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Implementation of Character Education Management Based on Local Wisdom Values in Junior High Schools

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Abstract

This study analyzes the implementation of character education management based on local wisdom values in junior high schools using a Systematic Literature Review (SLR) approach. Data were collected from 147 Scopus-indexed documents and visualized with VOSviewer to identify relationships among documents, keywords, authors, and dominant research themes. The analysis indicates that local wisdom values, including mutual cooperation, deliberation, and tolerance, are central to character education. Participatory, collaborative, and experience-based learning strategies, supported by digital technology, strengthen the internalization of character values among students. The findings also show that teachers, families, and communities play important roles in sustaining character education programs. The VOSviewer mapping confirms clusters linking management strategies, local-value reinforcement, and positive student behavioral outcomes. Character education rooted in local wisdom strengthens students' social awareness, responsibility, discipline, collaboration, and cultural identity. The study concludes that systematic planning, implementation, evaluation, and stakeholder collaboration are key determinants of successful local-wisdom-based character education in the era of globalization.

Keywords: Educational management; character education; local wisdom; junior high school; globalization

1. INTRODUCTION

1.1 Background of the Study

Character education has become one of the key areas of focus in Indonesia's education system. As part of the national development vision, character education has been designated a priority in the National Medium-Term Development Plan (RPJMN) for 2025. This initiative is driven by the increasingly alarming decline in moral values among the younger generation. In this context, the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) emphasizes that character education plays a crucial role in shaping the moral character of the nation's future generations. Amid rapid technological advancements and globalization, the challenge of upholding moral values grows ever greater. Therefore, character education in schools is considered one of the primary solutions to restore and revitalize noble values in society, particularly among adolescents who are highly vulnerable to negative influences.

The moral decline currently occurring among teenagers is a phenomenon that must be addressed seriously and without delay. The decline in polite behavior, the weakening of respect for parents and teachers, and the diminishing sense of social responsibility are symptoms that are becoming increasingly prevalent in daily life, reflecting a decline in character quality that could have adverse effects on the nation's future. Therefore, comprehensive and structured character education is urgently needed in schools. Goleman's (2023) Theory of Social Character Education emphasizes the importance of developing social and emotional intelligence to foster individuals capable of interacting healthily with society and valuing local cultural norms. Bandura's (2023) Social Learning Theory is also relevant, revealing that students' character can be shaped through observation and interaction with their social environment including both teachers and peers which reflects important moral and ethical values. Character education based on local values can help the younger generation adapt to the changing times while preserving the nation's noble traditions. Moral degradation among adolescents is caused by various factors, both internal and external. External factors such as family influence, the school environment, and society significantly impact an



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individual's character. Additionally, internal factors including technological advancements, globalization, and foreign cultures also have a major impact on the formation of adolescent character. For example, rapidly developing information technology often brings negative impacts such as promiscuity, individualism, and a decline in social values within society (Hoerudin & Yanti Amalia Afifah, 2023). Therefore, a systematic effort is needed to introduce and integrate character values from an early age through formal education.

Amid the march of progress and the ever-accelerating tide of globalization, the values of local wisdom are often sidelined. Yet, local wisdom plays a vital role in shaping the character of a nation. Values such as mutual cooperation, deliberation, and tolerance are part of local wisdom that can serve as a foundation for creating harmonious and mutually supportive social relationships among community members. In the world of education, the integration of local wisdom values is crucial, as it helps students uphold the nation's culture and traditions while enriching the character dimensions relevant to their daily lives (Wulandari et al., 2025).

Junior High School (SMP) is a critical stage in the development of students' character. Adolescence is a transitional phase marked by physical, emotional, and social changes. At this age, students are in a phase of self-discovery, during which they are highly susceptible to environmental influences, both positive and negative. Physically, they experience rapid growth, while cognitively, they begin to develop critical and analytical thinking skills. However, the emotional aspect often poses a challenge, as adolescents frequently experience emotional instability and are searching for a strong sense of self. Additionally, in the social aspect, adolescents show increased interaction with peers, which often influences their attitudes and behaviors (Tasya Alifia Izzani et al., 2024).

