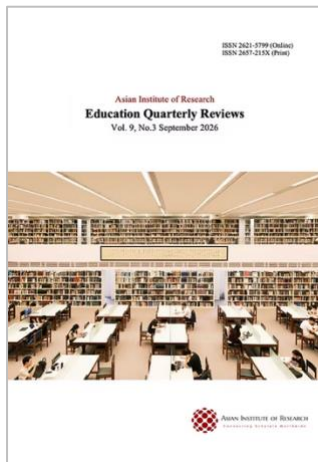




Education Quarterly Reviews

Payong, M. R. (2026). Bringing Essentialism in 21st-Century Education: Exploring the Thoughts of William C. Bagley. *Education Quarterly Reviews*, 9(3), 119-129.

ISSN 2621-5799

DOI: 10.31014/aior.1993.09.03.730

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and increases citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide

Bringing Essentialism in 21st-Century Education: Exploring the Thoughts of William C. Bagley

Marselus Ruben Payong¹

¹ Universitas Katolik Indonesia Santu Paulus Ruteng. ORCID ID: <https://orcid.org/0000-0002-3229-3309>

Abstract

William Chandler Bagley (1874–1946) was an American educational figure known as a pioneer of essentialism. His ideas emphasized the importance of the core curriculum, teacher professionalism, and intellectual discipline in shaping students' character and thinking skills. Although born in the context of the early 20th century, Bagley's ideas remain relevant to education in the 21st-century, characterized by globalization, digitalization, and rapid socio-cultural change. This article aims to analyze the influence and relevance of Bagley's ideas on contemporary educational practice by examining their relationship to curriculum, teacher education, and the 21st-century learning paradigm. The method used is a historical-critical literature review of Bagley's primary works and modern secondary literature. The study results show that Bagley's principles, especially the emphasis on curriculum content, academic standards, and teachers' professional authority—remain an important foundation of modern education, although they need to be reformulated to be compatible with 21st-century values of democracy, creativity, and inclusivity.

Keywords: Essentialism, Core Curriculum, Intellectual Discipline, 21st Century Skills

1. Introduction

Modern education faces increasingly complex challenges: technological acceleration, economic globalization, social transformation, and a crisis in the values and meaning of learning. In this context, debates about the direction and nature of education have resurfaced, particularly regarding the tension between individual freedom, creativity, and the need for measurable academic standards. Amidst the increasingly dominant trend of educational progressivism in the 21st-century paradigm, interest has resurfaced in the classical ideas about the essence of education, intellectual discipline, and teacher professionalism, as articulated by William Chandler Bagley (1874–1946)—a leading figure in the essentialist school of American educational philosophy (Null, 2007; Sahin, 2018). William C. Bagley was a philosopher and educator who opposed the excesses of educational progressivism that developed in the early 20th century, particularly the ideas of John Dewey and his students such as William H. Kilpatrick. In Bagley's view, education should not simply be a social laboratory that prioritizes the freedom of students without direction, but rather an institution that transmits values, intellectual habits, and knowledge proven in human culture (Bagley, 1931). He emphasized that the primary task of schools is to maintain the continuity of civilization by transmitting essential knowledge to the younger generation (Bagley, 1926; Bestor, 1953).

His pioneering idea of essentialism was a reaction to progressivism, which overemphasized individual experience and student free activity. For Bagley, proper education must include elements of discipline, perseverance, and mastery of academic content, because without a strong intellectual foundation, freedom of thought becomes shallow and irresponsible (Cremin, 1961; Null, 2003). This view made him one of the most important figures in the history of American educational philosophy and the initiator of a new direction emphasizing the balance between content, process, and social values in education.

Although Bagley's ideas emerged over a century ago, their relevance to 21st-century educational practice is resurfacing. Amidst the demands of developing 21st-century skills—such as critical thinking, collaboration, creativity, and technological literacy, education systems still require a robust curriculum structure, professional teachers, and an academic culture that values intellectual perseverance (Trilling and Fadel, 2009; OECD, 2019). Thus, an important question arises: to what extent can Bagley's classical thinking provide a new direction for modern education, faced with the challenges of digitalization, globalization, and cultural pluralism?

