

Postmodernism Educational Philosophy (Curriculum Review, Learning Methods And The Role Of Teachers)

Muhammad Nasir

nasirmuning@gmail.com

STIQ Rakha Amuntai, Indonesia

Ridhatullah Assya'bani

rassyabani@gmail.com

Graduate Student of UIN Antasari; STIQ Rakha Amuntai Lecturer, Indonesia

Irfan Noor

irfannoor@uin-antasari.ac.id

Postgraduate Program of UIN Antasari Banjarmasin, Indonesia

Muhammad Iqbal

muhammadiqbal@uin-antasari.ac.id

Postgraduate Program of UIN Antasari Banjarmasin, Indonesia

Abstract:

Postmodernism educational philosophy is a view that criticizes and challenges the values and principles of modernism in the context of education. This study aims to explain the impact of postmodernism educational philosophy on three main aspects, namely curriculum, learning methods, and the role of teachers. In terms of curriculum, the postmodernist approach emphasizes diversity and plurality. The curriculum is no longer based on grand narratives or objective truths, but rather adapts to local contexts and student diversity. Education is directed at understanding various perspectives and diverse cultural stories. Learning methods in the educational philosophy of postmodernism emphasize the active participation of students. The learning process is no longer linear or authoritarian; Instead, teachers act as facilitators who encourage discussion, collaboration, and critical thinking. Understanding concepts is emphasized more than simply the acceptance of information. The role of teachers in the context of postmodernism has undergone significant changes. The teacher is no longer a single source of knowledge, but rather a mediator and facilitator. Teachers are expected to understand student diversity, respond to changes in society, and create an inclusive learning environment. This study uses a descriptive-analytical method by detailing the main concepts of postmodernism educational philosophy and applying them to the context of the curriculum, learning methods, and the role of teachers. Through analysis, it can be concluded that the educational philosophy of postmodernism is actually modernism itself which is actually used to criticize modernism itself to provide a change in the educational paradigm, emphasizing flexibility, participation, and recognition of diversity. The implication is the need for adjustments in educational practices to respond to the dynamics of contemporary society and prepare students to interact with a complex and varied world.

Keywords: *Philosophy of Postmodernism, Curriculum, Learning Methods*

1. Introduction

The educational philosophical background of postmodernism can be understood by looking at the social, cultural, and intellectual developments that have occurred since the beginning of the 20th century. Postmodernism is a school of thought that emerged as a reaction to modernist thought, which dominated Western thought for centuries. Here are some important backgrounds of the educational philosophy of postmodernism: first, Critique of Modernism: Postmodernism emerged as a reaction to the beliefs and ideologies of modernism that have dominated Western thought since the Age of Enlightenment. Modernism tends to prioritize rationality, positive knowledge, and belief in scientific progress as a way to understand the world. Postmodernism criticizes the absolute claims and universality of modernism, and emphasizes relativity and diversity of understanding. (Assya'bani 2023)

Major changes in society and culture during the 20th century, such as world wars, technological changes, global migration, and social revolutions, have raised questions about how to understand and cope with these changes. Postmodernism attempts to explore the diversity and complexity of social and cultural phenomena, and questions the singular narratives often found in modern approaches. (Hanif 2011) Epistemological Pluralism: Postmodernism recognizes many ways of thinking and deconstructs the idea that one point of view can be considered superior to another. In the context of education, this means that different perspectives, experiences, and knowledge should be valued and integrated into the learning experience. (Hannan dan Abdillah 2019) Advances in technology and mass media, such as television and the internet, have accelerated the dissemination of information and allowed the emergence of different views and narratives. Postmodernist thinking reflects the influence of mass media and technology on the way we understand knowledge and reality. (Maharani 2019)

