



The Intersection of Educational Philosophy, Theory, and Curriculum: A Systematic Literature Review and Bibliometric Analysis

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Abstract: Understanding the intricate intersection of educational philosophy, educational theory, and curriculum development is paramount for advancing pedagogical practice. However, the research landscape on this nexus is complex. This study employs a systematic literature review (SLR) combined with a bibliometric analysis to comprehensively map the intellectual structure, research trends, and thematic concentrations within this specific domain. Following the PRISMA framework, a systematic search was conducted on the Scopus database using the keywords "philosophy of education," "educational theory," and "curriculum development". An initial 6,283 documents were screened based on predefined criteria, resulting in a final corpus of 22 articles for analysis. Bibliometric analysis was performed using VOSViewer to map collaboration networks and keyword co-occurrence patterns. The findings reveal a field marked by renewed, albeit fluctuating, scholarly engagement, with notable publication peaks in 2016 and 2024. The research landscape is geographically concentrated in the United Kingdom and the United States, which form two distinct, non-collaborating transatlantic networks. Despite this, the field is highly fragmented, showing a lack of dominant authors or institutional strongholds. Thematic analysis identifies "Curriculum Development" and "Educational Theory" as the central intellectual pillars, bridging thematic clusters related to "Academic Achievement" and "Professional Competence". The study concludes that this nexus remains a significant research area and highlights a pressing need for future research to foster broader international collaboration and investigate the integration of curricula designed for both academic achievement and professional competence.

INTRODUCTION

Understanding the intricate intersection of educational philosophy,

educational theory, and curriculum development is paramount for advancing pedagogical practices and



shaping effective learning environments. Educational philosophy provides the foundational beliefs about the purpose and nature of education, while educational theory offers frameworks for understanding teaching and learning processes (Prasetyo et al., 2017); both profoundly influence how curricula are designed, implemented, and evaluated. Given the diversity of perspectives and the complexity of these relationships, a Systematic Literature Review (SLR) emerges as a crucial methodology to map and synthesize the existing body of knowledge in this area. SLRs employ a structured approach to meticulously integrate findings from numerous studies, offering a comprehensive overview of the research landscape and preventing reliance on isolated findings (Camilo & Vaz Garrido, 2019; Ghamrawi et al., 2025; Stracke et al., 2023). This synthesis is particularly vital in education, a field characterized by a multitude of philosophical stances and theoretical models that profoundly shape how curricula are conceived and implemented. Furthermore, by systematically collating and analyzing existing work, this review can rigorously identify specific gaps, inconsistencies, or

underexplored facets within the literature (Azis et al., 2023; Hairudin et al., 2023). Identifying these gaps is not only essential for highlighting where knowledge is lacking but also for strategically directing future research efforts toward the most pressing questions, thus ensuring the continued advancement of educational scholarship. The inherent value of an SLR also lies in its commitment to methodological rigor and transparency, which significantly bolsters the credibility of its findings. Adhering to predefined, standardized procedures, including systematic searching, explicit criteria for study inclusion and exclusion, and critical appraisal of selected research minimizes potential biases often associated with traditional narrative reviews (Ghamrawi et al., 2025; Stracke et al., 2023; Vélez-Mendoza et al., 2024). Employing established frameworks like PRISMA ensures that the entire review process is conducted transparently (Duche-Pérez et al., 2024; Ghamrawi et al., 2025; Stracke et al., 2023). This methodological discipline is crucial for effectively managing the heterogeneity frequently found in educational research (Safarifard et al., 2024; Vélez-Mendoza et al., 2024),

ultimately contributing to enhancing the overall quality and impact of research syntheses in the education field (Cumming et al., 2023; Ghamrawi et al., 2025; Vélez-Mendoza et al., 2024).

