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Integrating Pauline Ethics into Character Education: A Four-Pillar Framework for Advancing SDG 4 in Effective 21st-Century Schools

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ABSTRACT

Objective: To examine the integration of Pauline Ethics into character education through a Four-Pillar Model designed to strengthen effective 21st-century schools amid increasing moral, social, and digital challenges. The study aims to analyze the implementation of Pauline Ethics-based character education and its contribution to supporting SDG 4 (Quality Education) through holistic character development. **Method:** Employing a qualitative case study approach in a private junior high school in Indonesia. Data were collected through in-depth interviews, participatory observation, and document analysis involving school leaders, teachers, and students. The collected data were analyzed using thematic analysis to identify patterns related to the implementation of Pauline Ethics values. **Results:** The findings indicate that the values of Regularité, Simplicité, and Travail were effectively internalized through four interconnected pillars: curricular integration, teacher role modeling, school culture, and ecosystem collaboration. These pillars contributed to strengthening students' discipline, responsibility, empathy, perseverance, and twenty-first-century competencies while fostering a supportive and value-oriented school environment. **Novelty:** Introducing the Pauline Ethics Four-Pillar Model as a novel spiritually grounded character education framework that systematically integrates curriculum, teacher role modeling, school culture, and educational ecosystem engagement. The model provides a practical and contextual approach for strengthening character formation and promoting quality education in contemporary schools.

INTRODUCTION

Character education has regained strategic importance within contemporary educational systems due to the increasing complexity of moral, social, and digital challenges in the twenty-first century. Rapid technological advancement has not only transformed communication patterns and access to knowledge but has also contributed to various problems, including moral degradation, declining empathy, cyberbullying, intolerance, and weakened social responsibility among students. These conditions indicate that educational success can no longer be measured solely through academic achievement and cognitive performance, but must also encompass moral, emotional, and social capacities in responding to contemporary societal dynamics. In this context, character education is considered a fundamental foundation for developing learners who are not only intellectually competent but also ethically and spiritually mature (Boiliu, 2025). Furthermore, the transformation of global education systems requires schools to integrate character development with twenty-first-century competencies in a more holistic and contextual manner (Jalilov et al., 2025). Contemporary educational reforms increasingly emphasize the importance of balancing academic excellence with ethical responsibility and social awareness in shaping future generations (Kumar, 2024).

Recent studies have demonstrated that character education is closely associated with the development of positive school culture, social-emotional competencies, and students' psychological resilience. Systematically implemented character education contributes to