Furthermore, the current education system faces a dilemma between two extremes: on the one hand, constructivist and progressive tendencies that emphasize flexibility and personalized learning; on the other, the need for accountability, objective evaluation, and a national curriculum that demands uniform standards (Ornstein and Hunkins, 2018). In this context, Bagley's essentialist approach can offer a middle ground—emphasizing the importance of academic content and the integrity of teacher professionalism, without rejecting pedagogical innovations that meet the demands of the times (Sahin, 2018; Dunn, 2005).

From a historical perspective, Bagley brought classical ideals about education and the practical needs of modern industrial society (Gutek, 2011). He believed that education should be oriented toward developing individuals with character, capable of systematic thinking, and ready to contribute to social progress. These values are now being sought again in an era dominated by project-based learning, digital media, and artificial intelligence algorithms that sometimes neglect the ethical dimensions and substance of scientific knowledge (UNESCO, 2021; Zhao, 2012).

Therefore, this study is crucial for reflecting on William C. Bagley's thinking within the modern philosophy of education and examining its relevance for 21st-century educational practices, which demand a combination of core knowledge, creativity, and national character. Through a theoretical-historical examination of Bagley's work and ideas, this article attempts to build a conceptual bridge between classical essentialism and the contemporary transformative learning paradigm.

Based on this background, three main research questions can be formulated: 1) What are the main points of William C. Bagley's educational thinking that form the basis of the essentialism school? 2) How does Bagley's thinking influence educational practice, particularly in curriculum development and teacher education? 3) What is the relevance and potential reinterpretation of essentialism principles in the context of 21st-century learning?

This research aims to: 1) Comprehensively describe the main principles of William C. Bagley's thinking, including his views on the nature of education, the role of teachers, and curriculum structure. 2) Analyze the influence of Bagley's thinking on the development of educational theory and practice from the early 20th century to the contemporary era. 3) Evaluate the relevance of essentialist principles to the 21st-century educational paradigm and propose a conceptual reinterpretation to suit the global, digital, and multicultural context.

This research is significant in three dimensions: 1) Historical dimension: it provides a deeper understanding of William C. Bagley's role as a key figure in shaping the modern educational paradigm and his contribution to the birth of the back-to-basics movement and core curricula in various countries (Bestor, 1956; Hirsch, 1996). 2) Theoretical dimension: it expands the study of the relationship between essentialism and 21st-century learning theories and opens a space for synthesis between classical values and the demands of modern education. 3) Practical dimension: it offers reflections for curriculum designers, educators, and policymakers on how to balance the depth of academic content, pedagogical creativity, and social inclusiveness in the educational process.

2. Research Method

This research uses a qualitative approach with historical-philosophical inquiry design. More specifically, this research combines two analytical frameworks: 1) Historical analysis, to explore the social, political, and intellectual contexts underlying Bagley's thinking. 2) Philosophical-critical analysis, to examine the conceptual structure, ontological, epistemological, and axiological assumptions in Bagley's thinking, and their relevance to modern educational practice (Knight, 2008; Ozmon and Craver, 2003).

This research utilizes secondary data obtained through in-depth library research. The data sources consist of 1) William C. Bagley's primary works, including: *The Educative Process* (1905); *Classroom Management* (1907); *Educational Values* (1922), *Education and Emergent Man* (1934); and *Determinants of Social Education* (1931). These works serve as the primary material for reconstructing Bagley's original views on the nature of education, teachers, and curriculum. Data analysis was conducted using thematic content analysis, which focuses on interpreting philosophical and historical meanings (Bowen, 2009; Braun and Clarke, 2023).

The analysis process involved four main stages: 1) Description – presenting the historical and biographical context of William C. Bagley and a map of essentialist thought. 2) Interpretation – outlining the key meanings of Bagley's ideas on education, teachers, and curriculum. 3) Critique – evaluating the conceptual strengths and weaknesses of Bagley's thinking based on the framework of modern educational theory. 4) Recontextualization – reinterpreting Bagley's ideas within a 21st-century framework, including their integration with the concepts of 21st-century skills, digital literacy, and global education.

3. Results and Discussion

3.1 Intellectual Biography of William C. Bagley

William Chandler Bagley (1874–1946) was a central figure in American educational philosophy in the early 20th century. He earned his undergraduate degree from the University of Michigan and then pursued graduate studies at Cornell University, where he developed a deep interest in educational psychology and the philosophy of learning (Null, 2003). Having taught at several major universities, including Montana State College and the University of Illinois, Bagley became known as the founder and advocate of essentialism—a reaction to the dominance of progressivism in education (Cremin, 1961; Gutek, 2011).