A key justification for undertaking an SLR on educational philosophy, theory, and curriculum is its direct potential to inform and improve educational practices and policy development. These reviews consolidate evidence from a broad spectrum of studies, providing policymakers, educators, and curriculum developers with reliable insights to support evidence-based decision-making (Camilo & Vaz Garrido, 2019; Cumming et al., 2023; Ghamrawi et al., 2025). Instead of relying on isolated studies or anecdotal experiences, stakeholders can draw upon a comprehensive synthesis of the current state of knowledge regarding how philosophical principles and theoretical constructs translate into curriculum design and pedagogical approaches (Puspitasari & Utami, 2023). Specifically for curriculum development, SLRs can illuminate effective strategies, identify potential pitfalls, and ensure alignment with contemporary educational thought and societal needs

(Feng & Salmela, 2021; Gülbahar & Kalelioglu, 2018; Sinurat, 2025). The findings can guide the creation of new curricula or the revision of existing ones, ensuring they are theoretically sound, philosophically coherent, and grounded in the best available research evidence. This process helps bridge the often-cited gap between educational research and its practical application, offering actionable recommendations for enhancing teaching and learning.

The intersection of educational philosophy, theory, and curriculum inherently draws upon multiple disciplines. An SLR plays a critical role in promoting interdisciplinary understanding by systematically bridging these diverse areas of inquiry (Massy & Sembiente, 2023; Papuraj et al., 2025). It achieves this by synthesizing relevant findings irrespective of their disciplinary origin, allowing researchers and practitioners to appreciate the multifaceted nature of educational phenomena. This integrated perspective helps break down disciplinary silos and fosters a more holistic view of how different fields contribute to shaping educational thought and practice (Massy & Sembiente, 2023). By mapping the

connections and disconnections between various disciplinary perspectives, SLRs can reveal common ground, highlight unique contributions, and identify areas ripe for cross-pollination of ideas. Furthermore, this process can actively encourage collaboration among researchers and educators from different backgrounds (Papuraj et al., 2025), fostering a richer, more integrated dialogue. Therefore, conducting this SLR is a vital step toward synthesizing knowledge, ensuring rigor, informing practice, and promoting interdisciplinary collaboration to advance the field of education.

METHOD

This study employs a dual-methodology approach, integrating a systematic literature review (SLR) with a bibliometric analysis to investigate "The Intersection of Educational Philosophy, Theory, and Curriculum." This combined methodology quantitatively assesses the literature to discern prevailing trends, thematic patterns, and key research entities within this specific interdisciplinary domain. Utilizing the PRISMA framework, this approach ensures a comprehensive and replicable

examination of the collected literature, providing a clear and transparent picture of the topic being studied (Ghamrawi et al., 2025; Suningsih et al., 2024). Bibliometric analysis will be performed using VOSViewer software to visualize the bibliographic data. This visualization facilitates an in-depth analysis of citation networks, author collaborations, and co-occurring keywords. Through these analytical lenses, the study aims to reveal the underlying intellectual structure and dynamic evolution of the research field. The combination of SLR and bibliometric analysis helps researchers synthesize empirical findings and map the landscape of research activity (Hilman Afif & Usiono, 2024; Winda et al., 2024). This integration identifies key contributors and emerging trends, offering a comprehensive understanding of the field's development and future direction (Liu & Chen, 2025). Bibliometric analysis is also employed for strategic purposes, building on early work that evaluated scientific journals based on their scholarly weight (Yuki et al., 2025).

The preliminary phase in this scholarly examination involves the

strategic selection of keywords, which is accomplished through a macro methodology (top-down). This process progresses from expansive search trajectories to more narrowly defined studies and topics relevant to the core research questions. The Scopus database is employed as the primary data source for this investigation. This database is widely used by researchers for a myriad of investigational purposes, including the execution of comprehensive literature reviews, the identification of subject-matter experts, and the longitudinal monitoring of research trends. Unlike topics with a scarcity of studies, the intersection of educational philosophy, theory, and curriculum is a foundational and expansive field. Consequently, the search strategy was designed to be inclusive, incorporating a broad set of keywords related to the three pillars of the study. This investigation incorporates keywords such as "philosophy of education," "educational theory," and "curriculum development" as focal points. These keywords were searched within the article's title, abstract, and keyword sections (TITLE-ABS-KEY). This approach ensures the

retrieval of a robust dataset that accurately reflects the scholarly discourse at this nexus.

