

Implementing Character Education in Early Childhood: A Case Study of an Islamic Preschool in Indonesia

Sitti Salma¹, Andi Tendri Ampa¹, Aliem Bahri¹

¹Universitas Muhammadiyah Makassar, South Sulawesi, Indonesia

Corresponding author e-mail: sitti.salma@umkendari.ac.id

Article History: Received on 8 September 2025, Revised on 6 October 2025,
Published on 3 December 2025

Abstract: This study aims to investigate the implementation of character education at the Early Childhood Education (PAUD) center Al Manshurin in Kendari City. Employing a qualitative field research methodology, the research observed phenomena within the natural school context. Data were collected through observation, interviews, and documentation involving two key informants: one Group B teacher and the principal. The collected data were analyzed using a qualitative approach encompassing data reduction, data presentation, and conclusion drawing/verification. The results indicate that the implementation, as carried out by the Group B teacher from November to December 2023, was effective. Character education was successfully integrated into daily activities, focusing on cultivating six core noble traits: discipline, honesty, trustworthiness, independence, patience, and mutual respect. The practical implication of this research is that it provides a replicable model for embedding specific character values through consistent routine practices in early childhood settings. The novelty and contribution of this work lie in its focused, empirical examination of a localized Indonesian PAUD context, detailing the operationalization of a distinct set of character values. It contributes to the broader discourse on character education by demonstrating a practical framework for its actualization in early childhood education, offering insights for educators and policymakers aiming to foster moral development from an early age.

Keywords: Character Education, Character Values, Early Childhood Education

A. Introduction

Early childhood is recognized as a critical and sensitive period that determines a child's attitudes, values, and behavioral patterns in later life. During this crucial stage, children's potential, tendencies, and sensitivities can be fully actualized when they receive appropriate stimulation and guidance (Abbasi-Asl et al., 2025; Domingo & Fernández Espinosa, 2025; Dykhuis et al., 2024; Hinton et al., 2025; Ozturk, 2025; Perks, 2025). Therefore, this critical and sensitive phase must be supported through proper stimulation and treatment to produce positive developmental outcomes. Conversely, if this period is missed or not optimally utilized, external influences may no longer be

effective in shaping the child's character and overall personality development.

The primary source of character formation in early childhood originates from the family environment. The family serves as the smallest social institution in society and functions as the foundation for the ideologization and internalization of values upheld within it. It is widely recognized that the family plays the most significant role in shaping a child's character (Kan & Lim-Ratnam, 2025; Kropfreiter et al., 2024; Lu, 2024; Oldham & McLoughlin, 2025a; Pike, 2024; Sajadi, 2025; Salgado et al., 2025; Shaw & da Silva, 2024; Vanney et al., 2025). Through parenting practices reflected in the ways parents educate, guide, and interact with their children children grow and develop based on the experiences they acquire within the family setting.

The values that shape a child's character are developed through the eight essential functions of the family, which include the religious function, socio-cultural function, affection function, protection function, reproductive function, socialization-educational function, economic function, and environmental function (Bezzina, 2025; Creed et al., 2025; Green & Karuppanan, 2025; Heinzelmann, 2025; Hornschuch et al., 2025; Kelly et al., 2025; Kokkonen et al., 2025; Muyskens et al., 2025; Ray, 2025; Tontini, 2025; Wu & Lim-Ratnam, 2025; Xu et al., 2025). These eight dimensions should be instilled from an early age, as they serve as the fundamental framework for the development of moral, social, and emotional competencies in early childhood.

A generation with strong character is undoubtedly an educated and intelligent generation. However, it is important to note that not all forms of education can lead a nation toward progress and the development of a strong moral foundation. The ideal form of education is one that not only fosters intellectual growth but also cultivates moral and character strength (Bernhardt-Radu, 2025; Howe et al., 2025; Jaeger et al., 2025; Nursaid et al., 2025; Oldham & McLoughlin, 2025b; Pauwels & Liddicoat, 2025; Tekin & İlhan, 2025; K. Yang & Zhuang, 2025; Zollinger & Attewell, 2025). To ensure that character education is effectively conveyed to all learners, the internalization of character values must be implemented across all levels of education – starting from Early Childhood Education to Higher Education.