His academic career flourished during a time when educational progressivism, particularly the ideas of John Dewey and William H. Kilpatrick, dominated American pedagogical discourse. However, Bagley recognized the dangers of overemphasizing “learning through experience” without a strong academic discipline. He wrote several monumental works, such as *The Educative Process* (1905), *Education and Emergent Man* (1934), and *Determinants of Social Education* (1931), all of which emphasized the importance of curriculum content, mental discipline, and teacher professionalism as the core of the educational process (Bagley, 1934; Null, 2007).

In a socio-cultural context, Bagley lived during a time of rapid American industrialization. The workforce required workers who were not only technically skilled but also possessed systematic thinking skills and a strong work ethic. This led to his idea that education should be a means of systematic intellectual and moral training. He rejected the view that education should simply follow a child's interests, as for Bagley, the task of education was to guide, not merely facilitate (Bagley, 1931; Null, 2003).

3.2 Core Principles of Essentialism

3.2.1 Education as the Transmission of Values and Knowledge

Bagley emphasized that education's primary function is as a vehicle for cultural transmission and the transmission of fundamental values. He rejected the progressivist view, which overemphasized social change and

experimentation without considering the continuity of values (Bagley, 1934; Bestor, 1953). He argued that humans become civilized because they inherit the accumulated results of past experiences and proven knowledge. Without this, each generation would start from scratch.

Within this framework, the curriculum must contain "core knowledge" that shapes students' intellectual structure, not merely temporary practical skills (Hirsch, 1996; Ornstein and Hunkins, 2018). This view later became the basis for the core curriculum and back-to-basics movements in the United States in the mid-20th century, particularly in response to concerns about declining academic standards (Bestor, 1956; Ravitch, 2016).

3.2.2 Intellectual Discipline and Perseverance

In contrast to the progressive view that viewed learning as a natural and enjoyable activity, Bagley emphasized intellectual discipline and perseverance as prerequisites for developing mature character and thinking skills (Bagley, 1905). He argued that true learning is not always enjoyable; it is in the face of intellectual difficulties that humans learn to think systematically and responsibly (Null, 2007).

This concept rejects the idea of "learning without coercion" popular among progressivists. For Bagley, teachers must be willing to demand effort and perseverance from students, because without this, character development and critical thinking skills will not be achieved (Cremin, 1961; Gutek, 2011).

3.2.3 Teacher Professionalism

One of Bagley's major contributions was his assertion that teachers are intellectual professionals, not simply learning facilitators. In his work, *Classroom Management* (1907), he emphasized the need for scientific and moral training for prospective teachers to enable them to manage classrooms, transmit knowledge, and shape students' characters (Bagley, 1907; Null, 2003).

Bagley later founded the *Society for the Advancement of Education* as a platform to counter extreme progressivism and to champion scientifically based teacher professionalism. In the 21st-century context, this idea remains relevant as the teaching profession faces new challenges due to the digitalization and automation of the learning process (OECD, 2019; Darling-Hammond, 2020).

3.2.4 Education and Citizenship

Bagley believed that education not only prepares individuals for work but also shapes citizens with a sense of social responsibility. In *Education and Emergent Man* (1934), he wrote that the goal of education is to prepare cultured individuals capable of maintaining a balance between personal and social interests. This principle emphasizes the moral and social dimensions of education, which are now re-elevated in the concepts of education for sustainable development (UNESCO, 2021) and global citizenship education (Banks, 2015).

3.3 Essentialism vs. Progressivism

The fundamental difference between Bagley and progressives like Dewey or Kilpatrick lies in their views on the nature of learning and the role of teachers. For Dewey, learning is the social reconstruction of experience; for Bagley, learning is the systematic internalization of knowledge that has been tested by civilization (Dewey, 1916; Bagley, 1931).

Progressives argue that students learn best through hands-on activities relevant to their lives (learning by doing). However, Bagley believes this view ignores the reality that not all knowledge can be acquired through direct experience; much conceptual knowledge requires explicit instruction, practice, and disciplined thinking (Null, 2003; Sahin, 2018).