According to the search outcomes retrieved on March 25, 2025 from the Scopus database, the initial query yielded 6.283 documents (Figure 1). The inclusion criteria established for screening were: (1) articles published up from 2000 until 2025, (2) publications written in English, and (3) articles focusing explicitly on the intersection of educational philosophy, theory, and curriculum. Following these findings, a rigorous screening process filtered these documents according to their classification and relevance. Articles were eliminated based on the document type, such as book chapters, books, reviews, conference papers, editorials, notes, and non-English publications, culminating in an initial exclusion of 6.261 documents. The screening results, categorized by document types and relevance review, ultimately yielded a final corpus of 22 articles. This refined dataset is then further analyzed in this study to answer *RQ1: Is the intersection of educational philosophy, theory, and curriculum a subject that continues to hold significance for future scholarly inquiry, as*

evidenced by publication and citation trends? RQ2: What is the present allocation and thematic structure of research investigations related to the intersection of educational philosophy, theory, and curriculum? RQ3: What are the key theoretical and practical implications derived from this body of research, and what agendas emerge for future research at the nexus of philosophy and curriculum?

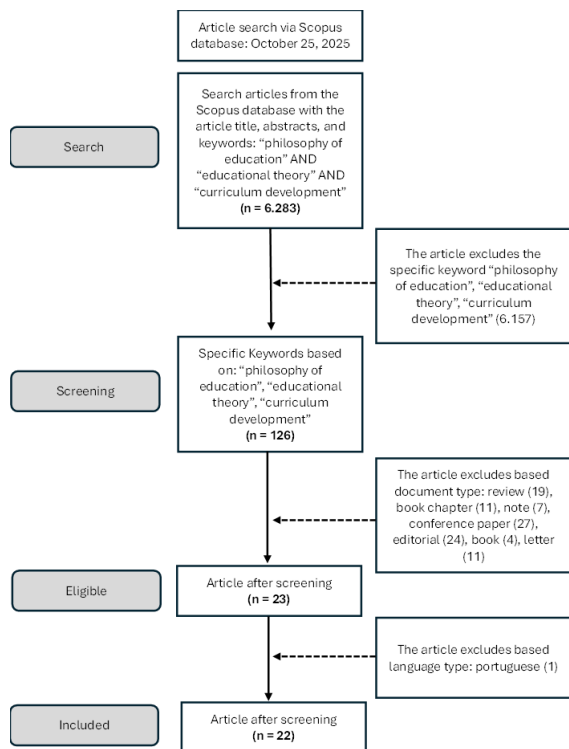


Figure 1 Systematics Literature Review Information Flow Using PRISMA

RESULT & DISCUSSION

The results of this study focus on findings from 22 articles in the Scopus database on "philosophy of education," "educational theory," and "curriculum development". This data is sourced from identifying the number of articles

published, publications throughout the years, and journal sources. This study will also highlight the most influential elements in "philosophy of education," "educational theory," and "curriculum development", including the authors, affiliations, and the countries involved.

RQ1: Is the intersection of educational philosophy, theory, and curriculum a subject that continues to hold significance for future scholarly inquiry, as evidenced by publication and citation trends?

To address the first research question regarding the continued significance of this field, we analyzed the publication trends derived from the 22 articles that met the final inclusion criteria. The "Documents by year" data reveals that scholarly output on the specific intersection of educational philosophy, theory, and curriculum was minimal and sporadic between 2000 and 2011. A slight increase in attention began in 2012, but the field remained characterized by inconsistent publication rates. However, the trend line shows two prominent peaks in research productivity, with four documents published in 2016 and a

matching peak of four documents in 2024 (refer to Figure 2).

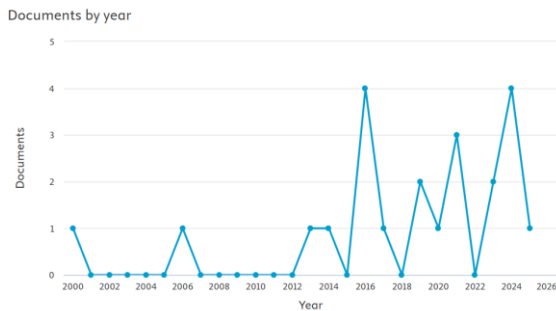


Figure 2 Number of Publications

The 2016 publications highlight a significant drive toward educational reform, responding to the increasing complexity of specialized fields (Ahmed et al., 2016; Riley et al., 2016) and the integration of new technologies (Xu, 2016) by proposing entirely new theoretical frameworks (Beets et al., 2016). This scholarship emphasizes a pragmatic link between educational theory and curriculum development, aiming to create standardized, competency-based training structures (Ahmed et al., 2016; Riley et al., 2016) and new intervention models (Beets et al., 2016; Xu, 2016). Unlike the 2016 focus on developing standard curricula and new theoretical frameworks to respond to the complexity of specialized fields, the 2024 publications tend towards critically evaluating existing