The cultivation of character education that leads children and young generations toward success must begin early in life, starting within the family environment, as the family serves as the first and most fundamental school for every child. Character education should then be continued within formal educational institutions, where all children have the opportunity to receive education fairly and equally (Husain & Semwal, 2025; Kirchgasser, 2025; Liu & Wang, 2025; Nopas & Ueangchokchai, 2025; Ospina et al., 2025; Park & Lee, 2025; Sindhu & Mayanglambam, 2025; Singh et al., 2025; Tröhler, 2025; B. Yang & Zhu, 2025). However, the process of instilling moral values and good character does not end within the school environment. The success of character education greatly depends on the quality of the surrounding environment

and the supporting social context in which children grow. Therefore, a conducive and supportive environment for character formation must be collectively created by all parties including individuals, families, educational institutions, the government, and the wider community.

Character education is essential as it contributes significantly to the achievement of national educational goals. The aims and functions of character education in early childhood are particularly important, as they establish the moral foundation and positive behavioral development from an early age. PAUD Al Manshurin, established in January 2025 and located on Chairil Anwar Street, Al Manshurin Alley No. 2, Wua-wua Subdistrict, Kendari City, is one of the early childhood education institutions following PAUD Ummusshabri that places a strong emphasis on character-based learning. The reinforcement of character education at this institution is rooted in the teachings of the Qur'an and the Sunnah of the Prophet Muhammad (peace be upon him), serving as a reflection of students' noble character (akhlaq al-karimah) in their daily behavior and learning experiences.

Based on the observation conducted in August 2023, the author was deeply impressed by the implementation of character education instilled by the teachers. Although PAUD Al Manshurin is still relatively new, the strengthening of character education has already been clearly and effectively demonstrated. This success can be attributed to the institution's commitment to making character education its flagship program, guided by the implementation of six noble values (tobiyat luhur) as the foundation for character formation at PAUD Al Manshurin. Based on the results of these observations, the author was highly motivated to conduct a study entitled "The Implementation of Character Education at PAUD Al Manshurin, Kendari City".

B. Methods

The type of research employed in this study is qualitative field research, which involves observing phenomena within their natural context. This approach allows the researcher to gain a direct and in-depth understanding of the issues encountered in the field. The subjects of this study consist of one Group B teacher and the principal of PAUD Al-Manshurin Kendari, while the objects of the research are the Group B students at PAUD Al-Manshurin Kendari.

This study employs several data collection techniques to obtain comprehensive information, including: (1) Interviews: The interview is a dialogue between the researcher and the informants aimed at eliciting relevant information. The researcher prepared a set of written questions as a research instrument to guide the interview process. (2) Observation: The type of observation used in this study is non-participant observation, in which the researcher acts solely as an observer who does not engage directly in the activities of the subjects being studied but rather observes and records

occurrences within the natural setting.

The data analysis technique was carried out after all data had been collected. The purpose of data analysis is to organize, reduce, and present the data systematically. Since the data obtained from the field were extensive, data reduction was necessary. This process involved summarizing, selecting essential information, and focusing on the most relevant aspects. After the data were reduced, they were presented in various forms, such as narrative texts, charts, or relationships among categories. The final stage of data analysis was verification, during which the researcher drew conclusions based on the patterns and insights that emerged from the analyzed data.

C. Results and Discussion

Based on the results of interviews and observations conducted with the Group B teacher and the principal of PAUD Al Manshurin, Kendari City, the implementation of character education at this institution is focused on six (6) noble traits (*tabiat luhur*), which are described as follows:

1) Discipline

Most of the children have already developed the habit of arriving on time, following the rules during play and learning activities, and completing tasks according to the teacher's instructions. The children have also begun to understand simple concepts of responsibility, such as tidying up toys after use and lining up in an orderly manner. This indicates that the teachers have successfully instilled the values of discipline through consistent habit formation and exemplary behavior.