Modern society is increasingly complex and diverse, with various influences of globalization and technology. Ethnic, cultural, and value diversity is increasingly visible in society. This raises questions about the relevance of a curriculum based on grand narratives and universal values, as well as the need to incorporate local elements and cultural diversity in education. Today's education system is often considered rigid and less responsive to dynamic changes in society. (Kestel dan Korkmaz 2019) Criticism of authoritarian teaching approaches and overly normative curricula encourages the search for alternatives that are more in line with the demands of the times. The rise of postmodernist thought that emphasizes the relativity of truth and the rejection of universal narratives raises questions about how curricula can reflect a diversity of subjective perspectives and truths. In addition, rapid changes in technology and access to information affect the way students acquire knowledge. Education needs to consider how technology can be integrated into learning methods and curriculum. The traditional role of teachers as authoritative sources of knowledge is questionable. In the context of postmodernism, there is a need to reassess the role of teachers as mediators, facilitators, and supporters of students in learning. Contemporary society requires individuals to have critical, creative, and adaptive thinking skills. Therefore, the study of postmodernism educational philosophy can provide a basis for understanding how curricula and learning methods can develop these skills.

This background reflects the need to explore and understand the implications of postmodernism's educational philosophy on current educational practice. This study is expected to provide deep insights into how education can accommodate diversity, respond to social and cultural changes, and prepare young people to face future challenges.

2. Research Methods

The method used in this study uses library research through a qualitative research approach. Philosophically, this study traces various literature, books and scientific articles related to curriculum studies in postmodernism educational philosophy. This is also the data in this study.¹ For data analysis, this study uses the Miles and Huberman model, where the analysis process goes through several stages, namely, (1) data reduction. In data reduction, the author abstracts all data obtained, (2). Presentation of data. At this stage, the author presents power related to the theme raised and analyzed, (3). Conclusion. After being presented and analyzed, the final stage is concluded according to the results of this study. (Lexy J. Moleong 2007, 57)

2.1. Eradication and Understanding postmodernism

The term "Postmodernism" appeared for the first time in the territory of art. According to Ihab Hassan and Charles Jencks, the term was first used by Federico de Onis in the 1930s in his work, *Antologia de la Poesia Espanola a Hispanoamericana*, to denote the reaction that emerged in modernism. Later in the field of historiography by Arnold Toynbee in *A Study of History* (1947). Here, the term is a category that describes a new historical cycle that began in 1875 with the end of Western domination, the decline of individualism, capitalism, Christianity, and the rise of non-Western cultural forces. There is also mention of pluralism and world culture, things that are still essential in the sense of ancient postmodernism.²

Some terms also relate to postmodernism, such as Richard Rorty's version of Neo-pragmatism; Poststructuralism version of Michel Foucault or Jean-Francois Lyotard ; The deconstructive philosophy of Jacques Derrida; Hermeneutical phenomenology of Hans Gadamer; Critical theory of Jürgen Habermas; and the diverse feminisms of Nancy Fraser, Seyla Benhabib, Donna Haraway, and Luce Irigaray—plus many more examples—have all been referred to by the label "postmodern," though most of these authors do not use the term to describe themselves. (Kestel dan Korkmaz 2019)

Postmodernism can have several different meanings. Among other things it can mean a school of philosophical thought; historical periodization and paradigm shifts in it; or certain basic attitudes. Each of these notions has different logical consequences although they are interconnected as well. If we mean the school of philosophy, then he refers primarily to the ideas of Jean. F. Lyotard, who most explicitly used the term postmodernism. However, if we mean a new historical period that abandons the modern frame of mind, then those most busy mapping it are, among others, Jencks, Andreas Huysen, and David Harvey. In this case, one could argue fiercely about the exact timing of the paradigm shift, as well as what actually shifts in the course of time. It could be that the shift is simply a radicalization of all modern tendencies themselves. Here we can see various discourses of figures such as Jurgen Habermas, Anthony Giddens, Ernest Gellner, and others. (Kestel dan Korkmaz 2019)