practices, revisiting philosophical legacies (Elliott, 2024; Schaffar & Wolff, 2024), and questioning the theory-practice dichotomy and the impact of global policies (Scallan, 2024; Schaffar & Wolff, 2024). While the 2016 literature advocated for the broad integration of technology and novel theories (Beets et al., 2016; Xu, 2016), the 2024 articles place a greater emphasis on practitioner-led, practice-based research, teacher agency, and contextual application within specific disciplines, such as the 'teacher as researcher' concept or the role of spatial ability in academic success (Elliott, 2024; Porat & Ceobanu, 2024; Scallan, 2024). This pattern indicates a marked shift from relative dormancy in the early 2000s to a period of renewed, albeit fluctuating, scholarly engagement. Therefore, the recent resurgence in publications, especially the 2024 peak, provides clear evidence that this nexus remains a significant and relevant subject for future inquiry.

RQ2: What is the present allocation and thematic structure of research investigations related to the intersection of educational philosophy, theory, and curriculum?

To address the second research question, the allocation and thematic structure of the research corpus were investigated through a bibliometric analysis of the 22 included articles. This analysis maps the intellectual landscape by identifying the primary geographical origins of research, the key institutions and authors, the main publication outlets, and the collaborative networks. The findings reveal a field characterized by specific concentrations of research activity combined with significant fragmentation among its contributors.

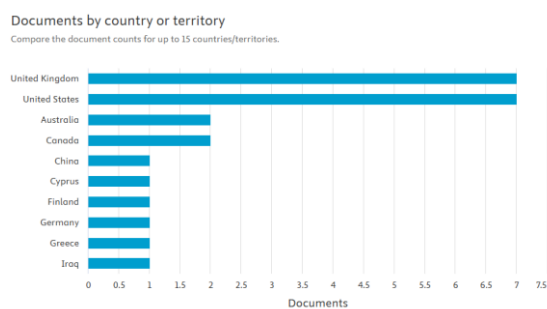


Figure 3 Number of Articles by Country or Territory (Top 10 Country)

The geographical distribution of scholarly output, depicted in Figure 3, demonstrates a pronounced concentration in Anglo-American nations. The United Kingdom and the United States are dominant, co-leading the field with 7 documents each. They are followed by Australia and Canada, with 2 documents apiece. The

remaining contributions are singular, originating from six other countries. This pattern indicates that the scholarly discourse at this specific nexus is overwhelmingly centered in Anglophone academic contexts.

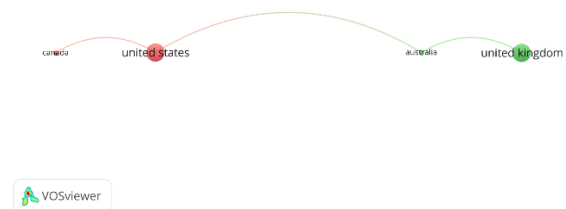


Figure 4 Network Country Visualization

This geographical concentration is further illuminated by the collaboration network visualization in Figure 4. The network map reveals two distinct and unconnected collaborative clusters. The first cluster (red) shows a collaborative link between the United States and Canada, while the second (green) connects the United Kingdom with Australia. The conspicuous absence of links between these two primary clusters suggests that the research is developing along parallel, rather than integrated, transatlantic lines, indicating a schism in the international collaboration network within this corpus.

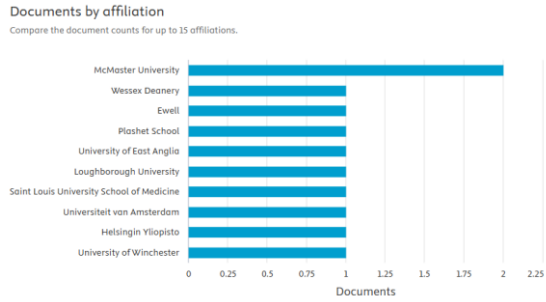


Figure 5 Number of Articles by Affiliation (Top 10 Affiliation)

While research is geographically concentrated, the institutional landscape is highly decentralized, as illustrated in Figure 5. Among the top 10 affiliations, only McMaster University contributed more than one article (2 documents). All other institutions in the top 10, such as Wessex Deanery, the University of East Anglia, and Saint Louis University School of Medicine, are credited with only a single publication. This indicates that the field lacks dominant institutional strongholds and is instead characterized by diffuse, singular contributions from a wide array of institutions.