Therefore, character education at the junior high school level must be well-designed and systematic. One approach that can be used is to integrate local wisdom into the management of character education. This is important because local wisdom embodies time-tested values that foster harmonious social interactions, thereby helping adolescents develop sound character. Furthermore, character education rooted in local wisdom is expected to help students develop a sense of responsibility, care for their surroundings, and the ability to interact positively with others.

1.2 Research Gap and Rationale

Research on character education management based on local wisdom at the junior high school level remains limited, although the integration of local wisdom values into character education is increasingly recognized as important. This study addresses that gap by analyzing literature on character education practices that integrate local wisdom in junior high schools. The study is grounded in perspectives from social learning, constructivist learning, local wisdom, digital-age character education, and value-based character education.

The latest theory supporting the development of character education based on local wisdom is the Theory of Character Education in the Digital Age, developed by Durlak et al. (2024). Durlak and his colleagues emphasize the importance of integrating character education with digital technology to develop students' social and emotional skills that are adaptable to the changing times. In this context, character education is not only based on traditional local values but must also accommodate rapid technological advancements, such as the development of emotional and social intelligence-based skills that can be applied to students' digital lives.

In addition, the Social Learning Theory introduced by Bandura (2023) is also relevant to this study. Bandura argues that students can learn from their social environment through observation and interaction with others, whether through role modeling or daily activities that support character development. In this regard, integrating local wisdom values through real-life examples and practices in schools will be highly effective in shaping students' character.

The implementation of character education management based on local wisdom in junior high schools is expected to create a school environment that is more conducive to shaping students' character. Through noble values drawn from local culture, students will not only gain academic knowledge but also develop attitudes and behaviors that reflect the noble identity of the nation. It is hoped that with proper implementation, this character education based on local wisdom can have a significant impact on shaping a better younger generation in the future.

1.3 Objectives of the Study

The objective of this study is to analyze how character education management based on local wisdom values is implemented in junior high schools. Specifically, the study identifies dominant research themes, examines management strategies, describes the role of teachers and stakeholders, and synthesizes the contribution of local wisdom values to student character development.

2. LITERATURE REVIEW

2.1 Character Education and Local Wisdom

Character education management based on local wisdom requires a comprehensive and structured approach. The processes of planning, organizing, implementing, and evaluating must be carried out meticulously. In the planning phase, schools need to formulate clear goals and strategies related to character education based on local values. Piaget's (2024) Constructivist Learning Theory, which emphasizes the importance of direct experience in shaping knowledge and character, supports the application of a local wisdom-based approach that integrates students' social and cultural experiences into the learning process. Additionally, Vygotsky's (2024) Theory of Social Development posits that learning occurs through social interactions within the students' cultural and social contexts, which is relevant for integrating local wisdom values into character education. This approach focuses not only on the teaching of academic knowledge but also on the development of students' social and emotional aspects by directly connecting them to the local values present in the community.

This study draws on several relevant character education theories to explore this topic. One of the theories used is the character education theory proposed by Lickona (2024), which states that character education aims to foster moral values through three main components: knowledge, feelings, and actions. This theory will be used to analyze how character education in schools can develop these three dimensions in students, particularly within the context of education grounded in local values.

Furthermore, the theory of local wisdom according to Suryadi and Indrayani (2023) is used to understand how local wisdom can be integrated into character education in schools. According to them, local wisdom serves as a guide to life that encompasses cultural values, such as mutual cooperation, deliberation, and tolerance, which can shape students' positive behavior. This theory will be used to explain how the values of local wisdom are applied in shaping students' character in junior high school.

2.2 Digital-Age and Social Learning Perspectives

Some of the latest theories relevant to research on character education based on local wisdom at the junior high school level include the Theory of Moral Ecology and the Integration of Local Wisdom Values proposed by Afendi (2025), which emphasize the importance of understanding local wisdom values as the foundation for character development amid the influence of globalization. Additionally, the Theory of Ethnopedagogy, which focuses on integrating culture and community practices into learning to strengthen students' character, also serves as a key reference in character education (Harris, 2009). The Theory of Technology and Local Wisdom Integration in Character Education developed by Sawitri (2024) combines technology with culture-based character learning, while the Collaborative Character Education Theory proposed by Yusuf (2024) highlights collaboration between schools, families, and communities as a key factor in shaping students' character through local wisdom. These theories offer new perspectives on developing character education that is relevant to cultural contexts and the needs of the times. Following the literature review, the next step is to select relevant articles. This selection involves scanning the abstracts and content of each publication to assess whether the literature meets the established research criteria. The selected articles will cover research addressing various aspects, such as character education theories used in schools, character education practices based on local wisdom, as well as challenges and solutions in their implementation in Indonesian schools. The theories emerging from this literature will be analyzed in depth to build a better understanding of the concept of character education based on local wisdom.

