



A Three-Dimensional Framework of Character Education in Senior High Schools: A Systematic Literature Review

Dian Sartika^{1*}; Siti Zulaikha²; Linda Ika Mayasari³

^{1,2,3,4}*Educational Management, Universitas Negeri Jakarta, Indonesia*

^{1*}*Corresponding Email: dian.sartika@mhs.unj.ac.id*

Article History:

Received: Dec 12, 2025

Revised: Feb 11, 2025

Accepted: Feb 16, 2026

Online First: Feb 28, 2026

Keywords:

Character Education,
Educational Dimension
Integration,
School Moral Ecosystem,
Senior High School,
Systematic Literature
Review.

Kata Kunci:

Ekosistem Moral Sekolah,
Integrasi Dimensi
Pendidikan,
Pendidikan Karakter,
Sekolah Menengah Atas,
Tinjauan Pustaka Sistematis.

How to cite:

Sartika, D., Zulaikha, S., & Mayasari, L. I. (2026). A Three-Dimensional Framework of Character Education in Senior High Schools: A Systematic Literature Review. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(2), 946-962.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This study aims to develop a conceptual framework for character education in senior high schools by systematically mapping implementation patterns, challenges, and strategies to strengthen character values. The research employed a conceptual design using a Systematic Literature Review approach. The units of analysis were research articles on character education at the senior high school level published between 2015 and 2024, sourced from reputable national and international journals. Through predefined inclusion and exclusion criteria, 37 articles were selected for analysis. Data were examined using content analysis and thematic coding to identify recurring patterns, conceptual relationships, and dominant themes. The findings reveal that character education is constructed through the integration of three core dimensions. The pedagogical dimension emphasizes reflective and experiential learning, positioning students as moral subjects. The cultural dimension is reflected in consistent school culture, educator role modeling, and supportive social interactions. The structural dimension ensures sustainability through moral leadership, participatory policies, and partnerships with families and communities; however, weak integration reduces overall effectiveness.

Abstrak: Penelitian ini bertujuan merumuskan kerangka konseptual pendidikan karakter di Sekolah Menengah Atas melalui pemetaan sistematis terhadap pola implementasi, tantangan, dan strategi penguatan nilai karakter. Penelitian menggunakan desain konseptual dengan pendekatan Systematic Literature Review. Unit analisis berupa artikel penelitian pendidikan karakter pada jenjang SMA yang terbit tahun 2015–2024 dan bersumber dari jurnal nasional serta internasional bereputasi. Melalui kriteria inklusi dan eksklusi yang telah ditetapkan, diperoleh 37 artikel untuk dianalisis. Data dianalisis menggunakan teknik analisis isi dan pengodean tematik guna mengidentifikasi pola berulang, hubungan konseptual, dan tema dominan. Hasil kajian menunjukkan bahwa pendidikan karakter dibangun melalui integrasi tiga dimensi utama. Dimensi pedagogis menekankan pembelajaran reflektif dan berbasis pengalaman yang menempatkan siswa sebagai subjek moral. Dimensi kultural tercermin dalam budaya sekolah yang konsisten, keteladanan pendidik, serta interaksi sosial yang suportif. Dimensi struktural menjamin keberlanjutan melalui kepemimpinan moral, kebijakan partisipatif, dan kemitraan dengan keluarga serta komunitas, di mana lemahnya integrasi menurunkan efektivitas implementasi.

A. Introduction

Rapid social and technological change has influenced the way young people think, act, and behave. Unlimited access to digital information and social media is shifting adolescents' value orientations toward an instant, competitive, and individualistic culture (Booth et al., 2016). The phenomenon of increasing consumer behavior, low social empathy, and declining moral resilience is a sign of value disorientation among high school students (Putri et al., 2025). In a global context, adolescents live amidst a flood of information that does not always support character building but instead often encourages imitative behavior and the search for digital social recognition (Ferdinand et al., 2024; Saputra et al., 2025).

Character education has emerged as a key pillar in maintaining the direction of character development for the younger generation. In Indonesia's national education system, the function of education emphasizes that developing students' potential must produce individuals who are faithful, pious, have noble character, are knowledgeable, creative, and responsible. The Ministry of Primary and Secondary Education emphasizes the new curriculum orientation by strengthening the Graduate Profile as the final educational outcome, reflecting that faithful students have noble character, are critical thinkers, are independent, creative, work collaboratively, and are globally diverse (Sulaeman & Azis Muslimin, 2025; Mainah & Kunci, 2025; Suryaman, 2020).

From a psychological perspective, adolescence is a crucial developmental phase. Erikson refers to this stage as identity versus role confusion, in which individuals struggle to find their identity and moral direction (Dhabhai, 2025). Adolescents are developing personal, social, and spiritual value systems that will form the foundation of their personalities in adulthood (Santrock, 2015). At this age, abstract and critical thinking skills begin to develop, but emotional and moral stability remains fragile (Faisal et al., 2024). This situation demands that schools play a role beyond mere teaching institutions; they become social spaces where the values of humanity, nationality, and honesty are brought to life through practical practices (Berkowitz & Bier, 2007).

