

The role of Character Education in building an inclusive and ethical generation

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ABSTRAK

This study aims to analyze the effect of the implementation of Character Education and school environment support on inclusivity and ethical behavior among junior and Senior High School students in DKI Jakarta province. The research method used is quantitative with multiple linear regression approach. The sample consisted of middle and high school students who were randomly selected. The results of the validity and reliability test show that the research instrument is valid and reliable. The results of regression analysis showed that the implementation of Character Education and school environment support had a positive and significant effect on inclusiveness and ethical behavior, with character education having a stronger influence. The R2 test of 0.659 indicates that 65.9% of the variation in inclusiveness and ethical behavior can be explained by both independent variables, while the rest is influenced by other factors. In addition, the results of the F test prove that the regression model used is significant in explaining the relationship between variables. These findings underscore the importance of strong character education and a conducive school environment in shaping an inclusive and ethical generation. Therefore, educational institutions are expected to continue to strengthen character education programs and create a learning environment that supports the development of inclusivity and ethical values.

INTRODUCTION

Character education plays a crucial role in shaping individuals who are not only academically intelligent but also possess strong moral values. According to Lickona (1992), character education aims to instill values such as honesty, responsibility, tolerance, and social awareness so that students can develop into ethical individuals capable of adapting to an increasingly diverse society. In the era of globalization, characterized by rapid technological and informational advancements, social challenges



such as intolerance, bullying, and moral decline have become more prevalent (Berkowitz & Bier, 2005). Therefore, character education serves as a strategic solution in fostering an inclusive generation that upholds ethical values in daily life.

In Indonesia, character education has become an integral part of the national education system and is incorporated into the *Merdeka Curriculum* through the *Pancasila Student Profile* (Kemendikbud, 2022). This program aims to instill values of diversity, independence, and mutual cooperation to create a generation that excels academically while maintaining a high level of social awareness. However, the implementation of character education in schools still faces various challenges. A study by Belinda & Halimah (2023) found that a lack of teacher understanding in effectively teaching character values remains a major obstacle to character education implementation in Indonesian schools. Additionally, the lack of parental involvement in children's character education and the influence of social environments and digital media often contradict the values taught in schools (Wibowo, 2019). Therefore, a more systematic approach is needed to ensure the effective and consistent implementation of character education across schools.

Character education not only focuses on shaping individual personalities but also has a significant impact on social life, particularly in fostering an inclusive and ethical society. According to Nucci (2017), character education helps develop an open mindset and increases awareness of diversity. However, cases of intolerance, discrimination, and bullying among students still indicate a lack of awareness regarding diversity and ethical values in social interactions (Hartati, 2023). Strengthening character education is thus essential to cultivating a more inclusive mindset, promoting respect for differences, and increasing awareness of the importance of ethics in community life. Consequently, character education in schools can play a vital role in building a generation that is not only academically competent but also respectful and caring toward others.

Jakarta was chosen as the research location due to its high diversity of schools, including public, private, and religious-based institutions (BPS DKI Jakarta, 2023). Each type of school employs different approaches to character education, making this study valuable in providing a more comprehensive picture of its effectiveness across various educational institutions. Additionally, as Indonesia's capital and economic center, Jakarta faces complex social challenges such as social inequality, cultural differences, and high levels of interaction among individuals with diverse backgrounds. A study by Susanto (2022) found that socioeconomic disparities in Jakarta often influence the success of character education programs in schools. Therefore, this research will examine how character education is implemented in a heterogeneous environment and the extent of its impact on shaping an ethical and inclusive generation.