In addition, the theory of character education in the digital age by Durlak et al. (2024) will be considered to understand how digital technology can be integrated into character education based on local wisdom. In this theory, Durlak and his colleagues emphasize the importance of developing students' social and emotional skills that are adaptable to the changing times, which can also be applied in the context of character education based on local wisdom.

Social Learning Theory, as introduced by Bandura (2023), will also be used to explore how social interactions at school both among students and between teachers and students play a role in character development. Learning through role modeling and social interactions at school is crucial for building character that aligns with local cultural values.

2.3 Synthesis and Research Gap

The reviewed theories indicate that character education is most effective when moral knowledge, moral feeling, and moral action are developed through social interaction, direct experience, and culturally meaningful learning. However, the literature still provides limited synthesis on how local wisdom, school management, stakeholder

collaboration, and digital learning interact in junior high school contexts. This gap justifies the use of an SLR approach supported by VOSviewer mapping.

3. MATERIALS AND METHODS

3.1 Research Design

This study employs a Systematic Literature Review (SLR) approach to analyze and identify various theories and prior research related to the implementation of character education management based on local wisdom in junior high schools (SMP). SLR is a method used to systematically summarize, evaluate, and synthesize research findings relevant to a specific topic. This method was chosen because this study aims to identify key findings in the existing literature and examine theories that have been applied in the context of character education based on local wisdom. SLR allows researchers to comprehensively and objectively gather existing evidence to support or refute arguments found in previous literature.

3.2 Sampling Technique

The sample consisted of 147 documents obtained from the Scopus database using the keyword "Character Education Management." The selected documents were treated as the literature corpus for the SLR and bibliometric mapping.

3.3 Locale of the Study

Because this study used an SLR design, the locale was defined conceptually rather than as a physical research site. The review focused on junior high school contexts, especially literature relevant to Indonesian character education and the integration of local wisdom values.

3.4 Research Instruments

The research instruments consisted of the Scopus database, RIS-format bibliographic records, and VOSviewer software. These tools were used to retrieve literature, organize metadata, and visualize relationships among documents, keywords, authors, and research themes.

3.5 Data Gathering Procedure

A search on the Scopus database using the keyword Character education management yielded 147 relevant documents. All of these documents were then exported in RIS format for further analysis. The data obtained were subsequently visualized using VOSviewer software. This visualization allows for the graphical identification of relationships between documents, keywords, and authors. The visualization results reveal clustering patterns that represent dominant research themes. Figure 1 shows an overall representation of this network, providing a comprehensive overview of research trends in the field of character education management.

After the initial retrieval, abstracts and document contents were screened to determine their relevance to character education theories, local-wisdom-based practices, implementation challenges, and solutions in school settings.

3.6 Data Analysis / Statistical Treatment

After gathering relevant literature, the next step is to analyze the existing findings. This analysis involves identifying and grouping the main themes found in the literature related to the implementation of character education based on local wisdom. The technique used for this analysis is thematic analysis, which identifies patterns and relationships between theories of character education and local wisdom found in various sources. In this context, the researcher will filter and organize information based on key themes such as the concept of character education, the integration of local wisdom into education, and the challenges and solutions encountered in its implementation.

VOSviewer was used to support the thematic analysis by mapping relationships among keywords, documents, and authors. The results were interpreted descriptively because the study synthesized literature rather than collecting primary quantitative data from school respondents.