The implementation of character education still faces structural and cultural obstacles. Research by Gunawan and Santosa shows that teachers often experience tension between the demands of the academic curriculum and the moral responsibility to educate character (Ferdinand et al., 2024). An excessive focus on test scores renders character education merely ceremonial, neglecting to address student behavioral transformation. Another study by Hadi and Nisa confirms that the effectiveness of character education is strongly influenced by school culture and teacher role models (Hadi et al., 2023). This implementation in high schools also demonstrates a variety of approaches and successes. Several studies highlight the success of integrating character values through project-based learning, which actively engages students in social activities and values reflection (Ferdinand et al., 2024; Wasliman et al., 2025). This approach allows students to learn values through concrete actions, rather than simply moral advice. In contrast, most studies in Indonesia still focus on a single aspect or context, such as extracurricular activities, teacher roles, or school policies, without providing a comprehensive overview of the relationships

among curriculum, school culture, and the social environment (Addzaky et al., 2024). Research on character education in high schools remains fragmented and has yet to produce a systemic conceptual synthesis.

Changes to the national curriculum policy also require a redefinition of character education (Anhar et al., 2025). The Graduate Profile Orientation emphasizes the balance between academic competence and holistic personality. This approach requires schools to build a learning culture that instills values through collaborative, reflective, and contextual processes (Marjoko, 2025). The values of cooperation, honesty, responsibility, and discipline are no longer simply taught cognitively; they must be integrated throughout the school ecosystem—from the curriculum and classroom management to social relations within the school. Research by Dwi and Febrianti underscores that the success of character education in high schools is largely determined by the school's ability to foster a learning environment that facilitates the internalization of values rather than the mere transfer of moral concepts (Kusuma et al., 2025).

The transformation of character education in high schools also faces new challenges in the post-pandemic context. The distance-learning period has led to a decrease in the intensity of social interactions that contribute to character education and foster empathy and social responsibility in students. Research by Riyanto and Anshor found that many students experienced declines in social skills and environmental awareness after the pandemic (Riyanto & Anshor, 2022). Strengthening character is not only a normative agenda but also a real need in rebuilding humanistic social relations in schools. Adaptive and experience-based approaches are relevant strategies for reshaping students' affective dimensions. Recent studies on character development show a trend of increasing attention to character education, but few specifically examine the high school context as a critical period for moral identity formation (Rasid et al., 2025). Many studies focus on elementary or higher education. However, high school is the most crucial phase in value consolidation, as students begin to develop autonomous thinking and take responsibility for their moral choices (Ulfa et al., 2025; Hadi et al., 2023). A comprehensive mapping is needed to understand the effectiveness of character education programs in high schools, the factors that support and hinder them, and the conceptual models relevant to today's educational challenges.

These dynamics indicate that strengthening character education in high schools is at a crucial juncture, as the complexity of adolescent development, changes in school culture, and policy inconsistencies create a gap between the ideal and current practice. This situation underscores the need for a more in-depth mapping of how character strengthening is implemented among high school students, particularly the integration of pedagogical, cultural, and structural dimensions to foster a sustainable moral ecosystem. The research gap lies in the lack of a conceptual synthesis that maps character education in high schools as an integrated system. Most previous research has examined character education in a fragmented manner, focusing on a single aspect such as the role of teachers, extracurricular activities, or school policies. Studies that simultaneously connect the pedagogical, cultural,

and structural dimensions in the high school context, a critical phase in moral identity formation, remain limited. Furthermore, the dynamics of changing digital culture and the post-pandemic context have not been widely integrated into comprehensive analyses of character education.

The novelty of this research lies in its formulation of character education in high schools as an integrated moral ecosystem. This research positions character education not as an additional program or activity, but rather as a value system built through the integration of pedagogical, cultural, and structural dimensions. This approach offers a conceptual framework that links student learning experiences, school culture, moral leadership, participatory policies, and collaboration with families and communities. Thus, this research makes a theoretical contribution by broadening the understanding of character education and is relevant to today's educational challenges.

Based on this description, this research aims to answer the following research questions: (1) what are the patterns of character education implementation in high schools based on a review of the current literature; (2) what factors support and hinder the success of character education in high schools; and (3) how the integration of pedagogical, cultural, and structural dimensions shapes the moral ecosystem in schools. The purpose of this research is to conceptually examine the implementation of character education in high schools through a Systematic Literature Review (SLR) approach to produce a comprehensive theoretical framework, bridge gaps in previous research, and support the ongoing strengthening of character education. From this urgency, this study aims to conceptually examine the implementation of character education in high schools through an SLR to produce a comprehensive theoretical framework relevant to current educational challenges.