However, the observations also revealed that some children still exhibited a lack of discipline, such as difficulty sitting still during group activities or inability to wait patiently for their turn. The teachers addressed these behaviors through positive approaches, including verbal reinforcement, praise, and gentle yet firm repetition of rules to encourage gradual behavioral improvement.

In general, the findings of this study indicate that the implementation of habituation and exemplary strategies at PAUD Al Manshurin Kendari has had a positive impact on children's disciplinary development. The development of discipline among the children has progressively improved through structured daily routines, warm teacher-child interactions, and a supportive learning environment that fosters the cultivation of disciplined character from an early age.

2) Honest

The honesty indicator includes children's behaviors such as admitting mistakes, refraining from lying, returning belongings that do not belong to them, and communicating truthfully. Based on the results of observations, interviews with teachers, and documentation of teaching and learning activities, it was found that the level of honesty among children at PAUD Al Manshurin was categorized as good.

Most children demonstrated honest behavior in their daily school activities. For example, they admitted their mistakes, such as spilling water or dropping toys, and voluntarily informed the teacher without being prompted. In addition, the children were observed returning toys that belonged to their peers or reporting when they found items that were not theirs. These behaviors indicate that the habituation of honesty values has begun to take root in the children through consistent routines and the concrete examples modeled by their teachers.

Teachers at PAUD Al Manshurin consistently instill the value of honesty through moral stories, role-playing activities, and simple reflective discussions, such as asking children to share their experiences of being truthful. This approach helps children understand the meaning of honesty in a concrete and relatable way within their daily lives. However, in some cases, it was found that a few children still tended to hide minor mistakes or hesitated to admit their actions out of fear of being scolded. The teachers addressed this issue through positive guidance, such as calming the child, explaining that telling the truth is better than lying, and providing reinforcement in the form of praise when the child demonstrated the courage to be honest.

Overall, the findings of this study indicate that the value of honesty among children at PAUD Al Manshurin Kota Kendari has developed well through consistent habituation, teacher role modeling, and a supportive learning environment. Engaging and experience-based learning activities also play a significant role in shaping honest behavior from an early age, fostering moral awareness and integrity as part of the children's character development.

3) Trust

The indicator of trustworthiness in this context includes behaviors such as keeping promises, fulfilling assigned tasks, taking care of both personal and others' belongings, and maintaining reliability in simple commitments. Based on observations and interviews with teachers, it was found that the level of trustworthiness among children at PAUD Al Manshurin is categorized as good and has developed in line with the expected outcomes.

Most children have demonstrated a sense of responsibility for the tasks assigned by the teacher, such as tidying up toys, returning books to their proper places, or completing activities according to instructions. They have also begun to understand the concept of trust, for instance, when asked by the teacher to distribute stationery to their peers, they do so carefully and without taking more than they need. This indicates that the children have started to learn how to uphold trust and fulfill responsibilities within simple, age-appropriate contexts.

Teachers at PAUD Al Manshurin instill the value of trustworthiness through consistent habituation and role modeling. For example, teachers always keep their promises to the children, such as giving small rewards when tasks are completed on time. This exemplary behavior encourages children to imitate and internalize similar actions. In addition, activities such as “daily class duties” (for instance, serving as table cleaners or line organizers) also play an important role in fostering a sense of responsibility and trustworthiness among the children.

Nevertheless, the findings also revealed that some children still require guidance in maintaining trustworthiness, particularly in completing tasks without direct supervision or returning borrowed items. Teachers address this by providing positive reinforcement, offering gentle reminders, and re-explaining the importance of upholding trust and responsibility in daily activities.