Postmodernism term: The word *postmodern* comes from the preposition "*post*" (classical Latin) and the suffix "*modern*" (French, *moderene*). Etymologically, postmodern refers to a life after modernism. Philosophically, the term postmodern refers to two things: distrust of metanarratives and the end of history. Postmodernism is distinguished from postmodernity, if postmodernism refers more to the concept of thinking. While postmodernity refers more to the situation and social order of information technology products, globalization, lifestyle fragmentation, excessive consumerism, deregulation of money markets and public

¹ (Anton Bakker dan Achmad Charris 1990) 80

²Ign Sugiharto, *Postmodernism: a challenge to philosophy* (Canisius Foundation, 2014), , 78

facilities, obsolescence of the state and nation and re-excavation of traditional inspirations. It briefly wants to appreciate other factors (tradition, spirituality) eliminated by rationalism, structuralism and secularism. (AHMAD NADHIF 2012)

According to the characters

Postmodernism is a complex and varied school of thought, which has many different definitions and is often difficult to define unequivocally. It is a school of philosophy, art, and culture that developed in the last few decades of the 20th century. Prominent figures and thinkers from various disciplines have given their understanding of postmodernism. Below, I will mention some thinkers and their views on postmodernism:

- Jean-François Lyotard: In his famous book "The Postmodern Condition," Lyotard defines postmodernism as the rejection of the grand narratives that guide our understanding of the world. He also emphasized the role of small narratives and language games in postmodernism.
- Michel Foucault: Foucault contributed ideas about the "archaeology of knowledge" and "genealogy," which underscore the complexity of the historical construction of knowledge. He regarded postmodernism as an approach that cast doubt on claims of authority and undermined power structures.
- Jacques Derrida: Derrida was a major figure in the development of deconstruction, which is a critical approach to texts and ideas that reveal the instability of meaning and uncertainty of language. It shows how language and text are always riddled with inconsistencies.
- Jean Baudrillard: Baudrillard is known for his concepts of "simulacrum" and "hyperreality," which describe how reality is increasingly distorted by media and symbols. He argues that modern society has entered an era in which signs and symbols dominate reality itself.
- Fredric Jameson: A literary and cultural critic, Jameson spoke of the "postmodern condition" and identified characteristics of the postmodern age, such as the loss of historical sense and the emergence of a culture of consumerism.
- Judith Butler: Butler is known for her concept of gender performativity in her work "Gender Trouble." He contributed thoughts about identity and sexuality that were layered and social.
- Umberto Eco: This famous Italian writer stated that postmodernism was a time in which image and reality became difficult to distinguish, and he introduced the concept of "hyperreality" similar to Baudrillard's.

It is important to remember that postmodernism is a very diverse school, and the views of these figures are only a small part of the thought that exists in this school. Not all postmodern thinkers agree about what is at the core of postmodernism, and there is much debate and variation in their views

Characteristics of postmodernist philosophy

The philosophy of postmodernism has several main characteristics, and the following are some characteristics along with concrete examples that reflect those characteristics:³

- Rejection of Metanarratives (Grand Narratives). Postmodernism rejects the idea that there is one grand or metanarrative that can explain all reality or history. For example, a rejection of grand narratives such as scientific progress that weaves all human knowledge in one direction can be found in postmodern thought. For example, Jean-François Lyotard's "The Postmodern Condition," highlights the rejection of grand narratives by criticizing the claim that knowledge moves toward specific ends.

³ Joe Bray, Alison Gibbons, and Brian McHale, *The Routledge Companion to Experimental Literature* (Routledge, 2012), 219–220.