On the other hand, Bagley does not completely reject progressivism. He values the role of motivation and relevance in learning but emphasizes the need for a stable and hierarchical curriculum structure so that students have a solid intellectual foundation before exploring independent thinking (Ornstein & Levine, 2008). Thus, Bagley's position can be understood as moderate essentialism—a synthesis between the need for academic content and individual development.

3.4 The Influence of Bagley's Thinking on Modern Education

3.4.1 The "Back to Basics" Movement and the Core Curriculum

Bagley's thinking formed the basis for the "Back to Basics" movement that emerged in America in the 1950s–1970s, in response to concerns about the decline in educational quality and the lack of mastery of basic knowledge (Bestor, 1956). This movement emphasized the importance of literacy, numeracy, history, and science as the main pillars of general education.

The concept of the core curriculum, developed by E. D. Hirsch (1996) and reinforced by research on cultural literacy (Hirsch (1987), is also directly rooted in Bagley's idea that there is universal knowledge that every citizen must possess to participate in a democratic society.

3.4.2 Teacher Education and Academic Professionalism

Bagley also left an important legacy in the formation of teacher education institutions. He believed that teachers should be intellectuals trained in both academic and pedagogical fields (Null, 2007). His ideas inspired the emergence of university-based teacher preparation programs that emphasize a balance between theory and practice.

In the 21st century, this idea has taken on new forms through the professional learning communities (PLC) model, reflective teaching, and teacher inquiry, all of which seek to affirm the role of teachers as professional learners (Hord, 2004; Darling-Hammond, 2021).

3.4.3 Relevance to 21st-Century Education

In the digital era, Bagley's essentialism seems to take on new meaning. Basic knowledge now consists not only of memorizing facts but also of information, data, and media literacy (Trilling & Fadel, 2009). The principle of core knowledge translates into 21st-century literacies, which demand a deep understanding of science, technology, culture, and digital ethics (OECD, 2019; Zhao, 2012).

Furthermore, the role of teachers as guardians of academic standards has become increasingly important amidst the flood of unverified information. In this context, Bagley's ideals about the intellectual discipline and moral responsibility of teachers have regained their relevance (Sahin, 2018; Schouten & Brighthouse, 2015).

3.5 Criticism and Reinterpretation of Essentialism

Despite its significant influence, Bagley's views have not escaped criticism. Critical pedagogy theorists such as Paulo Freire (1970) believe that the essentialist approach has the potential to perpetuate social power structures by making the teacher the sole authority. Furthermore, approaches that overemphasize academic content are considered to neglect the social context and life experiences of students (Giroux, 2025).

However, modern reinterpretations of essentialism demonstrate that Bagley's principles can be contextualized without losing their essence. For example, the knowledge-rich curriculum model in the UK (Young, McNamara, and Coughlan, 2017) combines the concept of powerful knowledge with an inclusive, reflective approach. Similarly, in the context of digital learning, intellectual discipline can be developed through scaffolded learning and guided inquiry that still respect the structure of knowledge (Kirschner et al., 2006; Fullan and Quinn, 2020).

Thus, Bagley's essentialism retains conceptual viability when reinterpreted within an educational framework that balances knowledge, skills, and character.

3.6. Reactualization of Bagley's Ideas in the Context of Contemporary Education

William C. Bagley's thinking, particularly through the concept of Essentialism, has experienced a revitalization in the 21st century with the increasing need for competency standards, learning effectiveness, and accountability in global education systems (Ornstein & Hunkins, 2018). In an education world marked by the development of digital technology and the student-centered learning paradigm, many thinkers believe that Bagley offers a balance between student freedom and the importance of intellectual discipline (Knight, 2008).

The reactualization of Bagley's ideas is evident in education policies in various countries, particularly the United States and East Asia, which emphasize the core curriculum and outcome-based evaluation. This approach aligns with the essence of essentialism, which places mastery of the fundamentals of knowledge as the foundation for individual and national progress (Bagley, 1934; Ravitch, 2013). In Indonesia, for example, the Pancasila Student Profile and the Independent Curriculum policies can be interpreted as efforts to balance learning freedom with mastery of basic competencies, reflecting the dialectic between progressivism and essentialism (Hamzah et al., 2022; Savitri et al., 2022).

