
The Role of Character Education in Supporting Transformative Education in the Digital Era: A Systematic Review

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Abstrak:

Character education is an essential element in achieving transformative education, which aims to shape individuals with integrity and the ability to face present and future challenges. This article presents a literature review on the role of character education in supporting transformative education across various levels of formal and non-formal education. Through this study, multiple sources, including journals, books, and research reports, are analyzed to understand the contribution and effectiveness of character education in the learning process. The purpose of this research is to explore the role of character education in supporting transformative education, including understanding its contribution and effectiveness in the learning process. The study also aims to identify challenges encountered in the implementation of character education and recommend strategies to enhance its success. The review findings indicate that character education contributes to shaping students who are not only academically competent but also possess critical thinking skills, empathy, and social awareness. Transformative education emphasizes active student participation, with character education serving as a foundational element that reinforces this engagement. Values such as honesty, responsibility, and cooperation, integrated into the curriculum, have been proven to enhance student motivation and prepare them to become agents of change. However, the implementation of character education faces challenges such as limited resources, variations in value interpretation, and inconsistent policy support. Therefore, the synergy among the government, educators, and the community is necessary to ensure the successful implementation of character education. In conclusion, character education plays a significant role in supporting transformative education, creating students who are competitive, ethical, and positively contribute to society. Further research is needed to develop innovative and practical implementation strategies to overcome existing obstacles.

Keywords: Character Education, Digital Era, Literature Review, PRISMA, Transformative Education

Introduction

The transformative education approach aims to develop individuals who are not only academically intelligent but also possess strong character, capable of adapting to and contributing to positive social and cultural change. In this context, character education plays a highly significant role (Viera Trevisan et al.,

2024). Character education focuses on the development of students' moral and ethical dimensions, equipping them with values that can help them face life's challenges. Character education in Indonesia, implemented through programs such as the Strengthening Character Education, emphasizes the importance of instilling values such as honesty, fairness, and respect from an early age not only develops the academic aspects but also aims to shape students into individuals who are of integrity, independent, and socially conscious. More broadly, character education also plays a role in creating a holistic educational ecosystem where schools, families, and communities collaborate to foster positive values (Saliba, 2024). This approach aims to produce a generation prepared to face global challenges while preserving Indonesia's cultural diversity. Thus, character education serves not only as a means of individual moral development but also as a foundation that supports the achievement of comprehensive transformative education (Decapua, 2024).

Character education is not only important in the context of shaping morally upright individuals but is also highly relevant for facing the challenges of globalization and digitalization. In transformative education, character refers not only to universal values such as honesty and discipline but also to the social and emotional skills needed to interact within an increasingly complex society (Viera Trevisan). For example, in the digital context, character education plays a role in shaping a wise attitude toward the use of technology, including communication ethics and maintaining privacy in the online world. Moreover, character education is expected to support the achievement of Indonesia's Vision 2045, which requires the younger generation to be not only academically intelligent but also emotionally and socially adept in facing the dynamics of changing times (Esnati & Mukeredzi, 2023)(Esnati & Mukeredzi, 2023). The government has integrated character education into various educational policies, such as the National Mental Revolution Movement (GNRM) and various Pancasila-based programs aimed at strengthening national values and unity in diversity. Thus, character education is expected to serve as a solid foundation for producing a generation that is not only intellectually competent but also capable of contributing to the development of a just, civilized, and sustainable society (Fairbanks, 2024).

Character education also plays an essential role in preparing students to become future leaders who are not only knowledgeable but also possess the ability to lead with integrity and wisdom. Therefore, the implementation of character education within an integrated academic curriculum has become a necessity (Feola et al., 2024). According to several studies, character education that begins at an early age and is consistently applied at various educational levels has a long-term impact in shaping individuals who are more responsible, caring toward others, and capable of making ethical decisions (Chobphon, 2024). Furthermore, in transformative education, the character instilled through the learning process not only enhances individual quality but also promotes positive social change (Decapua, 2024). Character education fosters awareness of social issues, such as social justice and environmental responsibility, which are increasingly relevant in today's era. By integrating character education into every aspect of learning, it is hoped that a more harmonious society, where mutual respect prevails and a commitment to building a better world exists, can be achieved. This demonstrates that character education not only benefits individuals but also contributes to the progress of the nation as a whole (Riley et al., 2024).