4. RESULTS AND DISCUSSION

4.1 Result Presentation

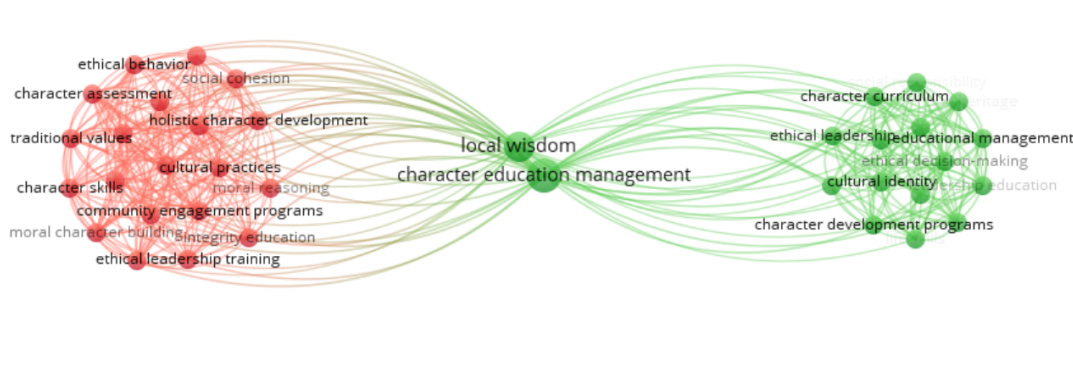


Figure 1. VOSviewer visualization of character education management literature.

The results of this study are based on 147 documents obtained from a search on Scopus using the keyword Character Education Management. All documents were exported in RIS format and analyzed using VOSviewer to map the relationships among documents, keywords, and authors. This visualization allows for the identification of clustering patterns and dominant themes in the character education literature. The analysis reveals that the primary focus of the research includes the integration of local values, moral development, and character education management strategies. The visualization results provide a comprehensive overview of existing research trends. Figure 1 shows the overall representation of this literature network.

A literature review indicates that most studies emphasize the integration of local wisdom values into character education. Values such as mutual cooperation, consensus-building, and tolerance are central to many of these studies. The data also suggests that the application of local values can enhance students' social awareness and sense of responsibility. Several documents highlight the importance of character development through culture-based activities. The analysis also reveals that community and family involvement often serve as key factors in the successful implementation of these initiatives. These findings underscore the relevance of local values in shaping the character of the younger generation.

An analysis of 147 documents also highlights the relationship between learning strategies and character education outcomes. The literature indicates that participatory and real-life experience-based methods are widely used. The analyzed articles emphasize the importance of ongoing evaluation in character education programs. This evaluation is conducted through observation, questionnaires, and analysis of school documentation. The results of the analysis emphasize that the success of character education depends on the consistent application of local values. The visualization reveals several clusters that illustrate this main theme in the literature.

Findings from the literature also emphasize the importance of systematic planning and management. Schools with clear character education management strategies tend to be more consistent in their implementation. Data indicates that measurable objectives and clear implementation steps enhance program effectiveness. The literature emphasizes that thorough planning supports the internalization of character values among students. Analysis of 147 documents also reveals that management based on local values requires school policy support. Visualizations using VOSviewer highlight the interconnections between management themes and program success.

A literature review reveals that teachers play a crucial role in the implementation of character education. The literature indicates that teacher training on local values improves the quality of instruction. Teachers serve as the primary mediators in instilling character values in students. The findings also show that teachers who understand local culture are better able to facilitate more contextually relevant learning. The literature emphasizes that teacher professional development has a direct impact on students internalization of character. Visualizations show clusters highlighting the relationship between teacher training and the effectiveness of character education.

Findings from the literature indicate that active and collaborative learning strategies are widely used to teach local values. The documents analyzed emphasize project-based activities, group discussions, and simulations. Data indicates that these methods increase student engagement in learning. The analysis also reveals that students who are actively engaged are better able to understand social responsibility. The literature confirms that reinforcing local wisdom values is more effective when combined with participatory methods. The visualization of 147 documents reveals cluster patterns that highlight learning strategies.

The literature review also indicates that the integration of digital technology can support character education grounded in local values. Several studies highlight the use of digital media and online learning resources to enrich students' learning experiences. Data suggests that technology facilitates access to cultural information and local practices. The literature findings also emphasize increased student motivation when technology is used in relevant ways. The document network visualization reveals clusters related to digital integration and character education. These findings confirm that technology can strengthen the implementation of character education based on local wisdom.

The study findings indicate that character education based on local values has a positive impact on student behavior. The report highlights improvements in social awareness, responsibility, and the ability to resolve conflicts peacefully. Literature data indicates that students are able to express their opinions and emotions constructively. Analysis results demonstrate that the integration of local values enhances students' collaboration and communication skills. A literature network visualization illustrates the correlation between the application of local values and student behavioral outcomes. These findings confirm the positive effects of character education grounded in local wisdom.