3.6.1. The Role of Teachers in Bagley's Essentialism Perspective

One of Bagley's most significant contributions to educational practice was his emphasis on the role of teachers as intellectual and moral authorities (Bagley, 1938; Brameld, 1956). In the 21st-century context, this role has been reinterpreted: teachers remain central to the formation of students' academic character, but with new capabilities in integrating technology, global collaboration, and 21st-century competencies (Trilling & Fadel, 2009; Voogt & Roblin, 2012).

Recent research shows that teachers who combine an essentialist approach—emphasizing cognitive discipline, basic literacy, and moral responsibility—with an interactive digital approach are more successful in improving students' critical literacy (Fullan and Quinn, 2020; OECD, 2026). This demonstrates the relevance of Bagley's principle that "true education demands directed and sustained mental exercise" (Bagley, 1934, p. 28).

3.6.2. Core Curriculum and Academic Standards

Bagley's core curriculum emphasizes that every student must master a set of general knowledge that forms the basis for thinking and participating in social life (Bagley, 1934; Ravitch, 2016). This idea has regained prominence in the 21st century through various standard-based education reforms and the back-to-basics movement.

Curricula that emphasize basic literacy, numeracy, and science competencies are now a priority for UNESCO and the OECD in addressing global challenges such as disinformation and educational inequality (UNESCO, 2021; OECD, 2026). Although education is increasingly oriented toward 21st-century skills such as creativity and collaboration, Bagley's thinking continues to emphasize that critical thinking skills cannot develop without a strong foundation of knowledge.

Furthermore, learning outcomes-based assessment systems and national assessments in various countries reflect Bagley's understanding of the importance of objectively measuring learning outcomes as evidence of educational effectiveness (Kliebard, 1992). Criticism of this policy, which is considered to overemphasize cognitive aspects and neglect affective aspects—does not negate Bagley's epistemological value: that education must have a measured and rational intellectual direction (Bagley, 1939; Ravitch, 2013).

3.6.3. Intellectual Discipline and Character Building

Bagley believed that education is not merely a tool for adapting to the social environment, but also a means of developing character and moral virtues (Bagley, 1905; Brameld, 1956). In 21st-century education, which

emphasizes learner autonomy, this idea has been challenged but also finds new support from the perspectives of character education and social-emotional learning (Elias, 2019; Lickona, 2004).

Global research shows that education that combines intellectual discipline with character building produces students who are more resilient, possess social empathy, and can adapt to change (Duckworth and Yeager, 2015; Taylor et al., 2017). This approach is in line with Bagley's vision of "moral intelligence growing out of intellectual diligence" (Bagley, 1934, p. 112).

3.7. Critique of Essentialism and Challenges

Despite Bagley's renewed relevance, the essentialist approach has faced considerable criticism, particularly from constructivists and progressivists (Dewey, 1938; Freire, 1970; Giroux, 2011). The primary criticisms focus on the view that essentialism has the potential to stifle creativity, ignore social context, and reinforce hierarchies in education (Apple, 2011; Kincheloe, 2008).

However, modern reinterpretations of Bagley position him not as the antithesis of progressivism, but as a corrective to the excesses of directionless freedom in education (Ornstein and Hunkins, 2018). Thus, a 21st-century approach demands an integration of essentialism and constructivism—producing a synthesis that balances mastery of core concepts with the ability to think creatively (Darling-Hammond et al., 2019).

The challenge of implementing Bagley's thinking in the digital age lies in how educators can maintain depth in a fast-paced and shallow learning environment (Postman, 1985; Zhao, 2012). Therefore, 21st-century educational reforms that wish to remain grounded in fundamental values must combine Bagley's essentialist tradition with contemporary pedagogical innovations such as blended learning, inquiry-based learning, and AI-assisted instruction (Selwyn, 2022; Luckin, 2023).

3.8. Synthesis: The Enduring Relevance of Bagley's Thinking

This discussion demonstrates that William C. Bagley's ideas remain relevant in the global effort to create an education that is deeply rooted yet open to change. Essentialism in its modern form is no longer simply a conservative movement, but rather an epistemological strategy to ensure that education does not lose its intellectual and moral orientation amidst the rapid flow of technology and value relativism (Bates, 2024).