Overall, the findings indicate that the value of trustworthiness among children at PAUD Al Manshurin Kota Kendari has developed well through the implementation of role-model-based learning, the habituation of responsibility, and a supportive learning environment that reinforces character building. The cultivation of trustworthiness serves as a crucial foundation for the moral and social development of children from an early age.

4) Independent

The independence indicator in this study encompasses children’s ability to perform daily activities without assistance, such as putting on their shoes, eating independently, tidying up toys, and completing simple learning tasks. Observations revealed that most children have become accustomed to carrying out various activities independently at school. They appear confident when assigned tasks and strive to complete them without relying on the teacher’s help. This indicates that the consistent habituation practices implemented by teachers have made a positive contribution to the development of children’s independence.

Teachers at PAUD Al Manshurin implement various strategies to foster independence, including habituation approaches, assigning small responsibilities, and providing opportunities for children to try tasks on their own. For example,

before lessons begin, children are asked to prepare their own learning materials, or after playtime, they are encouraged to tidy up their toys without assistance. However, some children still exhibit dependency in certain areas, such as asking for help when dressing or completing more challenging tasks. Teachers address this through gradual guidance and positive encouragement, helping children build confidence and take pride in their own efforts. Overall, the findings of this study show that the learning environment at PAUD Al Manshurin supports the development of children's independence through structured routines, motivational reinforcement, and a strong emphasis on nurturing self-reliance from an early age.

5) Be patient

The findings at PAUD Al Manshurin Kota Kendari indicate that the development of patience among early childhood learners is generally good. The patience indicator in this study includes children's ability to wait for their turn, manage their emotions, and remain calm when facing situations that do not align with their expectations. Based on observations, most children were able to wait patiently during turn-taking activities and demonstrated self-control when sharing with peers. Teachers play a vital role in guiding the children by providing gentle explanations and modeling patient behavior in every classroom interaction.

In addition to role modeling, teachers at PAUD Al Manshurin also cultivate the value of patience through group play activities and daily routines, such as waiting in line to wash hands or taking turns during storytelling sessions. Although some children still show impatience when they desire something, teachers provide consistent positive reinforcement and guidance to help them manage their emotions effectively. Overall, the findings indicate that consistent habituation and a supportive learning environment have significantly contributed to the development of patience among children at PAUD Al Manshurin Kota Kendari.

6) Mutual Respect

The findings from PAUD Al Manshurin Kota Kendari indicate that the attitude of mutual respect among children has developed well. The observed indicators of respect include behaviors such as showing courtesy toward peers and teachers, being willing to share, and refraining from mocking or taking others' belongings. Based on the observations, most children demonstrated positive behaviors, such as listening attentively when their friends spoke, saying thank you, and asking permission before borrowing items. Teachers play an active role in fostering mutual respect through group play activities and illustrated storytelling that emphasizes values of tolerance and empathy.

Teachers at PAUD Al Manshurin consistently provide reinforcement and model respectful behavior in every learning activity. Children are accustomed to greeting others, waiting for their turn to speak, and appreciating differences in opinion. Although some children occasionally compete over toys or speak without waiting for their turn, teachers address these situations using gentle and dialogical approaches. Overall, the findings indicate that the habituation of respectful behavior at PAUD Al Manshurin has been effective, as children have begun to demonstrate positive and harmonious social interactions in their daily activities.

The implementation of character education is one of the key strategies adopted by Group B teachers at PAUD Al Manshurin Kota Kendari, aimed at fostering children's character development based on religious values so that they can live in accordance with the teachings of their faith (Cronqvist, 2025; Garces-Bacsal et al., 2025; Gigliotti et al., 2025; Knight & Leggatt, 2025; Kotaman & Balcı, 2025; Lehmann et al., 2025; Miwa et al., 2025; Turley et al., 2025; Xiao et al., 2025; Ye et al., 2025). Through a systematic and continuous approach to character education, children are expected to develop emotional intelligence, which serves as an essential foundation for facing future challenges. Emotional intelligence equips children with the ability to navigate various life situations successfully, including achieving academic success.

