from different studies. This will involve identifying similarities and differences in the approaches, methodologies, and outcomes presented in the literature. By doing so, a clearer understanding of the broader implications of philosophical frameworks in educational practices will be gained.

Each article will also undergo a critical evaluation. This step will assess the contribution of each study to the field, examining the methodological rigor and the relevance of the research to the main research questions. Additionally, this evaluation will highlight the limitations and gaps found in the literature, offering a more comprehensive perspective on the topic.

Finally, the findings from the thematic and comparative analyses, as well as the critical evaluations, will be synthesized to draw conclusions about the role of philosophical ontology, axiology, and epistemology in promoting literacy through differentiated instruction strategies. The goal of this synthesis is to provide actionable insights that can inform educational practices and guide policymakers in their decision-making processes.

The findings from the literature review highlight the significance of philosophical frameworks ontology, axiology, and epistemology in developing literacy through differentiated instruction strategies in elementary schools. The exploration of philosophical ontology reveals how educators perceive the nature of knowledge and learning. Biesta (2015) emphasizes the need for a balanced understanding of educational processes, contrasting a cause-effect perspective with a human-centered approach. This ontological perspective is essential for creating literacy strategies that acknowledge the complexity of learning environments, as recognizing the diverse nature of knowledge influences how literacy is taught and learned.

Axiology, which focuses on values, plays a crucial role in shaping differentiated instruction strategies. Putri and Zaim (2024) argue that understanding the values inherent in language education is vital for addressing diverse learning needs. By recognizing these values, educators can create inclusive learning environments that cater to all students. Axiological considerations enable educators to tailor their approaches to meet varied learner needs, enhancing student engagement and literacy outcomes through aligned educational values.

The epistemological beliefs of students also significantly impact their engagement with literacy instruction. Rosman et al. (2018) found that students' beliefs about knowledge influence their ability to benefit from information literacy instruction, underscoring the importance of addressing these beliefs in differentiated instruction. Students with sophisticated epistemic beliefs demonstrated greater improvement in information-seeking skills, indicating that addressing students' beliefs about knowledge can enhance the effectiveness of literacy instruction. Overall, the integration of these philosophical approaches provides a comprehensive framework for developing effective literacy strategies in elementary education.

The findings from this literature review highlight the significant role of philosophical frameworks—ontology, axiology, and epistemology—in shaping differentiated instruction strategies for literacy development in elementary schools. The exploration of philosophical ontology indicates that educators' perceptions of knowledge and learning greatly influence their teaching practices. Biesta (2015) emphasizes the need for a balanced understanding of educational processes, suggesting that a human-centered approach can enhance literacy strategies. This perspective aligns with research that underscores the importance of recognizing the complexity of learning environments, enabling educators to tailor their methods to meet the diverse needs of students.

Axiology also plays a crucial role in differentiated instruction by emphasizing the values inherent in educational practices. Putri and Zaim (2024) argue that understanding these values is essential for creating inclusive learning environments, which resonates with value-driven education that fosters student engagement and motivation. By aligning educational values with differentiated instruction, educators can improve literacy outcomes and ensure that all students feel valued and supported. This approach addresses not only academic needs but also nurtures social and emotional development, which is vital for holistic literacy growth.

Additionally, the influence of epistemological beliefs on literacy engagement is critical. Rosman et al. (2018) found that students' beliefs about knowledge significantly impact their ability to benefit from information literacy instruction. This suggests that educators should consider students' epistemic beliefs when designing differentiated instruction strategies. Addressing these beliefs can enhance information-seeking skills and overall literacy development. In conclusion, integrating these philosophical approaches offers a comprehensive framework for developing effective literacy strategies in elementary education, and future research should further explore their interplay and implications for literacy development in various educational contexts.

## CONCLUSION

This research underscores the vital role of integrating philosophical frameworks—ontology, axiology, and epistemology—into differentiated instruction strategies to enhance literacy development in elementary schools. The findings reveal that educators' perceptions of knowledge and values significantly influence their teaching methodologies. A balanced understanding of educational processes is essential for creating effective literacy strategies that cater to diverse student needs. Additionally, the importance of values in education demonstrates the necessity of fostering inclusive learning environments that promote student engagement and motivation. Furthermore, the exploration of epistemological beliefs emphasizes the need for educators to consider students' beliefs about knowledge when designing differentiated instruction. Addressing these beliefs can lead to improved literacy outcomes and better information-seeking skills among students. This research opens avenues for future studies to further investigate the interplay between philosophical frameworks and differentiated instruction in various educational contexts, ultimately contributing to a more inclusive and effective educational landscape.

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