The purpose of this research is to analyze the role of character education in supporting transformative education, including understanding its contribution and effectiveness in the learning process. This aims to provide a clearer picture of how character education can support the achievement of a more holistic and sustainable national education vision (Duerden & Rowan, 2023). Therefore, the following research questions are proposed to provide a more specific overview of the role of character education in supporting transformative education:

1. How can the implementation of character education enhance the effectiveness of education?
2. What are the most relevant character values to be applied in the context of transformative education in the current digital era?
3. What challenges are faced in the implementation of character education to support transformative education at various educational levels?
4. To what extent can character education shape students into agents of social change within the framework of transformative education?

Literature Studies

Character education has long been recognized as a key element in shaping a moral and responsible generation. In the context of transformative education, character education plays a central role in fostering critical development, self-awareness, and the ability to address real-world challenges (Bertolini et al., 2024). In the digital era, where technology influences nearly every aspect of life, integrating character education into transformative education has become increasingly relevant (Viera Trevisan et al., 2024).

The close relationship between the two enables a learning approach that focuses not only on academic skills but also on the cultivation of moral values to navigate the complexities of the modern world. Character education provides the moral compass necessary for navigating the ethical dilemmas of an increasingly interconnected and digitalized world (Zhao et al., 2024). It emphasizes values such as empathy, integrity, respect, and responsibility, which are indispensable for building harmonious societies. Transformative education, on the other hand, aims to empower learners to become agents of change by fostering critical thinking, innovation, and a commitment to social justice. The synergy between these two educational approaches lays the foundation for a holistic learning experience that prepares individuals not only for personal success but also for contributing meaningfully to their communities (Soutter, 2023).

Incorporating character education into transformative learning frameworks demands intentional strategies that align with the realities of the 21st century (Courtade, 2024). For instance, educators can use project-based learning to encourage collaboration and ethical decision-making, leveraging technology as a tool to explore global issues and develop solutions rooted in shared values. Digital platforms and resources, when used responsibly, can enhance students' understanding of cultural diversity and global citizenship, further strengthening their moral and ethical development (Hsu & Silalahi, 2024). Furthermore, the integration of character education into transformative education is essential for addressing the challenges posed by rapid technological advancements.

As artificial intelligence, automation, and other innovations reshape industries and social structures, individuals must be equipped with not only technical skills but also ethical reasoning to manage these changes responsibly (Hendriksen et al., 2024). Character education instills the principles needed to balance progress with accountability, ensuring that technological growth contributes positively to society (Víg, 2024). In summary, the interplay between character education and transformative education is pivotal for equipping learners with the intellectual and moral tools needed to thrive in a complex, digitalized world (Souza & Debs, 2024). By fostering both academic excellence and ethical awareness, this integrated approach nurtures individuals who are capable of leading with purpose, compassion, and integrity (One, 2007).

Transformative education recognizes that technology is not merely a tool but a dynamic force that shapes how knowledge is created, shared, and applied (Decapua, 2024). By fostering critical digital literacy, this educational approach empowers learners to navigate the complexities of the digital landscape. Critical digital literacy involves understanding how technology influences power structures, societal norms, and

individual behaviors (Jacobs, 2023) . It also equips learners with the skills to evaluate digital content critically, protect their privacy, and use technology in ways that promote equity and inclusion. However, the integration of technology in transformative education is not without its challenges (Pouru-Mikkola & Wilenius, 2021). Digital distractions, such as social media and gaming, can undermine students' focus and engagement. Moreover, the rise of misinformation and cyberbullying highlights the need for ethical awareness in the digital space (DeMartino & Renn, 2023).

Transformative education addresses these challenges by instilling values of responsibility, empathy, and respect in learners. This ethical grounding enables them to use technology as a means of fostering positive change rather than perpetuating harm. A key component of transformative education in the digital era is the cultivation of global citizenship (Rósa, 2024). Technology allows learners to connect with peers from different cultural, social, and economic backgrounds, fostering a sense of shared humanity and mutual understanding. Through collaborative projects and virtual exchanges, students can develop skills in intercultural communication and problem-solving (Bertolini et al., 2024). These experiences not only enrich their learning but also prepare them to address global challenges such as climate change, inequality, and social injustice. In conclusion, transformative education in the digital era demands a balance between leveraging technological innovations and maintaining ethical integrity (Maloney et al., 2024). By prioritizing critical reflection, digital literacy, and ethical responsibility, this approach prepares learners to become informed, compassionate, and proactive contributors to a rapidly evolving world.