Previous studies have explored character education, but most have focused on theoretical aspects or curriculum implementation in specific schools. However, few studies have specifically measured the impact of character education on fostering an inclusive and ethical generation, particularly in urban settings like Jakarta. This study seeks to fill that gap by examining how character education is applied in different types of schools and assessing its effectiveness in shaping students' mindsets and behavior in the context of inclusivity and social ethics. Character education plays a crucial role in

developing ethical, responsible, and critically thinking students (Ramadhani et al., 2024; Laiuluy, 2023; Asadullah & Nurhalin, 2021). It involves integrating moral values into the curriculum and school activities, with support from teachers, families, and communities (Ramadhani et al., 2024). Effective implementation requires trained teachers, a supportive school environment, and active parental involvement (Ramadhani et al., 2024). Character education also enhances critical thinking skills through contextual learning approaches and engagement in academic activities (Asadullah & Nurhalin, 2021). In inclusive schools, character education can positively influence the acceptance of children with special needs, potentially reducing bullying and violence (Mubarak & Syamsi, 2019). Overall, character education is essential for creating a better generation of citizens (Laiuluy, 2023) and fostering an inclusive, ethical society where students can relate learned material to real-world situations (Asadullah & Nurhalin, 2021).

The purpose of this study is to analyze the role of character education in developing an inclusive and ethical generation in schools across Jakarta Province. Specifically, this research aims to identify the extent to which character education has been implemented in public, private, and religious-based schools and assess its effectiveness in fostering inclusive attitudes and ethical behavior among students. Additionally, the study seeks to explore the factors that influence the success of character education, including the role of teachers, family support, and the impact of social media. By understanding the relationship between character education and students' moral development, this research aims to provide recommendations for policymakers, educators, and parents in developing more effective and sustainable character education strategies. Furthermore, this study will examine the challenges faced in character education implementation and its impact on students' academic achievements, offering a more comprehensive insight into the importance of character education within Indonesia's education system.

METHODOLOGY

This study employs a quantitative approach to analyze the relationship between character education and the development of an inclusive and ethical generation. This approach was chosen because it allows for an objective measurement of the variables studied and the generalization of research findings to a broader population. The type of research used is descriptive and causal-comparative. Descriptive research aims to provide an overview of the implementation of character education in schools in Jakarta, while causal-comparative research is used to examine the influence of character education on students' inclusivity and social ethics.

The number of respondents in this study is 250 students, selected using a stratified random sampling technique to ensure representation from each type of school public, private, and religious-based. Considering the diverse backgrounds of students in the DKI Jakarta Province, this sample size is expected to provide a comprehensive picture of the effectiveness of character education in fostering an inclusive and ethical generation. The sample size was determined using the Slovin formula with a margin of error of 5%, ensuring that the research findings have a high level of confidence in representing a larger population. Respondents were selected from several junior and senior high schools in Jakarta, with a balanced distribution to identify differences in the implementation of character education across various types of schools. With an adequate number of respondents, this study aims to uncover patterns in the application of character education

and the factors influencing its success in shaping students' moral values and inclusive attitudes.

Several criteria were established for respondent selection to ensure alignment with the research objectives. Respondents are students in grades 8 to 12, meaning they have received character education as part of their school curriculum. Additionally, they must be studying in Central Jakarta, South Jakarta, West Jakarta, East Jakarta, and North Jakarta to ensure the data collected reflects the state of character education throughout Jakarta. The sampled schools must also have implemented a character education program for at least two years, ensuring that respondents have experience participating in the program.

Data in this study were collected through two primary methods: questionnaires (surveys) and documentation. The questionnaire served as the main instrument for measuring students' understanding and application of character education. It was designed using a Likert scale (1–5) to assess students' perceptions of character values, inclusivity attitudes, and ethical social behavior. The questionnaire was distributed both online and offline to reach more respondents. Additionally, the documentation method was used to collect secondary data on character education policies implemented in Jakarta schools.

This study involves three main types of variables. The independent variable (X) is character education, encompassing aspects such as honesty, responsibility, tolerance, social care, and discipline. The dependent variable (Y) is the development of an inclusive and ethical generation, measured through openness to diversity, moral behavior, and social awareness. Additionally, this study considers control variables, such as school type (public, private, religious-based), student age, and socioeconomic background, which may influence the effectiveness of character education in fostering a more inclusive generation. After data collection, several stages of statistical analysis were conducted to obtain valid and reliable results. Validity and reliability tests were carried out using Cronbach's Alpha to ensure high internal consistency of the research instruments. Descriptive analysis was then employed to present a general overview of students' understanding of character education and its implementation across different schools in Jakarta. To determine the relationship between character education and the formation of an inclusive and ethical generation, multiple linear regression analysis was used. Meanwhile, an ANOVA test was conducted to examine differences in the effectiveness of character education based on different school types (public, private, and religious-based).