B. Method

This research uses a conceptual study design with a Systematic Literature Review approach to examine the implementation of character education in senior high schools (SMA). This approach allows for systematic, transparent, and structured literature search and synthesis to identify patterns and trends in previous research (Grant & Booth, 2009; Booth et al., 2016). The research subjects were scientific articles discussing character education at the senior high school level, published in reputable national and international journals between 2015 and 2024. This research was non-fieldwork, as all data were obtained from the scientific literature. The literature search was conducted across online scientific journal databases using a systematic search strategy combining keywords such as character education, senior high school, secondary education, school culture, and moral education. Keywords were combined using logical operators to broaden and focus the search results. 127 publications related to the study topic were obtained. The next stage involved screening based on inclusion criteria: publications in Indonesian or English, published between 2015 and 2024, and from reputable journals with at least SINTA 3 or indexed international journals. Exclusion criteria included non-empirical works, activity reports, and articles

without a clear conceptual framework. After the initial selection stage, 78 sources were deemed thematically relevant. Based on the evaluation results, 37 references were selected for in-depth analysis due to their strong relevance to the study variables.

Literature selection using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) included identification, screening, eligibility assessment, and selection of articles (Page et al., 2021). Duplicate articles were initially removed, followed by title and abstract screening, and full-text reading to assess eligibility (Grant & Booth, 2009). Thirty-seven articles met all criteria and were used as the unit of analysis. The literature selection flow is presented in a PRISMA diagram to ensure transparency of the research process.

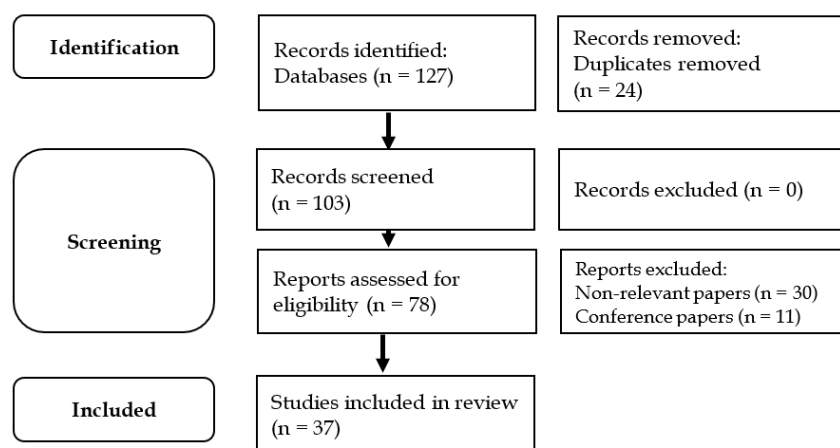


Figure 1. PRISMA Diagram

The PRISMA diagram illustrates the systematic literature selection process through four main stages: identification, screening, eligibility, and inclusion. During the identification stage, 127 articles were obtained from various databases. Then, 24 duplicate articles were removed, leaving 103 unique articles. All articles proceeded to the screening stage, where titles and abstracts were reviewed, and none were eliminated. The 103 articles proceeded to the eligibility stage, where full-text reading was conducted to assess their methodological quality and relevance to the theme of character education in high schools. At this stage, 41 articles were excluded for failing to meet the eligibility criteria (irrelevant articles and conference proceedings). In the final stage, 37 articles that met all inclusion criteria were selected as primary sources for the thematic synthesis.

C. Result

Characteristics of the Analyzed Articles

The systematic review process yielded 37 scientific articles that met the selection criteria and were analyzed in depth. These articles were published between 2015 and 2024, reflecting the development of scholarly attention to character education in senior high schools over the last decade. The distribution of publication years indicates a noticeable

increase in studies after 2020, suggesting a growing academic concern with strengthening character education, particularly in the post-pandemic educational context.

In terms of geographic context, the majority of the analyzed studies originated in Indonesia, while others were conducted in international settings with comparable secondary education structures. This variation provides a broader comparative perspective on how character education is conceptualized and implemented across different social, cultural, and policy environments.

Methodologically, the reviewed articles employed diverse research approaches, including qualitative, quantitative, and conceptual designs. Qualitative studies predominantly explored the processes of implementing character education in school settings, focusing on value internalization, learning interactions, and cultural practices. Quantitative studies, on the other hand, measured student attitudes, behavioral tendencies, and outcomes of character development. Conceptual and literature-based studies contributed to theoretical construction and model development in character education discourse.

The scope of implementation contexts reported across the studies was also varied. Character education practices were identified in classroom learning, school culture, institutional leadership and policy structures, social relationships among school members, and partnerships with families and communities. This diversity indicates that character education in senior high schools operates across multiple domains of school life rather than being confined to a single programmatic activity. Foundational theoretical references, such as moral valuing, character formation, and moral community perspectives, further supported these thematic orientations (Narvaez, 2019; Lickona, 1991, Berkowitz & Bier, 2007).