Character education is a learning process aimed at shaping morality, responsibility, and empathy (Etukakpan et al., 2023). The foundational principles of character education involve teaching core values such as honesty, integrity, and respect for others. In transformative education, character education serves as the basis for developing learners' ability to make ethical decisions and act responsibly (Du & Daniel, 2024). This becomes increasingly critical in the digital era, where challenges such as cyberbullying, the spread of misinformation, and privacy breaches are common issues faced by students (Rajiah, 2024). To address these challenges effectively, character education must be integrated into educational frameworks that prioritize both individual growth and social responsibility. By embedding ethical considerations into the curriculum, educators can help students navigate the complexities of the digital world with a strong moral compass (Capinding & Dumayas, 2024).

This involves teaching students not only to identify ethical dilemmas but also to apply critical thinking and empathy in resolving them. Character education in the digital era also emphasizes the importance of digital citizenship (Marotta, 2024). This concept encourages learners to engage with online platforms responsibly, respecting the rights and dignity of others while safeguarding their own. For example, lessons on identifying and combating misinformation can empower students to make informed decisions, while discussions on the ethical use of social media can promote a culture of respect and accountability.

Moreover, fostering collaboration and dialogue within diverse learning communities is a vital component of character education. Technology offers unprecedented opportunities for global engagement, allowing students to connect with peers from different cultural and socioeconomic backgrounds (van den Berg, 2024). These interactions, guided by the principles of character education, help develop intercultural understanding, tolerance, and a shared commitment to ethical practices in the digital space. In conclusion, character education plays an essential role in equipping learners to navigate the ethical and social challenges of the digital era. By integrating it into transformative education, educators can ensure that students are not only academically prepared but also morally grounded, enabling them to contribute positively to society in a rapidly evolving world (Varis et al., 2023).

Digitalization opens up significant opportunities for the implementation of character education. Technologies such as gamification, virtual reality, and interactive simulations can be used to teach moral values through real-life scenarios (Hussain, 2020). With this approach, learners can learn how to make ethical decisions in complex situations. However, this integration must be carried out carefully to ensure a balance between digital approaches and humanistic values in the learning process. Furthermore, digital tools provide an immersive and engaging way to teach character education, making abstract ethical concepts more tangible and relatable. For instance, virtual simulations can place learners in ethical dilemmas where they must choose between different courses of action, fostering critical thinking and self-reflection (Ugur et al., 2024). By interacting with these digital environments, students can experience firsthand the consequences of their decisions, helping them to internalize moral lessons in a way that traditional methods may not. Despite the potential benefits, there are risks associated with over-reliance on digital platforms (Maloney et al., 2024).

The overuse of technology in education can lead to detachment from real-world experiences, diminishing face-to-face interactions and the development of emotional intelligence (Bui & Nguyen, 2023). Therefore, it is essential that character education integrates both digital and traditional methods, ensuring that learners are not only gaining ethical insights through technology but are also learning to apply these values in their daily lives, especially in their personal interactions and community engagements (Boysen et al., 2023). In addition, it is important to consider the ethical implications of the digital tools themselves.

Educators must ensure that the platforms and technologies used in character education promote ethical behavior, respect for privacy, and inclusivity. This requires a thoughtful selection of digital resources that align with the core values of character education, as well as ongoing efforts to teach students how to engage with technology in a responsible and respectful manner (El-Aasar et al., 2024). In conclusion, while digital tools offer innovative ways to enhance character education, they must be thoughtfully integrated into the learning process. By maintaining a balance between technology and humanistic values, educators can create an environment where students develop both digital literacy and strong moral character, preparing them to navigate the complexities of the modern world with integrity and responsibility (Gebeshuber et al., 2024).

The implementation of character education in the context of transformative education is not without its challenges. The diversity of cultures and interpretations of values can become barriers in building a shared understanding (Nucci & Narvaez, 2008). Additionally, the digital divide exacerbates the inequality in access to technology-based character education. Nevertheless, the digital era offers opportunities to share best practices through global collaboration. By leveraging technology, schools and educational institutions can exchange resources, methodologies, and experiences to enhance the effectiveness of character education (Heckman & Kautz, 2013).

The synergy between character education and transformative education can create a generation that is not only intellectually smart but also morally resilient. Research shows that this combination can produce learners who are able to face the challenges of the digital era with responsible and ethical attitudes (Kim et al., 2020). In the future, research should focus on innovative methods to assess the impact of character education on transformative learning outcomes, as well as strategies to address the digital divide. Moreover, as technology continues to evolve, it is essential to explore how digital tools can be effectively integrated into character education to enhance its impact.