The literature review also revealed that collaboration among schools, families, and the community supports the success of character education. The data indicate that the involvement of various stakeholders enhances the internalization of character values among students. The analyzed articles emphasize the importance of social experiences and real-world practices in character education. The findings indicate that this collaboration strengthens the connection between theory and practice in character education. The VOSviewer visualization shows a cluster that highlights community involvement in character education. These findings underscore the importance of social support in the implementation of character education.

The results of a study of 147 documents indicate that character education management based on local wisdom can be effectively implemented if carried out systematically and sustainably. The literature review indicates that the success of such programs depends on planning, implementation, evaluation, and the involvement of all stakeholders. The analysis highlights the importance of reinforcing local values through school and community activities. A visualization of the literature network reveals the main themes that support the success of character education. These findings confirm that the integration of local wisdom into character education has a significant impact on student development. This analysis of 147 documents provides a comprehensive overview of trends in character education research relevant to the context of junior high schools.

4.2 Discussion and Interpretation

The results of an analysis of 147 documents from Scopus, visualized using VOSviewer, indicate that character education based on local wisdom is the primary focus of the research. Values such as mutual cooperation, deliberation, and tolerance frequently emerge as key components in the development of students' character. These findings align with Goleman's (2023) perspective, which emphasizes the importance of developing social and emotional intelligence to shape individuals capable of interacting healthily with society. Literature data indicates that the integration of local values enhances students' social awareness and sense of responsibility. Visualization of the literature clusters indicates a close relationship between the application of local values and positive behavioral outcomes in students. Therefore, the integration of local wisdom supports character development that is adaptive to the social context.

The literature review also emphasizes the importance of systematic character education management. Schools with clear planning, implementation, and evaluation demonstrate consistency in program implementation. These findings support Piaget's (2024) constructivist principle, which emphasizes direct experience in the formation of knowledge and character. The data indicate that students' contextual experiences with local values facilitate the internalization of social norms. Document visualization reveals clusters highlighting effective management strategies. This indicates that a structured approach is key to the success of character education based on local wisdom.

The SLR results indicate that the teacher's role is a determining factor in the success of character education. Teachers who understand local culture are able to facilitate more contextual learning. This finding aligns with Bandura's (2023) social learning theory, in which teachers serve as role models that students can observe. The literature emphasizes the importance of teacher training on local values to enhance the effectiveness of learning. Cluster visualizations demonstrate the relationship between teacher professional development and character internalization outcomes. Therefore, strengthening teachers capacity is crucial for the implementation of character education.

The findings also indicate that participatory learning strategies enhance student engagement. Project-based activities, simulations, and group discussions are frequently used to instill character values. This aligns with Piaget's (2024) constructivist principles, which emphasize students' active experiences in learning. The data show that active student participation enhances social responsibility and collaborative skills. The literature visualization reveals clusters that highlight participatory strategies as a central theme. Therefore, participatory methods serve as an effective strategy for integrating local values.

A literature review reveals that collaboration among schools, families, and the community supports the success of character education. The involvement of various stakeholders provides social experiences that support the internalization of character values. These findings align with Bandura's (2023) social learning theory, which emphasizes social interaction as a means of shaping behavior. Data indicates that cross-environmental collaboration enhances students' motivation to embrace local values. Document visualizations reveal clusters highlighting community engagement. This underscores that social environmental support is a critical factor.

The literature indicates that the integration of digital technology can strengthen character education based on local values. The use of digital media and online learning resources enriches students' learning experiences. These findings support Durlak et al.'s (2024) theory of character education in the digital age, which emphasizes the development of adaptive social and emotional skills. A literature visualization reveals clusters related to technology integration and character education. Data indicates that technology enhances student motivation and engagement. Therefore, digital integration serves as a supportive strategy for implementing local values.

The SLR results indicate that the application of local values can reduce negative behavior and increase social awareness. This aligns with Lickona's (2024) character education theory, which emphasizes the development of students' knowledge, emotions, and actions. The literature demonstrates improvements in discipline, responsibility, and conflict resolution skills. VOSviewer visualizations reveal a correlation between the integration of local values and positive student behavior. The data confirms the effectiveness of character education based on local culture. Therefore, the integration of local values supports the formation of adaptive and responsible character.