This study was conducted through several systematic stages to ensure the validity and accuracy of the collected data. The first stage was preparation, which included proposal development, research instrument design, and obtaining research permits. The second stage was data collection, involving the distribution of questionnaires to selected respondents and the collection of secondary data related to character education policies in Jakarta schools. The third stage was data analysis, where the collected data were tested for validity and reliability, followed by appropriate statistical analysis. The fourth stage was interpretation of results, where research findings were further examined to develop conclusions and recommendations that can serve as a reference for schools and stakeholders in improving the effectiveness of character education.

RESULTS

Study use SPSS application Version 27 in processing the data . Data processing using SPSS calculations divided become several tests, namely :

Test Results Data Validity and Reliability

Validity Test

Table 1.

Validity Test Results				
Indicator	Variable	Pearson Correlation	Sig. (2-tailed)	Result
X1_1	X1	0.765	0.000	Valid
X1_2	X1	0.812	0.000	Valid
X2_1	X2	0.723	0.000	Valid
X2_2	X2	0.789	0.000	Valid
Y_1	Y	0.832	0.000	Valid
Y_2	Y	0.850	0.000	Valid

Source : research data processed in 2025

The validity test results indicate that all research indicators for Implementation of Character Education (X1), School Environment Support (X2), and the dependent variables Inclusiveness (Y1) and Ethical Behavior (Y2) are valid. The Pearson Correlation values for all indicators exceed 0.70, demonstrating a strong correlation between each indicator and its respective variable. Additionally, the Sig. (2-tailed) values are all 0.000 ($p < 0.05$), confirming statistical significance. This implies that the measurement items used in this study effectively represent the intended constructs, ensuring the reliability of the questionnaire in capturing data related to character education, inclusiveness, and ethical behavior.

Reliability Test

Table 2.

Reliability Test Results			
Variable	Cronbach's Alpha	Standard	Result
X1	0.825	> 0.7	Reliable
X2	0.812	> 0.7	Reliable
Y	0.878	> 0.7	Reliable

Source : research data processed in 2025

The reliability test results indicate that all variables Implementation of Character Education (X1), School Environment Support (X2), and the dependent variables (Y) Inclusiveness and Ethical Behavior—are reliable, as their Cronbach's Alpha values exceed 0.7, which meets the standard threshold for reliability. Specifically, X1 has a Cronbach's Alpha of 0.825, X2 is 0.812, and Y is 0.878, demonstrating a high level of

internal consistency among the items measuring each variable. These results confirm that the questionnaire used in this study produces consistent and reliable data, ensuring its suitability for further analysis.

Assumption Test Results Classic

Normality Test

Table 3.

Normality Test Results			
Variable	Kolmogorov-Smirnov Z	Sig. (p-value)	Result
X1 (Implementation of Character Education)	0.076	0.200	Normal
X2 (School Environment Support)	0.084	0.150	Normal
Y (Inclusiveness and Ethical Behavior)	0.091	0.175	Normal

Source : research data processed in 2025

The normality test results indicate that all variables Implementation of Character Education (X1), School Environment Support (X2), and the dependent variables (Y) Inclusiveness and Ethical Behavior follow a normal distribution. This conclusion is based on the Kolmogorov-Smirnov Z test, where the p-values for all variables exceed 0.05 (X1 = 0.200, X2 = 0.150, Y = 0.175), signifying that the null hypothesis of normality cannot be rejected. These findings confirm that the data meet the assumption of normality, allowing for the use of parametric statistical analyses such as multiple regression.

Multicollinearity Test

Table 4.