Table 1. Characteristics of the Analyzed Articles

No	Characteristics Aspect	Category	Number of Articles	Description
1	Publication Period	2015–2019	12	Early phase of character education research development
		2020–2024	25	Increased publication trend, especially post-pandemic
2	Geographic Context	Indonesia	24	Reflecting national policy and school culture contexts
		International	13	Comparative perspectives from global secondary education
3	Research Method	Qualitative	18	Exploring implementation processes and value internalization
		Quantitative	9	Measuring attitudes, behaviors, and character outcomes
		Conceptual / Review	10	Theoretical and literature synthesis studies
4	Focus of Study	Classroom Learning	11	Character integration in pedagogy

No	Characteristics Aspect	Category	Number of Articles	Description
		School Culture	8	Value routines and institutional traditions
		Leadership & Policy	6	Governance and moral leadership
		Social Relations	5	Teacher-student and peer interaction
		Family & Community Partnership	7	External collaboration support
5	Implementation Domain	Academic Activities	20	Formal instructional settings
		Non-Academic Activities	17	Extracurricular and social programs

Distribution of Character Education Themes in High School

Thematic analysis revealed three dominant dimensions in the literature: pedagogical, cultural, and structural. The pedagogical dimension emerged as the most frequently reported theme, followed by cultural and structural dimensions (see Table 2). Studies within the pedagogical domain emphasize reflective learning, project-based learning, value discussions, and experiential activities that position students as active moral subjects. This finding aligns with [Sintia & Safitri \(2025\)](#) and [Snyder \(2019\)](#), who highlight the role of social projects and lived experiences in fostering responsibility and empathy, as also reinforced by [Utami & Sulistyowati \(2024\)](#). However, several studies note that character values are sometimes inserted only verbally without deep integration ([Berkowitz & Bier, 2007](#)), reflecting a gap between moral policy and classroom practice ([Ferdinand et al., 2024](#)).

Table 2. Quantitative Distribution of Character Education Themes

No	Thematic Dimension	Focus of Analysis	Number of Articles	Percentage (%)
1	Pedagogical	Reflective & experiential learning	29	78.4%
2	Cultural	School culture & value routines	24	64.9%
3	Structural	Leadership & policy systems	18	48.6%
	Total Articles		37	100%

The cultural dimension encompasses school culture, value routines, social climate, and educator role modeling. Character internalization occurs through ceremonies, social activities, and daily interactions ([Gunawan et al., 2024](#); [Umar et al., 2025](#)). Informal relationships and school social environments further support value habituation ([Ma'rufah et al., 2025](#); [Sriliza et al., 2025](#); [Juliani & Bastian, 2021](#)). Extracurricular and organizational activities also contribute to value formation beyond classroom settings ([Karim, 2020](#); [Gunawan et al., 2024](#)).

The structural dimension highlights the role of leadership, institutional policy, and governance mechanisms. Principals' leadership, participatory policies, behavioral regulations, and evaluation systems form the institutional backbone of character education (Faisal et al., 2024; Sintia & Safitri, 2025; Berkowitz & Bier, 2007). Partnerships with families and communities further extend the moral ecosystem through collaborative programs and social engagement (Rahim, 2024; Sulaeman & Azis Muslimin, 2025).

Overall, the findings indicate that character education in senior high schools operates across interconnected pedagogical, cultural, and structural domains, reflecting continuous interaction between moral experience, social environment, and institutional systems, as emphasized by Lickona (1991) and Mitias (2022).

Implementation Patterns Based on Dimensions

Variations in findings across structural contexts indicate differing levels of integration of character education within school systems. Some studies position character education as formalized institutional policy, while others report practices limited to administrative documentation (Lickona, 1991; Riyanto & Anshor, 2022). This variation suggests that institutional integration depends on school context and managerial orientation.

Interdimensional relationships appear consistently across the literature. Experiential learning practices shape students' social habits, which are subsequently internalized through school culture and daily routines. Leadership structures and institutional policies further reinforce these cultural practices. This pattern reflects a functional linkage among pedagogical processes, cultural habituation, and structural governance in shaping the implementation of character education.

The pedagogical dimension is reflected in value-integrated learning strategies, including reflective learning, collaborative projects, case studies, experiential activities, and structured value discussions across subjects. Reflection sessions linking experience to moral meaning were frequently reported, although integration depth varied across contexts.

The cultural dimension manifests through value habituation embedded in school life, including social activities, peer mentoring, informal interactions, and institutional traditions. Supportive social climates characterized by openness, cooperation, and respect facilitate value internalization, although consistency between formal values and daily practices varies.

The structural dimension operates through leadership, institutional policy, and governance systems. School vision, regulations, evaluation mechanisms, and leadership coordination shape the sustainability of implementation. Partnerships with families and communities further expand the institutional support structure of character education.

Variation and Level of Integration of Findings

The analysis reveals varying levels of integration among the dimensions of character education. Several studies focus primarily on the pedagogical dimension, emphasizing

classroom-based value learning without explicit linkage to school culture or institutional policy structures. Other studies demonstrate partial integration by connecting pedagogical practices with cultural habituation through school routines and social activities.

A smaller number of studies integrate cultural and structural dimensions, particularly through institutional policies, leadership initiatives, and governance mechanisms supporting value internalization. However, studies that simultaneously integrate pedagogical, cultural, and structural dimensions remain relatively limited.

Table 3. Levels of Integration of Character Education Dimensions

Integration Level	Dimension Combination	Characteristics of Implementation	Number of Articles	Integration Interpretation
Level 1	Pedagogical only	Classroom-based value learning without systemic linkage	9	Fragmented implementation
Level 2	Pedagogical and Cultural	Learning is integrated with routines and school culture	12	Partial integration
Level 3	Cultural and Structural	Policy-supported value habituation and leadership programs	7	Institutional reinforcement
Level 4	Pedagogical, Cultural, and Structural	Holistic ecosystem integration across learning, culture, and governance	9	Systemic integration
Total Articles			37	

This variation indicates that character education implementation in senior high schools operates at different levels of systemic alignment. While some practices remain instructional and fragmented, others reflect broader ecosystemic integration involving learning processes, school culture, and institutional structures. Overall, the literature demonstrates diverse implementation patterns with uneven levels of interdimensional coherence across research contexts.