Future research should investigate the role of artificial intelligence, virtual learning environments, and social media platforms in shaping students' ethical development and decision-making skills (Nuangchalerm, 2023). By leveraging these technologies, educators can create dynamic and interactive learning experiences

that promote moral reflection and ethical problem-solving in real-world scenarios. Additionally, as the digital divide remains a persistent issue, it is crucial to develop strategies that ensure equitable access to technology for all students, particularly those in underserved or rural area (Elsinbawi et al., 2023)s.

Research should focus on identifying the best practices for providing technological resources and support to schools and communities that lack access, ensuring that every learner has an equal opportunity to benefit from digital character education(Pederson, 2023). Furthermore, there is a need for longitudinal studies that track the long-term effects of integrating character education with transformative education. Understanding how character education influences students' behaviors, values, and academic outcomes over time can provide valuable insights into the lasting impact of these educational approaches (Nuangchalerm, 2023). This research could inform the development of more effective curricula and teaching methods that foster not only intellectual growth but also emotional and ethical development. In summary, the future of character education in the context of transformative education lies in its ability to adapt to the digital age while maintaining its foundational humanistic values (Yue Yim, 2024). By addressing challenges such as the digital divide and exploring innovative ways to measure its impact, educators can ensure that character education continues to prepare students for a rapidly changing world, equipping them with both the intellectual and moral tools necessary for success (Yue Yim, 2024).

Character education plays a crucial role in supporting transformative education, especially in the digital era, which is full of challenges and opportunities.(Courtade, 2024) By integrating moral values into the learning process, learners can be shaped into individuals who are capable of critical thinking, ethical actions, and wisely navigating the complexities of the modern world. The combination of character education and transformative education provides a strong framework for creating a more inclusive, relevant, and meaningful education in the future(van den Berg, 2024).

Research Methods

This study employs a qualitative research approach using the systematic review method. This method was chosen to identify, evaluate, and synthesize previous research findings relevant to the role of character education in supporting transformative education in the digital era(Bui & Nguyen, 2023). Through a systematic review, this study aims to provide a comprehensive and evidence-based overview of how character education can influence educational transformation across various contexts (Negretto & Gaspar, n.d.). The systematic literature review (SLR) method is used in this research to answer the research questions. SLR is a method for reviewing existing literature in a more organized manner. This method utilizes structured, transparent, and reproducible techniques at each stage of the process to thoroughly identify and evaluate relevant research (Higgins et al., 2011).

SLR validates existing practices, resolves variations, identifies emerging patterns, uncovers and provides directions for future research, recognizes and explores discrepancies, and generates recommendations to aid decision-making (Munn et al., 2018). The data sources for this research include scientific articles, journals, books, theses, dissertations, and research reports relevant to the topics of character education and transformative education. These sources were obtained from various prominent academic databases, such as Google Scholar, ERIC, ScienceDirect, and SpringerLink. Only literature focusing on character education and educational transformation was included for anal (Dwi Hatmanto et al., 2023)

The selection criteria for sources in this research are based on several aspects aimed at ensuring the quality and relevance of the literature used. First, the sources must have been published within the last 5 years (2018–2023) to ensure that the data reflect the latest findings in the field of character education and transformative education(Soutter et al., 2023). Second, only literature that specifically discusses the

relationship between character education and transformative education will be selected. These sources should examine how character education can influence changes in the formal education system and contribute to social transformation (Chiu, 2024). Third, the selected literature must come from reputable academic journals with a peer-review process to ensure the credibility and scientific quality of the sources. Additionally, the chosen articles should include discussions on education policy, the role of teachers in character education, and the implementation of character education at various educational levels, such as primary, secondary, and higher education. These criteria are applied to ensure that only the most relevant and reliable literature is used in this research (Saunders et al., n.d.).

The data collection procedure in this research was conducted through systematic steps to ensure that the literature used is both relevant and of high quality. The first step involved searching for literature using specific keywords such as "character education," "transformative education," "character in education," and "educational transformation" across various renowned academic databases, including Google Scholar, ERIC, ScienceDirect, and SpringerLink. This search aimed to identify articles, journals, books, theses, dissertations, and research reports relevant to the research topic. Once the literature was found, the next step was source selection, where only articles that met the established selection criteria, such as topic relevance and source quality, were retained. Articles that did not meet the criteria, such as those lacking sufficient data or published in non-reputable journals, were excluded from the analysis. The selected literature was then organized based on key themes identified, such as the role of character education in learning, its contribution to social transformation, and its impact on students' behavioral changes. The collected data were subsequently analyzed using content analysis techniques to identify patterns and key findings relevant to the research objectives.

