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# Pauline Ethics-Based Character Education Management Model for Building Effective Paulinian Schools toward SDG 4: Quality Education

Layu Marsiana\*, Erny Roesminingsih, Karwanto

Universitas Negeri Surabaya, Surabaya, Indonesia



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## ABSTRACT

**Objective:** This study aims to develop a Pauline Ethics-Based Character Education Management Model for building effective Paulinian schools and supporting SDG 4, particularly Target 4.7 on quality education. **Method:** A qualitative case study was conducted at Santo Paulus Junior High School, Kuala Kapuas, Central Kalimantan, Indonesia. Data were collected through in-depth interviews, participant observation, and document analysis involving the principal, teachers, educational staff, students, parents, and school documents. Data were analyzed through data reduction, data display, and thematic conclusion drawing. **Results:** The findings indicate that the values of Regularité, Simplicité, and Travail are internalized through learning activities, role modelling, habituation, mentoring, reflection, and school culture. These processes contribute to the formation of Paulinian character, including discipline, responsibility, humility, perseverance, integrity, and service orientation. The internalization of these values further strengthens Paulinian school culture and supports the development of an effective school environment. **Novelty:** This study proposes a Pauline Ethics-Based Character Education Management Model that integrates educational management, value internalization, character formation, school culture, and school effectiveness within a single conceptual framework. The model demonstrates that school effectiveness is influenced not only by academic and administrative factors but also by the successful management of ethical values and school culture.

## INTRODUCTION

Education serves not only as a means of transferring knowledge and developing academic competencies but also as a process of character formation that prepares individuals to become responsible, ethical, and productive members of society (Migliani et al., 2026). In the context of sustainable development, education is expected to cultivate learners who possess not only cognitive excellence but also strong moral, spiritual, social, and cultural values. This expectation is closely aligned with Sustainable Development Goal (SDG) 4 on Quality Education, particularly Target 4.7, which emphasizes the role of education in promoting values, human dignity, social responsibility, cultural appreciation, and sustainable development (Elfert, 2019). Consequently, schools are expected to function not merely as institutions for academic instruction but also as environments that systematically foster character development through effective educational management and a supportive school culture.

However, contemporary educational realities indicate that achieving these expectations remains a significant challenge (Dwivedi et al., 2019). Rapid globalization, technological advancement, and the widespread use of digital media have profoundly influenced students' attitudes and behaviors. Various issues, including declining discipline, low responsibility toward academic tasks, excessive dependence on digital devices, reduced respect for teachers and peers, and the growing tendency toward instant gratification, have become increasingly visible in educational settings (Tick et al., 2021). These phenomena suggest that educational