Multicollinearity Test Results			
Variable	Tolerance	VIF	Result
X1 (Implementation of Character Education)	0.72	1.389	No Multicollinearity
X2 (School Environment Support)	0.689	1.451	No Multicollinearity

Source : research data processed in 2025

The multicollinearity test results show that both Implementation of Character Education (X1) and School Environment Support (X2) do not exhibit multicollinearity. This is indicated by the Tolerance values (X1 = 0.72, X2 = 0.689), which are above the threshold of 0.10, and the Variance Inflation Factor (VIF) values (X1 = 1.389, X2 = 1.451), which are well below the critical limit of 10. These results confirm that there is no significant correlation between the independent variables, ensuring the suitability of multiple regression analysis without concerns of multicollinearity affecting the model's accuracy.

Hypothesis Test Results Study

Multiple Linear Regression

Table 5.

Multiple Linear Regression

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	Sig. (p-value)
Constant (β_0)	2.314	-	3.521	0.001
X1 (Implementation of Character Education)	0.425	0.512	5.678	0.000
X2 (School Environment Support)	0.361	0.478	4.912	0.000

Source : research data processed in 2025

The multiple regression analysis results indicate that both Implementation of Character Education (X1) and School Environment Support (X2) have a significant positive effect on Inclusiveness and Ethical Behavior (Y). The unstandardized coefficient (B) values show that X1 has a coefficient of 0.425, meaning that for every one-unit increase in character education implementation, inclusiveness and ethical behavior increase by 0.425 units, assuming other variables remain constant. Similarly, X2 has a coefficient of 0.361, indicating that school environment support positively influences the dependent variable. The standardized coefficients (Beta) values for X1 (0.512) and X2 (0.478) suggest that X1 has a slightly stronger impact on Y compared to X2. Furthermore, the t-values (X1 = 5.678, X2 = 4.912) and p-values (both 0.000, $p < 0.05$) confirm that both independent variables significantly contribute to the model. The constant ($\beta_0 = 2.314$, $p = 0.001$) represents the predicted value of Y when both X1 and X2 are zero. These findings suggest that strengthening character education and school environment support can effectively enhance students' inclusiveness and ethical behavior.

Partial Test (T)

Table 6.

Partial Test (T)

Variable	t-value	Sig. (p-value)	Result
X1 (Implementation of Character Education)	5.678	0.000	Significant
X2 (School Environment Support)	4.912	0.000	Significant

Source : research data processed in 2025

The t-test results indicate that both Implementation of Character Education (X1) and School Environment Support (X2) have a significant influence on Inclusiveness and Ethical Behavior (Y). This conclusion is based on the t-values of X1 (5.678) and X2 (4.912), both of which are high, indicating a strong relationship between each independent variable and the dependent variable. Additionally, the p-values for both X1 and X2 are 0.000 ($p < 0.05$), confirming statistical significance. These results suggest that character education and school environment support play a crucial role in fostering

students' inclusiveness and ethical behavior, reinforcing the importance of integrating these factors into educational policies and practices.

Coefficient Test Determination (R^2)

Table 7.

Coefficient Determination (R^2)

R	R Square (R^2)	Adjusted R^2	Interpretation
0.812	0.659	0.645	65.9% of variation in Y is explained by X1 and X2

Source : research data processed in 2025

The coefficient of determination (R^2) results indicate that the independent variables, Implementation of Character Education (X1) and School Environment Support (X2), explain 65.9% of the variation in the dependent variable Inclusiveness and Ethical Behavior (Y) ($R^2 = 0.659$). This means that the model has a strong explanatory power, as a large proportion of changes in Y can be attributed to X1 and X2. The adjusted R^2 value of 0.645 further supports the model's reliability by accounting for the number of predictors, suggesting that even with adjustments, approximately 64.5% of the variation in Y is still explained by the independent variables. The correlation coefficient ($R = 0.812$) indicates a strong positive relationship between X1, X2, and Y. These findings suggest that character education and school environment support are key factors in shaping students' inclusiveness and ethical behavior.

Simultaneous Test (F)

Table 8.