- *Distrust of Totalizing Theories.* Postmodernism casts doubt on totalization theories that seek to create a universal system that understands everything. This can be found in doubts about theories that claim to have a complete explanation for all phenomena. This is in accordance with Michel Foucault's thinking about power and knowledge showing doubts about the theory of totalization, because he revealed the way knowledge is always transmitted by power.
- The concept of deconstruction developed by Jacques Derrida is an important element in postmodern philosophy. It involves critical analysis of language and text to uncover uncertainties and contradictions in the meanings contained in words. In his work, "Of Grammatology," Derrida uses deconstruction to examine the way language and writing influence concepts such as "consciousness" and "being."
- *Plurality and Fragmentation.* Postmodernism values diversity, plurality, and fragment in the human experience. This is often reflected in the recognition that reality is diverse and cannot be reduced to one consistent view. Postmodern artworks often create diverse experiences by combining elements and styles from different cultures and historical periods.
- *An understanding of power.* Postmodernism investigates how power works in society and culture. He highlighted the role of language, signs, and symbols in maintaining and supporting existing power structures. For example, in the work of Michel Foucault investigated the relationship between knowledge, power, and language in his famous work, "The Archaeology of Knowledge."
- *Performativity.* The concept of performativity, developed by Judith Butler, highlights how social actions, including gender identity, are the result of our own actions and statements. In her book "Gender Trouble," Butler shows how gender identity is not tied to physical traits, but is a performative social construct.

These characteristics create the basis for the philosophy of postmodernism, although there are many variations in postmodernism approaches and many thinkers who have different perspectives. Postmodernism is often characterized by a critical approach to text, language, power, and an understanding of reality.

Postmodernism educational philosophy

Postmodernism educational philosophy is an approach in educational thought that emerged as a response and critique to the ideas and values of modernism. In contrast to modernism, which emphasizes rationality, objective truth, and belief in scientific and technological progress, postmodernism rejects this view and expresses concern for diversity, complexity, and diversity in world interpretations.

Here are some of the main features of the educational philosophy of postmodernism:

- *Relativism of Truth.* Postmodernism rejects the idea that there is universally accessible objective truth. Instead, truth is seen as relative and dependent on the perspective and cultural context of each individual or group. (Mukalam 2013)
- *Rejection of Metanarrative.* Postmodernism opposes the concept of grand narratives or universal stories that try to provide a thorough understanding of the world. In contrast, postmodernism recognizes the diversity of narratives and emphasizes the diversity of viewpoints. (Tesar dkk. 2021)
- *The Importance of Language and Representation.* Postmodernism's educational philosophy emphasizes the role of language as a social construct that shapes our understanding of the world. Language is considered a major tool in shaping reality and thought. (Rikowski dan McLaren 2002)
- *Active Participation and Empowerment.* Postmodernism encourages active participation of students in the learning process. Students are perceived as shapers of

their own knowledge, and education is seen as a collaboration between teachers and students.(generator 2014)

- Critical of Power and Ideology. The philosophy of postmodernism highlights the role of power and ideology in educational institutions. Education is considered a tool to uphold or challenge social and political structures.(Hidayat 2019)
- Flexibility and Adaptability. Postmodernist education is flexible and able to adapt to changes in society and culture. Curriculum and teaching methods can be adapted to local needs and contexts.(Shree 2013)
- The Importance of Context and Situationality. Postmodernism emphasizes the importance of understanding context and situationality in the formation of knowledge and experience. That is, the understanding of a concept or idea must be seen in the context of real life.(Setiawan dan Sudrajat 2018)

Postmodernism aims to involve students more actively in the learning process, consider diversity and complexity in thinking, and build a more contextual understanding of reality.(Iskandar dkk. 2023) When explored more deeply, basically what is contained in postmodernism is actually the result of a metamorphosis of ideas contained in modernism itself.