Table 1 Keywords Used in the Role of Character Education in Supporting Transformative Education

Keywords	String and Keyword Combinations
Character Education	("Character Education" OR "Character Education Learning") AND
Transformative Education	("Transformative Education" OR "Transformative Education Learning")

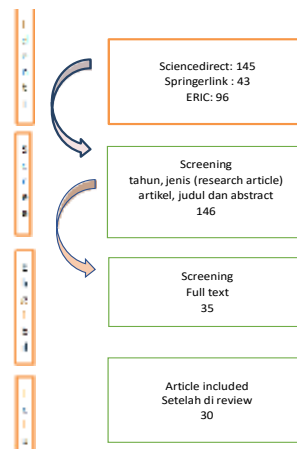
Identification

The researcher utilized three databases, namely Sciencedirect, Springerlink, and ERIC, to obtain relevant journal articles. To acquire the desired journal articles, the researcher established initial criteria, which included articles that have an abstract and are available in full text. From this search, 145 articles were found in the Sciencedirect database, 43 articles in Springerlink, and 96 articles were obtained from the ERIC database. Therefore, the total number of articles to be screened was 284.

Screening

The researcher conducted the screening in accordance with the PRISMA research method guidelines. Initial search articles needed to be excluded to ensure that only the most relevant articles were selected. The criteria used for screening included the article title, year of publication, type of document, language, and accessibility of the articles. The publication year was restricted to the last five years, specifically 2019–2023. The following are the stages of the screening process.

Prisma Flow chart:



Eligibility

This phase requires a manual review of the remaining research results, consisting of 284 articles, to identify those that meet the criteria for this Systematic Literature Review (SLR). The third screening step, known as the eligibility method, involves the reviewers manually evaluating the articles to ensure that all remaining articles (post-screening) align with the predefined criteria. The articles were evenly distributed among the authors to assess the relevance of their titles in relation to the chosen topic. Articles with titles deemed irrelevant were excluded. After discarding unsuitable articles, the authors concentrated on various forms of character education and transformative education in the current educational landscape. Once all articles were gathered, the authors discussed potential differences in judgment. Additionally, we assessed the validity and quality of previous studies by applying standardized measures to identify weaknesses, contradictions, and inconsistencies.

Inclusion

During the process of screening the full texts of various studies, 30 articles were identified. The data sources were obtained through secondary data sources. Examples of secondary data sources include books, documents, journals, reports, and so on. Journal articles were selected as the data source. This is because journals provide more up-to-date perspectives compared to other sources, making them a valuable source of information.

DataAnalysis

The method was developed based on previous research. The inter-rater agreement for proper coding of the reviewed papers was evaluated to further support the validity of this SLR. Additionally, thematic analysis was conducted, which is a technique for identifying patterns or themes in qualitative data (Nowell et al., 2017). The included studies were sorted before being incorporated, resulting in a total of 30 publications from which data were selected. To gain a broad perspective, research articles published from various parts of the world were collected. Furthermore, to obtain the desired information to answer the research questions, all sections of the abstracts, such as the introduction, methodology, results, and discussion, were carefully examined. Such results were labeled as qualitative data because the research for summaries and explanations referenced in this SLR was evaluated. The established coding process was carried out by reading all 30 papers.

Result

Research on "The Role of Character Education in Supporting Transformative Education in the Digital Era" reveals that digital character education plays a significant role in shaping students' moral and ethical values, preparing them to navigate both the online and offline worlds responsibly. Key findings emphasize the integration of character education with digital technologies to foster competencies like integrity, responsibility, and digital citizenship. Teachers, students, parents, and communities must collaborate to build a holistic approach to character development, leveraging tools such as Learning Management Systems (LMS) and digital communication platforms to enhance learning.

The results of several studies, including those by Debby Gerritsen and Katusha Sol, introduced an innovative approach called the Transition Cycle, which focuses on empowering students as agents of social change. This approach has proven effective in fostering transformative skills through four phases: imagining, connecting, acting, and evaluating. By implementing this cycle, students can become more proactive and engaged in directly addressing social challenges. Alison Etukakpan and her team emphasized the necessity of need-based policies to transform pharmacy education at various levels. Their research demonstrated that systematic frameworks, such as the FIP Development Goals, can help identify local and global needs, leading to relevant and efficient policies that enhance the quality of pharmacy education. A study conducted by Laís Viera Trevisan revealed that transformational organizational learning in higher education is essential to support sustainability.