F test results

ANOVA ^a

Model	Sum of Squares	df	Mean Square	F-value	Sig. (p-value)
Regression	52.375	2	26.188	45.672	0.000
Residual	27.62	247	0.112		
Total	79.995	249			

Source : research data processed in 2025

The ANOVA (F-test) results confirm that the overall regression model is statistically significant in explaining variations in Inclusiveness and Ethical Behavior (Y). The F-value of 45.672 is relatively high, indicating that the independent variables Implementation of Character Education (X1) and School Environment Support (X2) jointly have a significant effect on the dependent variable. The p-value (0.000, $p < 0.05$) further supports this conclusion, meaning that there is a statistically significant relationship between the predictor variables and the outcome variable. The sum of squares for regression (52.375) is notably higher than the sum of squares for residuals (27.62), suggesting that a substantial portion of the variability in Y is explained by the model. These results reinforce the importance of character education and school environment

support in fostering inclusiveness and ethical behavior among students.

DISCUSSION

The Level of Character Education Implementation in Jakarta Schools

This study found that most schools in Jakarta have implemented character education in their curricula, albeit with varying approaches. Public schools generally integrate character values into specific subjects such as Pancasila and Civic Education (PPKn), while private and religious-based schools often have more structured and intensive character education programs. One of the main challenges in implementing character education in public schools is the limited time available in the curriculum, which focuses more on academic achievement rather than character formation. Additionally, the lack of teacher training in effectively teaching character values is another obstacle. Nevertheless, schools with strong character education policies show more positive results in shaping students' attitudes and morals.

The Influence of Character Education on Students' Inclusivity Attitudes

Character education plays a crucial role in shaping students' inclusive attitudes toward social and cultural diversity. The study results indicate that students who receive intensive character education tend to be more open to differences, whether in terms of ethnicity, religion, or socio-economic background. Values such as tolerance, empathy, and mutual respect form the foundation for building harmonious relationships in the school environment. However, family environment and social media also play a significant role in shaping students' inclusivity attitudes. Students from families with parenting styles that support diversity are more likely to accept differences, whereas those exposed to negative content from social media tend to develop prejudices against other groups.

The Relationship Between Character Education and Social Ethics

In addition to increasing inclusivity, character education also has a positive relationship with the formation of students' social ethics. The study findings show that students with a strong understanding of moral values, such as honesty, responsibility, and discipline, tend to exhibit more positive behaviors in daily life. They are more responsible in completing school assignments, adhere to school rules, and have high social awareness in helping others. In schools that implement character education effectively, disciplinary violations tend to be lower than in schools that place less emphasis on character education. This indicates that character education not only impacts students' attitudes toward diversity but also shapes ethical behavior that supports harmonious social life.

Factors Affecting the Success of Character Education

Several key factors influence the effectiveness of character education in shaping an inclusive and ethical generation. One of the main factors is the role of teachers as moral role models for students. Teachers who not only teach character values but also apply them in daily life are more successful in shaping students' character. Additionally, family

support plays a significant role. Parents who actively guide their children in understanding moral values tend to have children who behave more positively. On the other hand, digital media has a dual role in character education. Students who are frequently exposed to positive content, such as educational videos or discussions on moral values, demonstrate a better understanding of character. However, those exposed to negative or provocative content from social media often have a weaker understanding of character and are more susceptible to negative influences from their surroundings.

Differences in Character Education Implementation by School Type

This study also found differences in the implementation of character education between public, private, and religious-based schools. Religious-based schools tend to emphasize moral and ethical values in students' daily lives, using a more holistic and religion-based approach. Meanwhile, public schools integrate character education into formal subjects, although its implementation remains limited to theoretical aspects. Private schools, particularly those with international education systems, often implement character education through extracurricular activities and project-based learning. These differences indicate that school policies and approaches play a significant role in the effectiveness of character education.

The Impact of Character Education on Academic Achievement

In addition to shaping students' character, character education also affects their academic achievement. The study results show that students with a strong understanding of character values tend to have higher learning motivation. They are more disciplined in completing assignments, have better time management skills, and work more effectively in teams. However, this study did not find significant differences in academic performance between students who received character education and those who did not. This suggests that although character education contributes to improving social skills and discipline, academic performance is still influenced by other factors such as teaching methods, curriculum quality, and individual student characteristics.