The foundation of character education should begin in early childhood, often referred to by psychologists as the *Golden Age*, as this period is crucial in determining a child's ability to develop their full potential. Research shows that approximately 50% of adult intelligence variability is established by the age of four, with an additional 30% developing by the age of eight, and the remaining 20% occurring during the mid to late teenage years. The family environment during this period serves as the primary context for character growth. Moreover, early childhood is the most effective stage for shaping character, as children at this age readily absorb behaviors from their surroundings. During this phase, mental development occurs rapidly; therefore, a positive and supportive environment plays a vital role in fostering strong and positive character formation.

D. Conclusions

Based on the findings of this study, it can be concluded that the implementation of character education at PAUD Al Manshurin Kota Kendari is both systematic and deeply integrated into the school's daily fabric. The program successfully cultivates six core noble traits discipline, honesty, trustworthiness, independence, patience, and mutual respect which are consistently manifested in the children's routines. Key evidence includes observed behaviors such as polite greetings, the admission of mistakes, the fulfillment of promises, self-directed learning and religious practice, resilient perseverance, and demonstrated respect for both peers and adults. Crucially,

these traits are not taught in isolation but are woven seamlessly through structured activities, habitual practices, and teacher modeling, creating a holistic moral ecosystem. The primary implication of this success is that character formation in early childhood is most effective when values are embedded in consistent, everyday interactions and institutional rituals, rather than through abstract or episodic lessons. This model demonstrates that a supportive and intentional school environment, where expectations are clear and consistently reinforced, is essential for internalizing virtues. For educators and policymakers, it underscores the need to move beyond curricular add-ons and instead design pedagogical and social environments that inherently nurture character. For future research, it is recommended to conduct longitudinal studies tracking these children to assess the long-term durability of these traits into primary school and beyond. Comparative studies with other PAUD institutions employing different pedagogical approaches would help identify the most critical active ingredients for success. Additionally, research focusing on the specific training and mindsets of the educators themselves would be valuable, as their role as moral models appears paramount. Finally, investigating parental perceptions and home practices could provide a more complete picture of the ecosystem supporting character development, offering insights for building stronger school-family partnerships in moral education.

E. Acknowledgement

We would like to express our gratitude to the Rector of Muhammadiyah University of Kendari for providing us the opportunity, support, and facilities throughout our education and the completion of the study. Thanks to your policies and attention to student academic development, we have been able to successfully complete our studies and research.

References

- Abbasi-Asl, R., Yu, D., Tirrell, J. M., Keces, N., Dowling, E. M., Hasse, A., Mackin, M., Olander, K., Douglas, K., Kibbedi, P. N., Wanyama, J. R., Sim, A. T. R., Lerner, J. V, & Lerner, R. M. (2025). Character development among Ugandan youth: A person-specific approach. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2454737>
- Bernhardt-Radu, S. (2025). "Helping to Bridge the Gap Between Genetics and Development:" Julian Huxley, Early 20th Century Oxford Biology, and the Epigenetic Origins of Animal Characters. *Journal of the History of Biology*. <https://doi.org/10.1007/s10739-025-09829-4>
- Bezzina, A. (2025). "On Our Journey" Cards for self-management and human flourishing- a mixed-method research exploring the benefits, possibilities, and challenges. *Pastoral Care in Education*. <https://doi.org/10.1080/02643944.2025.2468780>