The research not only mapped trends in sustainability learning but also offered practical frameworks that can inspire other institutions to achieve their sustainability goals. Findings by Rosangela Feola indicated that developing cross-cultural competencies in entrepreneurial education is highly effective in promoting entrepreneurial skills among students. Universities play a crucial role in facilitating inclusive entrepreneurship programs, strengthening cross-cultural abilities, and increasing students' entrepreneurial intentions. Research in South Africa by Queen K. Masimula showed that transforming workplace culture with an individual-centered approach, particularly in nursing education institutions, can be achieved through culturally sensitive reflective communication and transformative leadership. This transformation helps create a more inclusive and responsive work environment that addresses employees' needs. In science and technology-based education, Marie Louise Blanckesteijn highlighted the importance of critical reflection as part of experiential learning. Her study demonstrated that integrating reflection in technology-based entrepreneurial education can foster innovation and sustainability.

Research by Xiangge Zhao underscored the importance of implementing equity, diversity, and inclusion (EDI) principles in higher education leadership. This study identified five main themes, including gender dynamics and inclusivity, which serve as a foundation for institutional transformation. Findings from Jacqueline E. Maloney revealed that programs such as Transformative Social and Emotional Learning (TSEL) and Trauma-Informed Programs for Schools (TIPS) are highly effective in supporting the social and emotional well-being of students who have experienced trauma. These approaches enhance students' ability to cope with adversity through trauma-sensitive education.

In a study by Jinming Du, the use of AI-powered chatbots for English language learning significantly increased students' motivation, engagement, and confidence in speaking English. The research also recommended the development of more adaptive and interactive chatbots to further improve learning outcomes. Research by Wen-Ling Hsu highlighted that while ChatGPT offers many benefits in education, such as efficiency and personalized learning, ethical risks and challenges related to its usage must also be addressed. This study integrated the UTAUT and PMT theories to provide a holistic framework for

Research in this area often uses qualitative methods, such as interviews and case studies, to capture the subjective experiences of learners and understand how transformative learning manifests in diverse contexts. By investigating how these changes occur, researchers aim to improve educational practices and contribute to the development of more effective learning environments (Acton, 2023).

Conclusion

This article highlights the importance of character education in supporting the creation of transformative education that can change and improve the quality of education in Indonesia. Character education not only focuses on the development of students' morals and ethics but also serves as a crucial element in shaping positive attitudes and behaviors that support personal and social development. In the context of transformative education, character education plays a role in strengthening noble values relevant to the needs of the times, such as empathy, responsibility, and diversity. Through character education integrated into the curriculum, it is hoped that a generation will be created that is not only intellectually intelligent but also wise in actions and able to adapt to the evolving social dynamics. Therefore, the consistent implementation of character education based on universal values is the key to creating transformative education that has a long-term impact. Moreover, this article also emphasizes that character education should be implemented holistically, involving not only the formal curriculum in schools but also the family environment, society, and the essential role of educators as role models. The development of strong character requires the habituation of positive values in daily life, starting from interactions between individuals, both inside and outside the classroom. Thus, the success of character education is not solely determined by the theories taught but also by the real-life examples demonstrated by educators and adults around the students.

Character education is also expected to support the main goal of transformative education, which is to encourage positive change within individuals and society. Effective character education will engage students in activities that foster social skills, cooperation, and mutual respect. This process not only prepares students to face challenges in the professional world but also shapes individuals who can make a positive contribution to the broader social life. Therefore, character education integrated with transformative learning approaches can create individuals who are more adaptive, creative, and solution-oriented in addressing social, economic, and cultural issues.

In addition, the challenges in implementing character education also draw significant attention. Various factors, such as the lack of resources, limited training for educators, and the mismatch between the educational curriculum and the character needs relevant to the evolving times, can hinder the effectiveness of character education. Therefore, educational policies that support continuous training for educators and curriculum updates aligned with the character needs of students are crucial. By doing so, character education can be optimized to support transformative education that not only prioritizes intellectual aspects but also shapes a better national character.

Overall, this article demonstrates that character education plays a crucial role in achieving the goals of transformative education, which focuses on the personal and social development of students. The effective implementation of character education can produce a younger generation that is more resilient, critical-thinking, and highly empathetic, enabling them to make significant contributions to social progress and national development. By integrating character education into every aspect of education, we can ensure that transformative education not only produces intelligent individuals but also moral individuals who are ready to face the increasingly complex challenges of the global world.

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