3.2. Curriculum in Postmodernism Educational Philosophy

In the philosophy of postmodernism, the approach to curriculum tends to differ from more traditional educational paradigms. Postmodernism challenges a linear and authoritarian view of the curriculum. Because for the postmodernist view that the curriculum of some schools is indicated to contain certain ideologies and education is used as the main device for hegemonic control and exploitation of subaltern social groups or classes. From this point of view, the main goal of the curriculum is a radical reform of educational institutions and practices for the empowerment of those who have traditionally been marginalized and disenfranchised.(Carr 2009)

Some of the main features of the curriculum in the philosophy of postmodernism are:(Peters dan Lankshear 2001)

- Pluralism and Diversity. The curriculum in the context of postmodernism recognizes the importance of diversity in learning. It encompasses a diversity of perspectives, ideas, cultural, and social. The curriculum of postmodernism seeks to encompass a wide range of viewpoints, values, and experiences.
- Relativism: The curriculum of postmodernism does not view one method or lesson content as superior to another. It recognizes that different approaches can have value in different contexts and that there is no single "truth" in education.
- Criticism and Deconstruction: The deconstruction approach known in the philosophy of postmodernism can also be applied to the curriculum. This means examining how the curriculum is shaped by competing interests and views, as well as how concepts in the curriculum can be questioned.
- Emphasis on Power: Philosophers such as Michel Foucault emphasized the importance of understanding how curriculum can be used as a tool to maintain power and control knowledge. In this view, the curriculum can be considered as an instrument of power that must be criticized.
- Flexibility and Adaptability: Postmodernist curricula tend to be more flexible, with an emphasis on adaptability to changes in society, culture, and science. It recognizes that knowledge is constantly evolving, and the curriculum must be able to accommodate these changes.
- Social Construction of Knowledge: The curriculum in the philosophy of postmodernism highlights the concept that knowledge is not an objective entity, but a

social construct. This means that the curriculum should reflect how knowledge is constructed by specific societies and cultures.

The curriculum in postmodernism philosophy can vary depending on the context, including in formal education, fine arts, cultural studies, and a variety of other fields. This approach encourages teachers and educators to undergo a critical process of designing curricula that reflect postmodernist values, such as diversity, criticism, and a more inclusive framework.

Learning Methods in Postmodernism Philosophy

In postmodernism educational philosophy, learning methods tend to follow principles that are in line with broader views of postmodernism, including recognition of diversity, relativism, and understanding of the social construction of knowledge. Some learning methods relevant to postmodernism approaches in education include:(Farahani, Mirzamohamadi, dan Noroozi 2014)

- Contextual Education: This method emphasizes the importance of understanding the social, cultural, and historical context in which knowledge and learning occur. Teachers and students are invited to explore and understand the role of context in the educational process.
- Discussion and Dialogue: The philosophy of postmodernism encourages a dialogical approach to learning. Discussions and conversations between teachers and students, as well as between students themselves, are considered an important way to build mutual understanding and stimulate critical thinking.
- Interdisciplinary Approach: Postmodernism recognizes that traditional boundaries between subjects and disciplines are often arbitrary. Therefore, postmodernism learning methods often support an interdisciplinary approach, where students can study topics from a variety of different viewpoints and disciplines.
- Project-Based Approach: Project-based learning allows students to choose a topic or project that suits their interests and contributes to their learning. These projects often involve research, creativity, and collaboration.
- Critical Approach: Postmodernism learning methods encourage students to develop critical thinking and analysis of various ideas, values, and theories. It involves the deconstruction of ideas and the tracing of power relations in knowledge.
- Use of Technology: Postmodernism also reflects the influence of technology in learning. The use of technology, such as the internet and social media, often allows greater access to diverse sources of information and perspectives.
- Inclusive Teaching: The philosophy of postmodernism underscores the importance of inclusion and respect for diversity. Postmodernism learning methods can include strategies to support students from different backgrounds and abilities.

It is important to remember that approaches in postmodernism education can vary greatly depending on cultural influences, educational contexts, and individual or group views. The main objective is to create a reflective, critical, inclusive, and diversity-oriented learning environment, while considering the diversity of existing values and views.

3.3. The Role of Teachers in Postmodernism Educational Philosophy

In the educational philosophy of postmodernism, the role of teachers has undergone significant changes when compared to more traditional educational approaches. Under the influence of the principles of postmodernism, the role of the teacher can be seen as follows:(Misdi dkk. 2018)

- Facilitators and Supporters: Teachers in postmodernism education act as facilitators of learning, which serve to facilitate students' learning experiences rather than being the sole authority imparting knowledge. They create an environment where students can explore, discuss, and develop their own understanding.