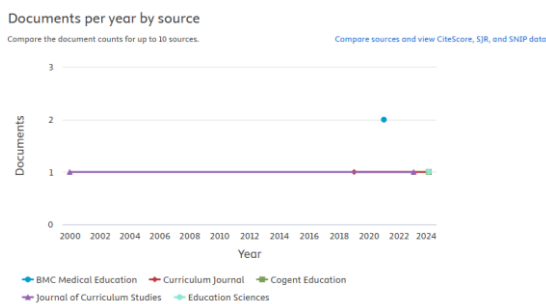


Figure 6 Number of Articles by Sources (Top 10 Sources)

The analysis of publication sources in Figure 6 reinforces the theme of fragmentation. The 22 articles are dispersed across various journals, with no single outlet serving as a central hub for this discourse. BMC Medical Education is the only journal to have published 2 of the 22 articles. Other journals, such as the Curriculum Journal, Cogent Education, and Journal of Curriculum Studies, each contributed only one article. This dispersal across both generalist education journals and specialized, field-specific journals (like medical education) highlights the interdisciplinary nature of the topic but also its lack of a core, dedicated publication venue.

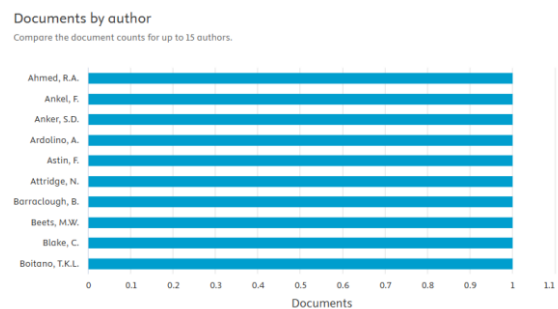


Figure 7 Number of Articles by Author (Top 10 Author)

This pattern of fragmentation is even more pronounced at the author level, as shown in Figure 7. The analysis of the top 10 authors reveals that every listed author contributed only one document to the final corpus. This lack

of prolific authors (scholars with multiple publications focused on this specific intersection) strongly suggests that the field is advanced by a multitude of researchers making single contributions rather than by a consolidated group of dedicated experts.

RQ3: What are the key theoretical and practical implications derived from this body of research, and what agendas emerge for future research at the nexus of philosophy and curriculum?

To address the third research question, the thematic structure of the research at the nexus of educational philosophy, theory, and curriculum was analyzed via keyword co-occurrence (Figure 8) and keyword link strength (Table 1). This analysis maps the intellectual architecture of the field, identifying the dominant conceptual clusters and highlighting key theoretical and practical implications. This mapping, in turn, illuminates significant gaps and emergent agendas for future scholarly inquiry.

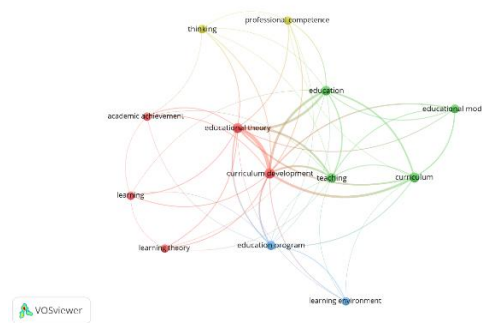


Figure 8 Co-occurrence Framework and Representation of Key Items

The thematic clusters visualized in Figure 8 reveal the specific theoretical and practical implications explored within this body of research such as a prominent cluster (colored red) is centered on "Educational Theory" and demonstrates strong links to "Learning," "Learning Theory," and "Academic Achievement". This highlights a primary theoretical implication: the role of theory in this nexus is to provide a framework for understanding and measuring learning processes and their impact on tangible student outcomes. A second major cluster (colored green) centered on "Education" and "Curriculum" is tightly linked to "Teaching" and "Educational Model". This underscores the practical orientation of the field. The research is not merely abstract; it is deeply concerned with the practical design of teaching methodologies and

comprehensive educational models that serve as the vehicles for curriculum implementation. A third, interconnected set of clusters (yellow and blue) links terms like "Professional Competence" and "Thinking" (yellow) and "Learning Environment" and "Education Program" (blue) to the central framework. This implies a strong practical agenda focused on designing curricula for specific, high-order outcomes (thinking, competence) and underscores the importance of the programmatic and environmental context in which curriculum operates.