The research findings highlight the importance of periodic evaluation in character education. Evaluation is conducted through observation, questionnaires, and analysis of school documentation. This aligns with Bandura's (2023) theory, which emphasizes environmental feedback as a factor in behavior formation. A literature review reveals clusters that highlight evaluation as a key theme. The data indicate that evaluation enables the adjustment of strategies to meet students' needs. Therefore, evaluation is an integral part of character education management grounded in local wisdom.

A literature review confirms that character education based on local values strengthens students' cultural identity. This finding aligns with Suryadi and Indrayani's (2023) theory of local wisdom, which emphasizes culture as a guide for positive behavior. The data indicate that students who understand local values take pride in their own culture. Document visualization highlights the link between the integration of local values and the development of cultural identity. SLR results indicate that a strong cultural identity enhances compliance with social norms. Therefore, character education based on local values shapes students' moral values and cultural identity.

The literature review indicates that real-life social experiences enhance the internalization of character values. Community-based activities help students connect local values with real-life situations. This aligns with Piaget's constructivism (2024) and Bandura's theory (2023) of social learning. Literature visualizations reveal clusters emphasizing social experiences as a key theme. Data indicate improvements in students' collaborative skills and social decision-making abilities. Therefore, real-life social experiences serve as an effective strategy in character education grounded in local wisdom.

The study findings indicate that school policies play a role in the sustainability of character education programs. Schools with formal policies and clear management strategies are more consistent in implementing these programs. These findings align with Piaget's (2024) constructivist theory, which emphasizes structured learning experiences. Document visualization reveals school management as a key theme. The data indicate that policy support enhances students' internalization of local values. Therefore, strong management is a determining factor in the effectiveness of character education.

The SLR analysis indicates that the integration of participatory strategies, social experiences, collaboration, and digital technology produces a synergistic effect on student character development. These findings support the theories of Durlak et al. (2024), Lickona (2024), and Bandura (2023) regarding the combination of social, emotional, and real-world experiences. The visualization of 147 documents reveals clusters linking these strategies to positive

outcomes. The data indicates an increase in students' social awareness, responsibility, and cooperation. Therefore, integrative strategies are key to the success of character education in junior high schools.

The literature review confirms that character education based on local wisdom can address the challenges of globalization and technological advancement. Students who learn through the integration of local values and technology are more adaptable to social and digital changes. This aligns with Durlak et al.'s (2024) theory on the development of adaptive social and emotional skills. The literature review highlights the relationship between the integration of local values and students' adaptability. The data underscores the importance of balancing traditional values with modern skills. Therefore, character education grounded in local wisdom fosters a generation that is adaptive, responsible, and culturally aware.

5. CONCLUSION

This study demonstrates that character education management based on local wisdom in junior high schools can be effectively implemented through a systematic approach involving planning, implementation, and evaluation. The integration of local values such as mutual cooperation, consensus-building, and tolerance enhances students' social awareness, sense of responsibility, and cooperation. Participatory learning strategies, real-world social experiences, and collaboration between schools, families, and communities support the internalization of character values. The integration of digital technology strengthens student engagement and motivation in the learning process. Teachers who possess the capacity and understanding of local values serve as key mediators in character education. Periodic evaluations ensure the sustainability of the program and the adjustment of strategies to meet students' needs. Visualization of the literature using VOSviewer reveals cluster patterns highlighting the relationship between management strategies and student behavioral outcomes. Character education rooted in local wisdom fosters a strong cultural identity among students and upholds social norms. These findings underscore the importance of a holistic approach to character education in the era of globalization. Therefore, the integration of local values serves as a crucial foundation for shaping a young generation that is adaptive, culturally aware, and responsible.

6. RECOMMENDATION

Schools should integrate local wisdom values into formal character education policies, curriculum planning, and classroom learning activities. Teacher professional development should include training on local culture, participatory learning strategies, and the ethical use of digital media. Schools should also strengthen collaboration with families and community leaders so that students experience character values across school, home, and community settings. Periodic evaluation through observation, questionnaires, and school documentation should be used to refine programs continuously. Future studies should extend the evidence base through empirical field research in junior high schools and comparative studies across different local-cultural contexts.

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