Emphasizing the balance between core knowledge, intellectual discipline, and character development, Bagley's thinking offers a solid philosophical framework for transforming 21st-century education. He reminds us that true progress is possible only when freedom to learn is guided by meaningful knowledge structures and clear moral goals.

4. Conclusions and Recommendations

4.1. Conclusion

William C. Bagley's thinking has philosophical and practical significance that persists into the 21st century. Through his essentialism, Bagley emphasized the importance of education based on mastery of basic knowledge, intellectual discipline, and the formation of moral character. In Bagley's view, true education not only prepares individuals to adapt to social change but also develops human rational and ethical capacities to responsibly navigate that change (Bagley, 1934).

The analysis shows that Bagley's influence is still felt in various modern educational policies and practices, such as the emphasis on the core curriculum, standards-based evaluation, and the teacher quality improvement movement. The principle of essentialism has proven to be an epistemological pillar for educational systems that strive to maintain a balance between pedagogical innovation and the stability of fundamental values.

In the 21st-century context marked by digitalization, globalization, and value fragmentation, Bagley's thinking serves as a reminder of the importance of disciplined thinking and moral cohesion in the educational process. His idea of the teacher's role as guardian of intellectual and moral quality remains highly relevant in shaping a generation of learners who are not only technologically savvy but also possess a depth of knowledge and social responsibility (Fullan & Quinn, 2020; Lickona, 2004; OECD, 2026).

Thus, William C. Bagley's thinking remains the foundation for developing a balanced educational paradigm: between learning freedom and curriculum structure, between creativity and discipline, and between adaptation and moral principles. Revitalized essentialism is not a form of conservatism, but rather an epistemological strategy to ensure the sustainability of intellectual quality amidst rapid and complex change.

4.2. Recommendations

4.2.1. Reinterpreting Essentialism in 21st-Century Education

Educational institutions need to reinterpret essentialism within a 21st-century educational framework oriented toward global competencies and digital ethics. This means that mastery of the "core" (literacy, numeracy, and basic science) must be integrated with critical, creative, collaborative, and communicative thinking skills (the 4C skills) (Trilling & Fadel, 2009).

4.2.2. Strengthening Teacher Professionalism

Teachers in the 21st century need to take on a dual role as facilitators and guardians of academic quality, as emphasized by Bagley. Therefore, teacher training must emphasize not only technological mastery but also the ability to instill intellectual and moral values (Elias, 2019; Voogt and Roblin, 2012).

4.2.3. Values-Based Curriculum and Core Knowledge

National and local curricula should integrate core knowledge with the social and cultural contexts of students. This aligns with Bagley's spirit of developing an education that is rooted yet adaptive, establishing a balance between tradition and innovation.

4.2.4. Holistic Evaluation

The evaluation system needs to combine cognitive assessment with moral, social, and character indicators. This approach reflects Bagley's principle that education should not stop at mastering content, but rather should shape the whole person (Bagley, 1939; Lickona, 2004).

4.2.5. Collaboration between Tradition and Innovation

Today's education must utilize technology and artificial intelligence without abandoning the core values formulated by Bagley: hard work, disciplined thinking, and social responsibility (Selwyn, 2022; Luckin, 2025). The integration of technology and humanism is the foundation for sustainable and civilized education.

4.3. Implications for Educational Research and Policy

Bagley's thinking opens ample scope for further research in educational philosophy and policy. Some potential research areas include: 1) Comparative studies between Bagley's essentialism and contemporary constructivism to find a balanced curriculum model. 2) Empirical studies on the effectiveness of integrating the core curriculum with 21st-century skills in local contexts. 3) Education policy analysis that assesses the extent to which national curriculum reforms reflect the principles of modern essentialism. 4) Development of a teacher education model that combines Bagley's classical values with digital pedagogical capabilities.

At the policy level, Bagley's ideas can form the basis for educational reform that emphasizes: 1) Equity in quality, not just access. 2) Academic integrity, not just rapid innovation. 3) Social character formation, not just competitive skills.

Thus, William C. Bagley's intellectual legacy holds not only historical significance but also strategic relevance for global education in the era of the 4.0 industrial revolution and the 5.0 industrial revolution.

Funding: This study received no funding.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

Declaration of Generative AI and AI-assisted Technologies: This study has not used any generative AI tools or technologies in the preparation of this manuscript.