Synthesis of Interdimensional Relationships

The synthesis of findings demonstrates a functional interrelationship among the pedagogical, cultural, and structural dimensions of character education. Experiential and reflective learning processes facilitate value interaction and contribute to the formation of students' moral habits. These habits are subsequently reinforced through routines, traditions, and social norms embedded within school culture.

Institutional leadership and policy structures further regulate, sustain, and legitimize the implementation of value through governance mechanisms and programmatic coordination. In this configuration, the pedagogical dimension functions as the primary site of value transmission, the cultural dimension as the medium of value habituation, and the structural dimension as the regulatory and sustainability framework.

These interrelationships operate in both sequential and simultaneous patterns. Sequentially, learning experiences shape habits that evolve into cultural practices and are institutionalized through structural systems. Simultaneously, leadership policies and school culture also influence pedagogical practices. Although the degree of integration varies across studies, a consistent pattern of multidimensional interconnectedness emerges, positioning character education as an ecosystemic process operating through continuous interaction between learning, culture, and institutional structures.

Synthesis Results Table

The synthesis of findings across the reviewed literature reveals that character education in senior high schools operates through an interconnected system involving pedagogical, cultural, and structural dimensions. Each dimension contributes distinct yet complementary functions in shaping students' moral development. The pedagogical dimension emphasizes value transmission through learning experiences, the cultural dimension facilitates value habituation through social practices, while the structural dimension ensures institutional regulation and sustainability.

This multidimensional interaction reflects a systemic pattern in which character formation is not confined to classroom instruction but extends to school culture and governance structures as well. The integrated relationships among these dimensions are summarized in Table 4.

Table 4. Synthesis of Character Education Dimensions in Senior High Schools

Dimension	Focus of Implementation	Key Practices Identified	Supporting Evidence	Synthesis Conclusion
Pedagogical	Value-based learning processes	Reflective learning, project-based learning, experiential activities, value discussions	(Riyanto & Anshor, 2022); (Narvaez, 2019); (Gunawan et al., 2024)	Moral values emerge through meaningful learning experiences and reflective engagement.
Cultural	Value habituation in school life	School routines, traditions, social climate, and role modeling	(Putri et al., 2025); (Juliani & Bastian, 2021); (Wasliman et al., 2025)	School culture sustains and reinforces moral behavior through social internalization.
Structural	Institutional governance & leadership	Policies, leadership programs, evaluation systems, partnerships	(Marpaung et al., 2025); (Berkowitz & Bier, 2007); (Kusuma et al., 2025)	Institutional structures ensure sustainability through regulation and collaboration.

Table 4 demonstrates that character education implementation in senior high schools reflects a multidimensional synthesis rather than isolated programmatic practices. The

pedagogical dimension serves as the primary site of moral experience formation, where students engage with values through reflective and experiential learning.

The cultural dimension extends this formation through habituation mechanisms embedded in school routines, traditions, and interpersonal interactions. Meanwhile, the structural dimension institutionalizes character education through leadership governance, policy frameworks, and evaluation systems that regulate and sustain implementation practices.

This synthesis indicates that effective character education depends on the alignment and interaction of learning processes, school culture, and institutional structures rather than reliance on a single dimension.

D. Discussion

The study aimed to explain the relationship between the patterns of character education implementation in high schools, the factors influencing them, and the integration of pedagogical, cultural, and structural dimensions in shaping the school's moral ecosystem. The analysis revealed that character education does not operate as a single programmatic practice, but rather as a series of interconnected processes distributed across learning activities, school culture, and institutional structures. This pattern reflects the foundational concept of character education, which views character as the outcome of continuous interaction between students' moral experiences and the social environment in which they develop.

The findings addressing RQ1 indicate that character education implementation is most dominant within the pedagogical dimension, particularly through experiential learning, reflection, and student social engagement. This pattern reinforces the perspectives of Lickona and Mitias, who position moral experience as the core of character formation rather than merely the instructional transmission of norms (Lickona, 1991; Mitias, 2022). The results align with studies by Sintia, Safitri, and Snyder, which show that project-based learning and real-life contexts enable students to connect values with concrete experiences (Sintia & Safitri, 2025; Snyder, 2019). However, Utami and Sulistyowati found that project-based activities lacking reflective stages fail to produce deep value internalization (Utami & Sulistyowati, 2024). These findings suggest that pedagogical implementation operates through an experiential-reflective mechanism that facilitates both personal and social moral interpretation.

Regarding RQ2, the findings highlight school culture as a critical factor supporting behavioral consistency. Value routines, educator role modeling, and safe social climates contribute to students' moral stability (Ma'rufah et al., 2025; Sriliza et al., 2025). Nevertheless, cultural strength becomes fragile when not supported by consistent moral leadership (Juliani & Bastian, 2021). This comparison confirms that cultural sustainability is structurally dependent, illustrating the interconnection between cultural and governance dimensions.