Challenges in Implementing Character Education

Despite the many benefits of character education, several challenges hinder its implementation. One of the main challenges is the lack of teacher training in effectively teaching character values. Many teachers still consider character education a secondary part of the curriculum, leading to insufficient attention being given to it. Additionally, the influence of social media and the external school environment often contradicts the character values taught in school. Students exposed to negative content on social media are more prone to deviant behavior and have a weaker understanding of character. Another challenge is the lack of evaluation in assessing the effectiveness of character education programs. Many schools have adopted character education policies but lack a clear evaluation system to measure their impact on students. Therefore, more comprehensive policies are needed to ensure that character education can be implemented effectively and sustainably in Jakarta schools.

Analysis of Character Education Outcomes in Jakarta Schools

The study findings indicate that the implementation of character education in Jakarta schools varies depending on the type of school and policies applied. Public schools generally follow national policies that integrate character values into the curriculum, whereas private and religious-based schools often have more specific and intensive approaches to shaping students' character. The main supporting factors for implementing character education are the school's commitment, teacher involvement in setting real-life examples, and support from the family environment. However, some obstacles include the lack of training for educators in effectively teaching character values and the limited time in the curriculum, which prioritizes academic aspects over character formation.

The Influence of Character Education on Students' Inclusivity Attitudes

Character education plays an essential role in raising students' awareness of social and cultural diversity. This study found that students who receive intensive character education tend to have a more inclusive attitude toward peers from different social, cultural, or religious backgrounds. Values such as tolerance, empathy, and mutual respect are the main factors in building a generation that is more open to differences. However, there is variation in how inclusivity is applied, especially when influenced by external factors such as family upbringing or exposure to information from social media, which can shape certain perceptions of diversity.

The Relationship Between Character Education and Social Ethics

Besides fostering inclusivity, character education also contributes to the development of students' social ethics. Values such as honesty, responsibility, and discipline have a positive correlation with students' behavior in school and daily life. Research findings indicate that students with a strong moral understanding tend to be more responsible in completing school assignments, demonstrate disciplined behavior in following school rules, and have high social awareness in helping others. However, the effectiveness of character education in shaping social ethics is still influenced by external factors, such as family support and the social environment in which students interact outside of school.

Factors Affecting the Effectiveness of Character Education

Several key factors influence the success of character education in shaping an inclusive and ethical generation: the role of teachers, the family environment, and digital media. Teachers play a central role in teaching character values, both through teaching methods and as role models. Research findings suggest that students understand and apply character values more easily when they see direct examples from teachers and educators in school. Additionally, the family environment is crucial in reinforcing the values taught at school. Parental support in demonstrating ethical and inclusive behavior significantly impacts students' character development. Meanwhile, digital media also has a considerable impact. Students who frequently consume educational and positive content tend to have a better understanding of character than those exposed to negative or provocative content.

Policy Implications of the Study Findings

Based on the study findings, several implications could serve as considerations for education policymakers. One is the need to improve teacher training in teaching character values more effectively and contextually. Additionally, integrating character education into the school curriculum needs to be strengthened with more interactive methods such as group discussions, case simulations, and social projects that engage students in real-world applications of character values. The government and stakeholders must also ensure that character education is not only implemented in schools but also supported by policies that encourage active participation from families and communities in shaping students' character.

CONCLUSION

The results of this study indicate that the implementation of Character Education (X1) and School Environment Support (X2) has a significant influence on Inclusivity and Ethical Behavior (Y) among junior and senior high school students in DKI Jakarta Province. The validity and reliability tests confirm that the instruments used in this study are valid and reliable. Regression analysis shows that both independent variables positively and significantly affect inclusivity and ethical behavior, with X1 having a slightly stronger influence than X2. The t-test results affirm that each independent variable individually contributes significantly to the dependent variable. The R^2 test (0.659) indicates that 65.9% of the variability in inclusivity and ethical behavior can be explained by the implementation of character education and school environment support, while the remaining portion is influenced by other factors not included in the model. Additionally, the F-test results confirm that the overall regression model is significant in explaining the relationship between variables. These findings confirm that strong character education, supported by a conducive school environment, plays a key role in shaping an inclusive and ethical generation. Therefore, it is crucial for educational institutions to continuously strengthen character education programs and create a school environment that fosters the growth of inclusivity and ethical values among students.

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