References

- Apple, M. W. (2011). Democratic education in neoliberal and neoconservative times. *International Studies in Sociology of Education*, 21(1), 21–31. <https://doi.org/10.1080/09620214.2011.543850>
- Bagley, W. C. (1905). *The educative process*. Macmillan.
- Bagley, W. C. (1907). *Classroom management*. Macmillan.
- Bagley, W. C. (1920). *Determinants of social education*. Macmillan.
- Bagley, W. C. (1922) *Educational values*. Macmillan.
- Bagley, W. C. (1934). *Education and emergent man*. Macmillan.
- Bagley, W. C. (1939). The Significance of the Essentialist Movement in Educational Theory. *The Classical Journal*, 34(6), 326–344. <http://www.jstor.org/stable/3290875>
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Pearson
- Bates, T. (2024). Teaching the skills needed for the future. In *Creating the University of the Future: A Global View on Future Skills and Future Higher Education* (pp. 123-138). Wiesbaden: Springer Fachmedien Wiesbaden.
- Bestor, A. (1953). *Educational wastelands: The retreat from learning in our public schools*. University of Illinois Press.
- Bestor, A. (1956). *Restoration of learning: A program for redeeming the American school*. Knopf.
- Bowen GA (2009), "Document Analysis as a Qualitative Research Method". *Qualitative Research Journal*, Vol. 9 No. 2 pp. 27–40, doi: <https://doi.org/10.3316/QRJ0902027>
- Brameld, T. (1956). Philosophy of culture: Implications for philosophy of education. *Educational Theory*, 6(3), 158-169. <https://doi.org/10.1111/j.1741-5446.1956.tb01166.x>
- Braun, V., and Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be (com) ing a knowing researcher. *International journal of transgender health*, 24(1), 1-6. <https://doi.org/10.1080/26895269.2022.2129597>
- Cremin, L. A. (1961). *The transformation of the school: Progressivism in American education, 1876-1957*. -Alfred A. Knopf.
- Darling-Hammond, L. (2020). Accountability in Teacher Education. *Action in Teacher Education*, 42(1), 60–71. <https://doi.org/10.1080/01626620.2019.1704464>
- Darling-Hammond, L. (2021). Defining teaching quality around the world. *European Journal of Teacher Education*, 44(3), 295–308. <https://doi.org/10.1080/02619768.2021.1919080>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., and Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.
- Dewey, J. (1938). *Experience and education*. Collier Books.
- Duckworth, A. L., and Yeager, D. S. (2015). Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes. *Educational Researcher*, 44(4), 237-251. <https://doi.org/10.3102/0013189X15584327>