- Creed, B. M., Scott, M. R., Jabbar, H., Saqib, W., & Rodriguez, J. S. (2025). Choosing Among What? Using Public School Mission Statements to Test Market Differentiation in Arizona Public Schools. *Journal of School Choice*. <https://doi.org/10.1080/15582159.2025.2468038>
- Cronqvist, M. (2025). Epistemic justice: a twofold mission for human rights and social sustainability in teacher education. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2025.2550260>
- Domingo, V., & Fernández Espinosa, V. (2025). Developing virtue-based leadership education: The Leaders of Character Program at Francisco de Vitoria University (Spain). *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2507910>
- Dykhuis, E. M., Mendonça, S. E., Lamb, M., & Jayawickreme, E. (2024). The moral role models scale: Assessing connections to and functions of moral exemplars. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2024.2382449>
- Garces-Bacsal, R. M., Tupas, R., Al Owais, N. M., Alkaabi, F., Al Azzani, K. A., & Alketbi, M. M. K. (2025). Diverse picturebooks for diverse children: a booklist of linguistic diversities and pluralities for inclusivity, belonging, and resistance. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2025.2548575>
- Gigliotti, A., Cameron, J., Duncan, C., Sheridan, L. D., & Smedley, C. (2025). Developing interactive animations as a learning tool for work integrated learning. *Curriculum Journal*. <https://doi.org/10.1002/curj.343>
- Green, Z. A., & Karuppanan, G. (2025). A Measure for Assessing Academic Virtues and Strengths in the University Setting: Construction and Initial Examination of Structure and Correlates. *Psychological Reports*. <https://doi.org/10.1177/00332941251317676>
- Heinzelmann, N. C. (2025). Moral education and the psychology of moral discourse. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2453687>
- Hinton, C., de la Rosa Fernández-Pacheco, P. A., Caro Samada, M. C., Okuzono, S. S., Hill, B., de Gregorio-Vicente, Ó., & Moller, F. (2025). Girls are made of sugar and spice and everything nice, but what are boys made of? A randomized control trial suggests the effects of a school-based kindness intervention vary by gender. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2509821>
- Hornschuch, M., Schwarz, S., & Haug, U. (2025). High utilization of colonoscopy and fecal occult blood testing for screening or diagnostic purposes in Germany: a longitudinal analysis. *European Journal of Cancer Prevention*. <https://doi.org/10.1097/CEJ.0000000000000956>
- Howe, T. H., Pong, J. Le, Weng, Z., Chen, H.-L., & Wang, T.-N. N. (2025). A Geometric-Based Handwriting Intervention (GBHI) for Chinese Handwriting: Development, Feasibility, and Pilot Findings. *Hong Kong Journal of Occupational Therapy*. <https://doi.org/10.1177/15691861251357339>
- Husain, A., & Semwal, S. (2025). Animal instincts: decoding the socio-cultural milieu of Nigeria through animal symbolism in Chigozie Obioma's *The Fishermen*.

- Social Identities*. <https://doi.org/10.1080/13504630.2025.2564429>
- Jaeger, B., Evans, A. M., Stel, M., & Van Beest, I. (2025). Intuitive Thinking is Associated with Stronger Belief in Physiognomy and Confidence in the Accuracy of Facial Impressions. *Journal of Nonverbal Behavior*. <https://doi.org/10.1007/s10919-025-00497-w>
- Kan, R. Y. P., & Lim-Ratnam, C. T. L. (2025). Affordances of an in-between space of learning to foster professionalism. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2025.2463000>
- Kelly, J., Gielstra, D. A., Oberding, T. J., Bruno, J., & Jordan, C. (2025). Supporting Self-Advocacy in Nutritional Health: Using Health Imaginaries to Navigate Student Wellness and University Resources. *Pedagogy in Health Promotion*. <https://doi.org/10.1177/23733799241311840>
- Kirchgasler, C. (2025). The biopolitics of tutelage: developmentalism, adapted education, the Jeanes School, and colonial residues. *Paedagogica Historica*. <https://doi.org/10.1080/00309230.2025.2557503>
- Knight, B., & Leggatt, M. (2025). Daughters of the Dust: Rephrasing the African American Experience in Julie Dash's Film and Novel of the Same Name. *Journal of Popular Film and Television*. <https://doi.org/10.1080/01956051.2025.2517586>
- Kokkonen, J. A., Baillieul, E., & Quay, J. (2025). Investigating outdoor education in Finland and Australia: positioning outdoor education as curriculum. *Journal of Outdoor and Environmental Education*. <https://doi.org/10.1007/s42322-025-00194-8>
- Kotaman, H., & Balcı, A. (2025). The Impact of Personalized Storybooks on Children's Altruistic Sharing Behavior. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-025-01976-x>
- Kropfreiter, E., Bernhard, R., & McDermott, T. (2024). Austrian secondary school teachers' views on character education: Quantitative insights from a mixed-methods study. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2024.2373167>
- Lehmann, M., Kluger, A. N., Cojuharenco, I., & Itzchakov, G. (2025). Cultivating Humility in Business Education: A Listening-Focused Pedagogy for Future Leaders. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-025-06099-2>
- Liu, C., & Wang, J. (2025). Does Education Legitimise Inequality? Comparative Analysis of Income Inequality, Education, and Meritocratic Beliefs. *British Journal of Sociology*. <https://doi.org/10.1111/1468-4446.70029>
- Lu, Y. C. (2024). The compatibility of character education and citizenship education in Aristotelian approaches to moral development. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2024.2354746>
- Miwa, M. U., Paiva, C. E., Ferreira, A. J. S., & Paiva, B. S. R. (2025). Dignity therapy in cancer palliative care: meaning and resignification of life – a qualitative study. *BMJ Supportive and Palliative Care*. <https://doi.org/10.1136/spcare-2025-005692>
- Muyskens, K. L., Ang, C., & Kerr, E. T. (2025). Relational epistemic humility in the clinical encounter. *Journal of Medical Ethics*. <https://doi.org/10.1136/jme-2024->