Further evidence from the structural dimension reinforces both RQ2 and RQ3. Moral leadership and institutional policy direction significantly influence sustainability and

implementation consistency. Studies by Gunawan and Purwaningsih demonstrate that principals' moral vision shapes teacher behavior and school climate (Gunawan et al., 2024). Meanwhile, Umar, Gofron, and Wuryandani report that post-pandemic academic pressures have reduced the practical visibility of moral leadership (Umar et al., 2025). Rather than contradicting prior studies, these findings expand understanding by showing that leadership effectiveness is context-dependent and responsive to policy and systemic pressures.

Interpersonal relationships between teachers and students emerged as a cross-dimensional integrative factor linking pedagogical and cultural domains. Trust-based relationships foster stable moral communities and reduce deviant tendencies (Berkowitz & Bier, 2007; Maulia & Purnomo, 2025; Santoso et al., 2023). The absence of conflicting findings suggests that relational trust is a stable and universal component in character formation across school contexts.

Policy enactment and external collaboration further explain enabling and constraining factors. Character education policies become effective when translated into practice (Faisal et al., 2024). At the same time, family and community partnerships broaden the moral ecosystem, though misalignment may occur when communication is not coordinated (Rahim, 2024; Sulaeman & Azis Muslimin, 2025). This indicates that character education operates within a wider social network beyond school boundaries.

Addressing RQ3, the findings demonstrate that pedagogical, cultural, and structural dimensions integrate within a unified moral ecosystem. This synthesis strengthens prior multidimensional perspectives on character education while clarifying that sustainability depends on alignment among learning experiences, school culture, and institutional governance within dynamic social contexts.

E. Implication

This study contributes theoretically by strengthening the understanding that character education operates as a moral ecosystem shaped by the interactions among learning experiences, school culture, leadership structures, interpersonal relationships, and collaboration with families and communities. Conceptual perspectives such as repeated moral experiences, moral community, and school moral ecology are reinforced through the synthesis of the reviewed literature, positioning interdimensional alignment as central to sustaining character development. Practically, the findings encourage schools to design experiential and reflective learning environments through project-based approaches, ethical dilemma discussions, and social engagement activities that foster deep moral meaning. A consistent school culture, expressed through value routines, educator role modeling, and positive relational climates, forms the social foundation of character formation. Trust-based teacher-student relationships further strengthen behavioral stability, highlighting the importance of teachers' social-emotional competencies and integrative character assessment that combines behavioral indicators with reflective evaluation.

From a policy perspective, the findings reveal a persistent gap between formal policy frameworks and daily educational practices. Effective character education governance, therefore, requires participatory involvement from teachers, students, and parents to ensure that institutional values are collectively interpreted and enacted. Policies promoting continuous monitoring, institutional reflection, and cross-role collaboration can enhance program sustainability, with the shared moral purpose framework serving as a strategic reference for translating moral commitments into observable practices. Future research may expand this framework by examining post-pandemic interaction dynamics, the influence of academic pressure on value formation in digital environments, and the development of behavior-based and reflection-based moral assessment instruments. Longitudinal studies are also needed to provide stronger empirical foundations for sustainable character education models.

F. Limitation and Suggestion for Further Research

This study is subject to several limitations. First, reliance on publications indexed in selected databases may have led to the exclusion of relevant studies due to differences in indexing and keyword variations. Second, the diversity of research methodologies and contextual settings limited the synthesis in fully unifying varying approaches to character education implementation across school environments. The absence of direct empirical verification also constrained the study's ability to capture the lived dynamics of character education practices within specific educational units. Additionally, most analyzed publications reflect post-pandemic contexts, leaving earlier developmental trajectories of character education comparatively underexplored. This limitation is compounded by the scarcity of longitudinal studies examining long-term student moral development. Furthermore, the heterogeneity of school cultures in Indonesia restricts the generalizability of findings, given the wide variation in sociocultural and institutional contexts across high schools.

These limitations provide directions for further research. Empirical investigations employing mixed-method approaches could examine the interrelationships among pedagogical practices, school culture, moral leadership, teacher-student relationships, and family support in shaping a holistic moral ecosystem. Longitudinal studies are needed to portray more stable patterns of character development over time. Future research may also explore the influence of digital environments and social media culture on value formation, particularly in contemporary adolescent contexts. In addition, in-depth analyses of moral leadership models within schools experiencing high administrative pressure could expand theoretical insights. The development of character assessment instruments that integrate behavioral indicators with narrative and reflective evaluation also represents a promising direction for producing more comprehensive measures of students' moral growth.

G. Conclusion

Character education in senior high schools can be understood as a systemic and ecosystemic process that emerges from the integration of pedagogical, cultural, and structural dimensions. Character develops through meaningful learning experiences, institutionalized social habituation, and governance structures that provide direction and sustainability for value formation. These findings confirm that character development does not occur linearly or in part, but rather through continuous interaction among students, school communities, and institutional systems. The scholarly contribution of this article lies in strengthening a systemic perspective by synthesizing these dimensions into a unified analytical framework, moving beyond fragmented approaches dominant in prior studies. This conceptual integration provides a foundation for understanding character education as a multilayered, context-dependent process of moral meaning formation, in which the interplay among individual experiences, collective culture, and socio-institutional structures shapes sustainable character development within dynamic social and educational contexts.