- Supporting Diversity: Teachers in postmodernism education are expected to recognize and support the diversity of students, including the diversity of cultures, values, and backgrounds. They should provide space for students to reveal their identity and consider multiple perspectives.
- Encouraging Criticism: The role of the teacher is to encourage students to develop critical thinking towards knowledge and theory, as well as to question existing social and cultural norms. Teachers must provide students with the tools and skills to critically analyze information, ideas, and ideas.
- Facilitate Collaboration: Teachers in postmodernism education can facilitate collaboration between students. They encourage students to interact, share ideas, and build shared knowledge. Collaboration is considered important because it reflects complex social realities outside the classroom.
- Responding to Student Needs: Teachers must respond to the various individual needs of students. They must recognize that each student has different learning styles, interests, and needs. Teachers need to create learning experiences that are relevant and meaningful to every student.
- Facilitating the Use of Technology: Teachers in the context of postmodernism might also facilitate the use of technology in learning. They should help students develop digital literacy, assess sources of information, and understand the ethical implications of technology.
- Continuous Reflection: Teachers in postmodernism education are expected to reflect constantly on their teaching practices. They must be prepared to evaluate their methods, update the curriculum, and change their approach along with changes in society and understanding of education.

The role of teachers in postmodernism education emphasizes the understanding that education is not a passive transfer of knowledge from teacher to student, but an active process involving the joint construction of knowledge and the development of critical thinking. Teachers must be willing to deal with complexities in education, treat students as partners in learning, and provide the necessary support for student growth and development holistically.

4. Conclusion

Postmodernism emphasizes recognizing diversity and complexity in education. This creates new challenges and opportunities in curriculum development, implementation of responsive learning methods, and the supportive and inclusive role of teachers. In fact, what happens to postmodernism is essentially modernism itself. However, postmodernism, on the other hand, encourages education to become more adaptive and relevant in the face of changing realities.

Reference

- AHMAD NADHIF, NIM 08470099. 2012. "PRINSIP-PRINSIP POSTMODERN DAN RELEVANSINYA DENGAN PENDIDIKAN ISLAM." Skripsi, PERPUSTAKAAN UIN SUNAN KALIJAGA. <https://doi.org/10/preview.jpg>.
- Anton Bakker dan Achmad Charris. 1990. *Metodologi Penelitian Filsafat*. Yogyakarta: Kanisius.
- Assya'bani, Ridhatullah. 2023. "Re-Interpretasi Filosofis Post-Modernisme Pada Relasi Triadik Dalam Filsafat Pendidikan Islam: Tuhan, Manusia Dan Alam." *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 17 (4): 2472–89. <https://doi.org/10.35931/aq.v17i4.2319>.