110241

- Nopas, D. S., & Ueangchokchai, C. (2025). From blade to belief: moral learning through demon slayer among ASEAN youth. *Qualitative Research Journal*. <https://doi.org/10.1108/QRJ-05-2025-0158>
- Nursaid, N., Ghaluh, B. M., & Wulandari, E. (2025). An artificial intelligence assistant to reader response theory: Pioneering novel analysis in the digital age. *Language Teaching Research*. <https://doi.org/10.1177/13621688251368636>
- Oldham, P., & McLoughlin, S. (2025a). Character education empirical research: A thematic review and comparative content analysis. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2480185>
- Oldham, P., & McLoughlin, S. (2025b). Character Education Research: A Scoping Review. *British Journal of Educational Studies*. <https://doi.org/10.1080/00071005.2025.2557208>
- Ospina, N. M. S., Simpkin, A. J., Maraka, S., & O’Keeffe, D. T. (2025). Do all superheroes wear capes? A case-control study of the highest grossing superhero movies. *Irish Journal of Medical Science*. <https://doi.org/10.1007/s11845-025-04080-6>
- Ozturk, N. (2025). Integrating ethical knowledge into teacher education: A framework for moral formation. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2487586>
- Park, S., & Lee, D. P. L. (2025). Investigating factors related to Chinese-English emergent bilingual children’s English letter knowledge. *Reading and Writing*. <https://doi.org/10.1007/s11145-025-10711-2>
- Pauwels, A., & Liddicoat, A. J. (2025). Australian applied linguistics: Its distinctive contribution from an international perspective. *Australian Review of Applied Linguistics*. <https://doi.org/10.1075/ara.25028.pau>
- Perks, B. (2025). The foundations of flourishing ending child maltreatment is foundational to character education. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2550696>
- Pike, M. A. (2024). The ‘image of God’ and the schooling of virtue: Christian-ethos schools of character for the whole community. *Journal of Beliefs and Values*. <https://doi.org/10.1080/13617672.2024.2377911>
- Ray, S. (2025). ‘More than nature needs’: Clock-time, ethical play and the child in Rabindranath Tagore’s not-so-‘useful’ education. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2025.2459104>
- Sajadi, S. H. (2025). Introducing a method for integrating character education in science instruction. *Journal of Moral Education*. <https://doi.org/10.1080/03057240.2025.2543297>
- Salgado, D., de Soria, A. B. M., Dabdoub, J. P., Berkowitz, M. W., & Bier, M. C. (2025). Character Education Formation Program as an Epiphany and Transformational Experience for Educational Principals in México. *Research in Human Development*. <https://doi.org/10.1080/15427609.2025.2524298>
- Shaw, K., & da Silva, R. D. C. (2024). Brazilian children’s theories of empathy:

- Exploring character through art. *Journal of Moral Education*.
<https://doi.org/10.1080/03057240.2024.2365468>
- Sindhu, P., & Mayanglambam, S. D. (2025). Empowering the visually impaired by revolutionizing tactile text conversion using effective character calibration algorithm. *International Journal of System Assurance Engineering and Management*.
<https://doi.org/10.1007/s13198-025-02959-2>
- Singh, S., Varshney, S., & Choudhary, A. (2025). Devanagari character encoded mix-merge vision transformer for robust document layout analysis. *International Journal on Document Analysis and Recognition*. <https://doi.org/10.1007/s10032-025-00556-4>
- Tekin, E., & İlhan, G. O. (2025). The Great Gatsby reimaged: Preservice English teachers' critical reading of the novel and graphic novel. *Literacy*.
<https://doi.org/10.1111/lit.70014>
- Tontini, R. (2025). Practicing Islam in China the 'right way'—Islamic orthodoxy in the Muslim Sanzijing genre. *Journal of Contemporary East Asia Studies*.
<https://doi.org/10.1080/24761028.2025.2459967>
- Tröhler, D. (2025). Unchaining Comparative Education. The Construction of "Educated Identities" over Time and Space. *European Education*.
<https://doi.org/10.1080/10564934.2025.2562493>
- Turley, E. L., Cattoni, J., & Corbett-Jarvis, N. (2025). Dating App Safety Among Older Women in Australia: Using Informational Videos for Effective Safety Messaging Delivery. *Violence Against Women*. <https://doi.org/10.1177/10778012251366224>
- Vanney, C. E., Laudadio, J., & Carriego, C. B. (2025). Motivating faculty to foster character education across the university: The experience of Universidad Austral. *Journal of Moral Education*.
<https://doi.org/10.1080/03057240.2025.2528806>
- Wu, S. P., & Lim-Ratnam, C. T. L. (2025). More than good behaviour: developing personhood in early childhood education. *Learning: Research and Practice*.
<https://doi.org/10.1080/23735082.2024.2449158>
- Xiao, Y., Li, D., & Guo, K. (2025). Generative AI-powered non-player characters in digital storyline-based learning: an innovative approach to EFL writing. *Innovation in Language Learning and Teaching*.
<https://doi.org/10.1080/17501229.2025.2545397>
- Xu, T., Liu, Y., Sim, C. T. K., Cui, X., & Lin, L. (2025). Jealousy or Abuse? Dispositional Mindfulness Helps Chinese College Students Understand and Save From Cyber Dating Abuse. *Psychological Reports*.
<https://doi.org/10.1177/00332941241308789>
- Yang, B., & Zhu, A. (2025). A Chinese Portia: Laura M. White's translation and reconstruction of Shakespeare's *The Merchant of Venice*. *Women's History Review*. <https://doi.org/10.1080/09612025.2025.2545655>
- Yang, K., & Zhuang, H. (2025). Variations in Chinese Vocabulary Networks across Different Proficiency Levels and Their Implications for Teaching Chinese as a Second Language. *Asia-Pacific Education Researcher*.

<https://doi.org/10.1007/s40299-025-01044-3>

Ye, J., Yu, Y., Zhang, M., & Long, S. (2025). Synergizing AI and collaborative learning: a new approach to Chinese character acquisition in lower elementary education. *Interactive Learning Environments*.

<https://doi.org/10.1080/10494820.2025.2528096>

Zollinger, D., & Attewell, D. (2025). Updating cleavage theory for the twenty-first century. *West European Politics*. <https://doi.org/10.1080/01402382.2025.2560781>