- Dunn, S. G. (2005). *Philosophical foundations of education: Connecting philosophy to theory and practice*. Pearson/Merrill/Prentice Hall.
- Elias, M. J. (2019). What If the Doors of Every Schoolhouse Opened to Social-Emotional Learning Tomorrow: Reflections on How to Feasibly Scale Up High-Quality SEL. *Educational Psychologist*, 54(3), 233–245. <https://doi.org/10.1080/00461520.2019.1636655>
- Freire, P. (1970). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). Seabury Press.
- Fullan, M., and Quinn, J. (2020). *How Do Disruptive Innovators Prepare Today's Students to Be Tomorrow's Workforce?: Deep Learning: Transforming Systems to Prepare Tomorrow's Citizens*. <https://doi.org/10.18235/0002959>
- Giroux, H. A. (2011). *Education and the Crisis of Public Values: Challenging the Assault on Teachers, Students, and Public Education. Counterpoints: Studies in the Postmodern Theory of Education. Volume 400*. Peter Lang New York.
- Giroux, H. A. (2025). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Bloomsbury Publishing.
- Gutek, G. L. (2011). *Historical and philosophical foundations of education* (5th ed.). Pearson.
- Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., and Abidin, M. Z. (2022). Proyek profil pelajar pancasila sebagai penguatan pendidikan karakter pada peserta didik (The Pancasila Student Profile project as a means of strengthening character education for students). *Jurnal jendela pendidikan*, 2(04), 553-559. <https://doi.org/10.57008/jjp.v2i04.309>
- Hirsch, E. D., Jr. (1987). *Cultural literacy: What every American needs to know*. Houghton Mifflin.
- Hirsch, E. D., Jr. (1996). *The schools we need and why we don't have them*. Doubleday.
- Hord, S. M. (Ed.). (2004). *Learning together, leading together: Changing schools through professional learning communities*. Teachers College Press.
- Kincheloe, J. L. (Ed.). (2008). *Knowledge and critical pedagogy: An introduction*. Dordrecht: Springer Netherlands.
- Kirschner, P., Sweller, J., and Clark, R. E. (2006). Why unguided learning does not work: An analysis of the failure of discovery learning, problem-based learning, experiential learning and inquiry-based learning. *Educational psychologist*, 41(2), 75-86.
- Kliebard, H. M. (1992). *Forging the American curriculum: Essays in curriculum history and theory*. Routledge.
- Knight, J. (2008). *Higher education in turmoil: The changing world of internationalization*. Sense Publishers, 219
- Luckin R (2025), "Nurturing human intelligence in the age of AI: rethinking education for the future". *Development and Learning in Organizations: An International Journal*, Vol. 39 No. 1 pp. 1–4, doi: <https://doi.org/10.1108/DLO-04-2024-0108>
- Lickona, T. (2004). *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. Simon & Schuster.
- Null, J. W. (2003). An Intellectual Progressive Educator: Toward a Rereading of William Chandler Bagley, 1874–1946. *The Educational Forum*, 67(4), 300–307. <https://doi.org/10.1080/00131720308984578>
- Null, J. W. (2007). William C. Bagley and the Founding of Essentialism: An Untold Story in American Educational History. *Teachers College Record: The Voice of Scholarship in Education*, 109(4), 1013-1055. <https://doi.org/10.1177/016146810710900408> (Original work published 2007)
- OECD. (2019). *OECD learning compass 2030: A Series Of Concept Notes*. OECD Publishing.
- OECD (2026), Navigating Life with Low Literacy and Numeracy: New Results from the 2023 Survey of Adult Skills, OECD Skills Studies, OECD Publishing, Paris, <https://doi.org/10.1787/c198a20f-en>.
- Ornstein, A. C., and Levine, D. U. (2008). *Foundation of education* 10th ed., Houghton Mifflin Company
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- Ozmon, H., and Craver, S. M. (2003). *Philosophical foundations of education*. Pearson.
- Postman, N. (1985). Critical thinking in the electronic era. In *National Forum* (Vol. 65, No. 1, p. 4). Honor Society of Phi Kappa Phi.
- Ravitch, D. (2016). *The death and life of the great American school system: How testing and choice are undermining education*. Basic Books
- Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. Vintage.
- Sahin, M. (2018). Essentialism in Philosophy, Psychology, Education, Social and Scientific Scopes. *Online Submission*, 22(2), 193-204. <https://files.eric.ed.gov/fulltext/ED593579.pdf>
- Safitri, A., Wulandari, D., and Herlambang, Y. T. (2022). Proyek penguatan profil pelajar pancasila: Sebuah orientasi baru pendidikan dalam meningkatkan karakter siswa indonesia (The Pancasila Student Profile Strengthening Project: A New Educational Orientation for Enhancing the Character of Indonesian Students). *Jurnal basicedu*, 6(4), 7076-7086. <https://doi.org/10.31004/basicedu.v6i4.3274>
- Schouten, G., and Brighouse, H. (2015). The relationship between philosophy and evidence in education. *Theory and Research in Education*, 13(1), 5-22. <https://doi.org/10.1177/1477878514562149>
- Selwyn, N. (2022). The future of AI and education: Some cautionary notes. *European Journal of Education*, 57(4), 620-631. <https://doi.org/10.1111/ejed.12532>

- Taylor, R. D., Oberle, E., Durlak, J. A., and Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development*, 88(4), 1156-1171. <https://doi.org/10.1111/cdev.12864>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
- Voogt, J., and Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.668938>
- Young, K., McNamara, P. M., and Coughlan, B. (2017). Authentic inclusion-utopian thinking? Irish post-primary teachers' perspectives of inclusive education. *Teaching and Teacher Education*, 68, 1-11. <https://doi.org/10.1016/j.tate.2017.07.017>
- Zhao, Y. (2012). *World class learners: Educating creative and entrepreneurial students*. Corwin.