- Bray, Joe, Alison Gibbons, dan Brian McHale. 2012. *The Routledge Companion to Experimental Literature*. Routledge.
- Carr, David. 2009. "Curriculum and the value of knowledge." https://academic.oup.com/edited-volume/28239/chapter/213325152?searchresult=1&utm_source=TrendMD&utm_medium=cpc&utm_campaign=Oxford_Academic_Books_TrendMD_1.
- Farahani, Mohsen Farmahini, Mohammad Hasan Mirzamohamadi, dan Naser Noroozi. 2014. "The Study on Features of Informal Education in Postmodernism." *Procedia - Social and Behavioral Sciences*, GLOBAL CONFERENCE on LINGUISTICS and FOREIGN LANGUAGE TEACHING (LINELT-2013), 136 (Juli): 559–63. <https://doi.org/10.1016/j.sbspro.2014.05.376>.
- generator, metatags. 2014. "IMPLIKASI POSTMODERNISME DALAM PENDIDIKAN | TADRIS: Jurnal Pendidikan Islam," Desember. <http://ejournal.iaimadura.ac.id/index.php/tadris/article/view/188>.
- Hanif, Muh. 2011. "STUDI MEDIA DAN BUDAYA POPULER DALAM PERSPEKTIF MODERNISME DAN POSTMODERNISME." *KOMUNIKA: Jurnal Dakwah Dan Komunikasi* 5 (2): 235–51. <https://doi.org/10.24090/komunika.v5i2.174>.
- Hannan, Abd, dan Kudrat Abdillah. 2019. "HEGEMONI RELIGIO-KEKUASAAN DAN TRANSFORMASI SOSIAL Mobilisasi Jaringan Kekuasaan Dan Keagamaan Kyai Dalam Dinamika Sosio-Kultural Masyarakat." *Sosial Budaya* 16 (1): 9–24. <https://doi.org/10.24014/sb.v16i1.7037>.
- Hidayat, Medhy Aginta. 2019. "MENIMBANG TEORI-TEORI SOSIAL POSTMODERN: SEJARAH, PEMIKIRAN, KRITIK DAN MASA DEPAN POSTMODERNISME." *Journal of Urban Sociology* 2 (1): 42–64. <https://doi.org/10.30742/jus.v2i1.610>.
- Iskandar, Didik, Elly Purnamasari, Dase Erwin Juansah, dan Lukman Nulhakim. 2023. "Postmodernisme: Antara Peluang Dan Tantangan Bagi Filsafat Dan Pendidikan." *Mudir : Jurnal Manajemen Pendidikan* 5 (1): 36–42. <https://doi.org/10.55352/mudir.v5i1.26>.
- Kestel, Muharrem, dan Isa Korkmaz. 2019. "The Impact of Modernism and Postmodernism on Teachers." *Online Submission*. Vol. 1. <https://eric.ed.gov/?id=ED596101>.
- Lexy J. Moleong. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Maharani, Ida Ayu Kartika. 2019. "Masyarakat dalam Perkembangan Teknologi Informasi dan Realitas Perubahan Sosial di Era Postmodern." *Widya Duta: Jurnal Ilmiah Ilmu Agama dan Ilmu Sosial Budaya* 14 (2): 29–36.
- Misdi, Misdi, Nurani Hartini, Dian Farijanti, dan Agus Wirabhakti. 2018. "Teacher-Centred and Teacher Controlled Learning: A Postmodernism Perspective." *Academic Journal Perspective : Education, Language, and Literature* 1 (1): 73–78. <https://doi.org/10.33603/perspective.v1i1.1606>.
- Mukalam, Mukalam. 2013. "Postmodernisme Dan Filsafat Pendidikan Islam." *Jurnal Pendidikan Islam* 2 (2): 285–307. <https://doi.org/10.14421/jpi.2013.22.285-307>.
- Peters, Michael, dan Colin Lankshear. 2001. "Curriculum in the postmodern condition." *ACCESS: critical perspectives on communication, cultural & policy studies* 20 (1): 10–23.
- Rikowski, Glenn, dan Peter McLaren. 2002. "Postmodernism in Educational Theory." Dalam , 3–13.
- Setiawan, Johan, dan Ajat Sudrajat. 2018. "PEMIKIRAN POSTMODERNISME DAN PANDANGANNYA TERHADAP ILMU PENGETAHUAN." *Jurnal Filsafat* 28 (1): 25. <https://doi.org/10.22146/jf.33296>.
- Shree, Raj. 2013. "Themes of Postmodern Education" 2 (Januari): 1–2250.

- Sugiharto, Ign. 2014. *Postmodernisme: tantangan bagi filsafat*. Yayasan Kanisius. https://repository.unpar.ac.id/bitstream/handle/123456789/1732/Bambang_139744-p.pdf?sequence=1&isAllowed=y.
- Tesar, Marek, Andrew Gibbons, Sonja Arndt, dan Nina Hood. 2021. "Postmodernism in Education." Dalam *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1269>.