References

- Addzaky, K. U. (2024). Perkembangan Peserta Didik SMA (Sekolah Menengah Atas). *Jurnal Ilmiah Nusantara (JINU)*, 1(3), 75–85. <https://doi.org/10.61722/jinu.v1i3.1532>
- Anhar, A. S., Ahmadin, Wijaya, S. D., Mayekti, M. H., Habibi, F., & Lukman. (2025). *Pengantar Pendidikan*. Yayasan Pendidikan Hidayatun Nihayah (HN Publishing).
- Berkowitz, M. W., & Bier, M. C. (2007). What Works in Character Education. *Journal of Research in Character Education*, 5(1), 29–48.
- Booth, A., Papaioannou, D., & Sutton, A. (2016). *Systematic Approaches to a Successful Literature Review* (2nd ed.). SAGE Publications.
- Dhabhai, I. (2025). Psychosocial Challenges of Adolescents: Exploring Identity Crisis through Erikson's Theory. *RESEARCH REVIEW International Journal of Multidisciplinary*, 10(5), 322–328. <https://doi.org/10.31305/rrijm.2025.v10.n5.035>
- Faisal, M., Hutagalung, B., Harahap, E. R., Lubis, R. M., Matondang, A. N., Putri, V., Hasanah, N., & Lubis, R. (2024). Perkembangan Intelektual, Emosi, Sosial dan Moral Remaja. *Jurnal Pendidikan Tambusai*, 8(2), 25759.
- Ferdinand, A. T., Gunawan, Y. A. K., & Santosa, S. B. (2024). Value-Oriented Storytelling: Does It Matter for Destination Performance? *Tourism and Hospitality Management*, 30(2), 151–163. <https://doi.org/10.20867/thm.30.2.1>
- Grant, M. J., & Booth, A. (2009). A Typology of Reviews: An Analysis of 14 Review Types and Associated Methodologies. *Health Information and Libraries Journal*, 26(2), 91–108. <https://doi.org/10.1111/j.1471-1842.2009.00848.x>

- Gunawan, F. S., Purwaningsih, N., Rizki, M., & Junaedi, A. R. (2024). *Prosiding Seminar Nasional Pendidikan Non Formal* (Vol. 2, No. 1). Universitas Sultan Ageng Tirtayasa.
- Hadi, Y. N., Ayu, N., & Nisa, K. (2023). *Polemik Pendidikan Indonesia*. ResearchGate.
- Juliani, A. J., & Bastian, A. (2021). Pendidikan Karakter sebagai Upaya Wujudkan Pelajar Pancasila. *Prosiding Seminar Nasional Program Pascasarjana*, 257–265.
- Karim, B. A. (2020). Pendidikan Perguruan Tinggi Era 4.0 dalam Pandemi Covid-19 (Refleksi Sosiologis). *Education and Learning Journal*, 1(2), 102–112.
- Kusuma, A. D., Febrianti, P., Purwati, N. W., Hermawan, C., Abidah, Y., Sucipto, A., Baru, T., & Cokroaminoto, J. H. (2025). Integrasi Nilai-Nilai Karakter dalam Rencana Pembelajaran: Studi Kasus. *Biologiei Educatia Journal*, 5(1). <https://doi.org/10.62734/be.v5i1.401>
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Mainah, M., & Kunci, K. (2025). Implementasi Profil Pelajar Pancasila dalam Kurikulum Merdeka. *JAMED*, 1(2).
- Marjoko, S. (2025). Kesiapan Guru dalam Mengintegrasikan Pendidikan Karakter. *Jurnal Kajian Pendidikan Agama Islam (El-Makrifat)*, 1(1), 62–75.
- Marpaung, M., Sianipar, M., Sihombing, S., Pasaribu, P., & Sinaga, A. (2025). Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Sifat Disiplin Siswa. *Jurnal Pendidikan Sosial dan Humaniora*, 4(3).
- Ma'rufah, L. A., Setiana, L. N., & Chamalah, E. (2025). Penerapan Model Project Based Learning. *Deiktis: Jurnal Pendidikan Bahasa dan Sastra*, 5(3), 1500–1508.
- Maulia, S., & Purnomo, H. (2025). Peran Komunikasi Efektif Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar (SD). *ELEMENTA: Jurnal PGSD STKIP PGRI Banjarmasin*, 5(1), 25–39. <https://doi.org/10.33654/pgsd>
- Mitias, M. H. (2022). *Moral Development and Moral Education*. EOLSS.
- Narvaez, D. (2019). Moral Development and Moral Values: Evolutionary and Neurobiological Influences. In D. P. McAdams (Ed.), *Handbook of Personality Development*. Guilford Press.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>