Table 1 Keyword by Author

Rank	Keyword	Total Link Strength
1	Curriculum Development	132
2	Educational Theory	113
3	Education	74
4	Curriculum	71
5	Teaching	53
6	Education Program	44
7	Educational Model	30
8	Learning	28
9	Academic Achievement	23
10	Learning Theory	23
11	Thinking	23
12	Learning Environment	21
13	Professional Competence	21

The analysis of keyword link strength in Table 1 identifies the undisputed intellectual core of this research domain. "Curriculum

Development" (132 total link strength) and "Educational Theory" (113 total link strength) function as the primary conceptual pillars, far surpassing other key terms such as "Education" (74), "Curriculum" (71), and "Teaching" (53). The co-occurrence visualization in Figure 8 visually confirms this, positioning "Curriculum Development" and "Educational Theory" as the central nodes. These two concepts act as critical bridges, connecting the various thematic clusters and affirming that the literature is overwhelmingly concerned with the translation of theoretical constructs into practical curriculum design.

Limitations of the Study

The authors acknowledge several limitations that shape the scope of these findings.

Database Limitation. This study exclusively utilized the Scopus database for data retrieval. This decision inherently excludes relevant publications that may be indexed in other major databases, such as Web of Science (WoS), or regional and national databases (like GARUDA or SINTA), which might contain valuable research

from non-Anglophone contexts, including Indonesia.

Language and Keyword Limitation. The search was restricted to English-language articles and a specific set of keywords ("philosophy of education," "educational theory," and "curriculum development"). This may introduce a linguistic bias, reinforcing the observed Anglo-American dominance, and might have overlooked studies that address this nexus using alternative terminology ("pedagogical foundations," "didactics," or "curriculum philosophy").

CONCLUSION

This study concludes that the intersection of educational philosophy, theory, and curriculum remains a significant field, marked by renewed, albeit fluctuating, scholarly engagement. The research landscape is highly concentrated geographically in Anglo-American nations, yet it operates within two distinct and unconnected transatlantic collaborative networks. Despite this geographical focus, the field is characterized by high institutional and author-level fragmentation, lacking dominant research centers or prolific, dedicated experts. Thematically, the domain is

intellectually anchored by the strong conceptual pillars of "Curriculum Development" and "Educational Theory", demonstrating a clear practical orientation toward translating theory into tangible outcomes like "Academic Achievement" and "Professional Competence".

These findings, while global in nature, have significant implications for the context of basic education in Indonesia. The thematic analysis identifying separate clusters for "Academic Achievement" and "Professional Competence" directly mirrors the challenges addressed by the "Kurikulum Merdeka" (Independent Curriculum) at the Primary School level. The curriculum's new pedagogical approach is philosophically grounded in three pillars of deep learning: Mindful, meaningful, and joyful learning. This stance explicitly aims to bridge the exact gap identified in our findings, moving beyond mere academic outcomes to foster holistic student competence. Our finding that the international literature often separates 'achievement' from 'competence' highlights a critical need for research in Indonesia. Future studies

should focus on how this specific educational philosophy (the 3 pillars) and foundational theories (like those of Ki Hadjar Dewantara) can effectively guide curriculum development that truly integrates academic demands with the development of mindful, competent, and engaged learners. Furthermore, the dominance of US/UK research indicates a major gap and an urgent need for Indonesian primary education researchers to publish their studies on this specific philosophy-theory-curriculum nexus to international databases like Scopus.

For future research, these findings suggest a pressing need to foster broader international collaboration to bridge the isolated research networks and to conduct deeper investigations into how curricula can effectively integrate the often-bifurcated demands of "Academic Achievement" and "Professional Competence", which currently appear in separate thematic clusters.

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