- Putri, L. K., Ratnawati, V., & Krisphianti, Y. D. (2025). Studi Literatur tentang Perilaku Imitasi Pengguna Media Sosial TikTok di Kalangan Remaja. [Tidak dipublikasikan].
- Rahim, A. W. A. (2024). Dominasi Budaya Populer: Penguatan Nilai-Nilai Budaya melalui Pemanfaatan Media Sosial. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 18(4), 2364. <https://doi.org/10.35931/aq.v18i4.3530>
- Rasid, R. Y., Kamuli, S., & Midu, F. A. (2025). [Judul artikel]. *Jurnal JPM (Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi, dan Perubahan)*, 5(3), 260–273.
- Riyanto, A., & Anshor, I. (2022). Remodelling of Character Education in School Post the COVID-19 Pandemic. *KnE Social Sciences*, 358–364. <https://doi.org/10.18502/kss.v7i10.11238>
- Santoso, G., Adam, A. S., & Alwajih, A. A. (2023). Kontribusi dan Internalisasi: Keterampilan Sosial melalui Bergotong Royong dan Collaboration di SD Kelas VI. *Jurnal Pendidikan Transformatif*, 2(4).
- Santrock, J. W. (2015). *Adolescence* (16th ed.). McGraw-Hill Education.
- Saputra, R. I., Sabda, A. G., Vitaloka, E. R., Ulyanah, Fadhillah, M. R., & Purwanto, E. (2025). Transformasi Nilai Budaya akibat Media Sosial di Komunitas Rural. *Journal of Technology and System Information*, 2(3), 1–12. <https://doi.org/10.47134/jtsi.v2i3.4398>
- Sintia, H., & Safitri, D. (2025). Penerapan Pembelajaran Project Based Learning untuk Meningkatkan Kemampuan Berkomunikasi Peserta Didik SMP dalam Pembelajaran di Kelas. *JIMAD Jurnal Ilmiah Mutiara Pendidikan*, 3(2).
- Snyder, H. (2019). Literature Review as a Research Methodology: An Overview and Guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sriliza, L., Rahmadifa, & Dari, U. (2025). Pengaruh Lingkungan Sosial dan Budaya Sekolah terhadap Pembentukan Karakter Siswa. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 3(2), 134–151.
- Sulaeman, M., & Muslimin, A. A. (2025). Capaian Profil Pelajar Pancasila dalam Implementasi Kurikulum Merdeka pada Siswa Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 14(2).
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia*, 13–28.
- Ulfa, D., Silfia, A., & Putri, S. A. (2025). Peran Etika dan Tanggung Jawab Guru dalam Pembentukan Kepribadian Siswa di Era Pembelajaran 5.0. *Jurnal Studi Guru dan Pembelajaran*, 8(2). <https://doi.org/10.30605/jsgp.8.2.2025.5909>
- Umar, G., & Wuryandani, W. (2025). Integrating Maja Labo Dahu Culture in Islamic Education: A Module for Character Development in Elementary Students. *Journal of*

Education and *Learning*, 19(2), 711–723. <https://doi.org/10.11591/edulearn.v19i2.21801>

Utami, C. P., Yulianti, & Sulistyowati, P. (2024). Instilling Tolerance Character Values through Modules Materials of My Country Indonesia for Grade IV Elementary School. *Jurnal Inspirasi Pendidikan*, 14(1), 40–49. <https://doi.org/10.21067/jip.v14i1.9991>

Wasliman, I., Sauri, S., Asrofi, I., Juwarto, J., Haryono, W., Yusuf, Y., & Sartono. (2025). Perspektif Pendidikan dan Pengajaran dalam Implementasi Kebijakan Program Projek Penguatan Profil Pelajar Pancasila di SMAN 112 Jakarta. *AL-IRSYAD Journal of Education Science*, 4(2), 300–310.

Author's Biography

	<p>Dian Sartika, S.Pd.    She was born in Jakarta, January 2, 1993. Graduated with a bachelor's degree in Sports Coaching Education in 2014 from Jakarta State University. Currently pursuing a master's degree in Education Management at Jakarta State University. The individual is a member of the Indonesian National Armed Forces Navy, stationed at the Navy Headquarters, serving as the Head of Personnel Affairs at the Navy Personnel Affairs Office. Email: dian.sartika@mhs.unj.ac.id</p>
	<p>Dr. Siti Zulaikha, S.Ag., M.Pd.    She was born in Bogor, Indonesia, she is a senior lecturer at the Faculty of Education, Universitas Negeri Jakarta, and serves as Vice Dean III. She holds a Doctorate in Educational Management, with expertise in educational management, quality assurance, training, human resource development, accreditation, and internal quality auditing. Email: Siti-Zulaikha@unj.ac.id</p>
	<p>Dr. Linda Ika Mayasari, S.Pd., M.Pd.    She was Born in Indonesia, she earned a bachelor's degree in Geography Education from Universitas Islam 45 Bekasi (2003–2007), a master's degree (2011–2013), and a doctorate (2016–2020) in Educational Management from Universitas Negeri Jakarta through the LPDP BUDI DN scholarship. She is a permanent lecturer specializing in educational management, school planning, and quality improvement. Email: linda.mayasari@unj.ac.id</p>