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

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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

success is still predominantly measured by academic achievement, while affective, moral, and spiritual dimensions often receive less attention (Öhlmann, Gräß, & Frost, 2020). As a result, many schools struggle to create learning environments that effectively balance academic excellence with character development, thereby limiting their capacity to produce well-rounded individuals.

The gap between the expected role of education and the realities observed in schools highlights the need for a more comprehensive approach to character education. Effective character education requires more than the transmission of moral values through classroom instruction; it demands a continuous process of value internalization that is embedded within the entire educational ecosystem (Peranita, Lesmana, & Sa..., 2025; Rahman & Azzahra, 2024; Letseka, 2021). Values must be consistently reflected in school leadership, teaching practices, student activities, interpersonal relationships, and institutional culture (Allen et al., 2021; Collinson & Tourish, 2015). Through such a holistic process, values can evolve from abstract concepts into lived experiences, eventually becoming habits, character traits, and shared cultural norms that shape the identity of the school community (Parvatiyar & Sheth, 2023; Haaz, Jakob, & Khushwant, 2023). Therefore, character education should be viewed as an organizational and managerial endeavor rather than merely an instructional activity.

Previous studies have emphasized the importance of character education in improving educational quality and student development. Lickona (1991) argued that effective character education involves the integration of moral knowing, moral feeling, and moral action (Hawkes, 2005; Hidayati et al., 2020). Other studies have demonstrated that positive school culture plays a crucial role in reinforcing value internalization and shaping students' behavior (Aldridge & McLure, 2024; Sverdlik et al., 2018; Alesina & Giuliano, 2015). Research on effective schools has likewise identified strong leadership, a positive school climate, shared values, and organizational commitment as essential factors contributing to school effectiveness (Watts et al., 2020). Collectively, these studies indicate that character education, school culture, and school effectiveness are closely interconnected and mutually reinforcing components of educational success.

Despite these contributions, existing studies generally focus on character education as a means of developing individual student behavior and provide limited explanation of how value internalization can evolve into habitus, school culture, and ultimately contribute to school effectiveness (Weiss et al., 2023; Uljens & Ylimaki, 2017). Furthermore, relatively few studies have examined character education from a comprehensive educational management perspective, particularly those grounded in spiritual and faith-based values (Moya & Toledano, 2024; Muhtifah et al., 2021). In the context of Paulinian education, research exploring Pauline Ethics as a foundation for character education remains scarce (Spelman, 2025; Golman et al., 2017). This gap is significant because Pauline Ethics, which is grounded in the core values of *Regularité* (discipline and order), *Simplicité* (simplicity and humility), and *Travail* (hard work and responsibility), offers a distinctive framework for nurturing student character while simultaneously fostering a positive and sustainable school culture.

Based on these considerations, this study aims to develop a Pauline Ethics-Based Character Education Management Model for building effective Paulinian schools. The novelty of this research lies in its integration of Pauline Ethics, value internalization processes, character and habitus formation, school culture development, and school effectiveness within a single educational management framework. Unlike previous studies

that primarily position character education as an end goal, this study conceptualizes character education as a strategic and continuous process that shapes organizational culture and contributes to educational effectiveness. By doing so, the study seeks to enrich the theoretical discourse on educational management and character education while providing practical guidance for schools in advancing SDG 4, particularly Target 4.7 on Quality Education and sustainable value-based learning.

METHODOLOGY

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the management of Pauline Ethics-based character education in developing an effective Paulinian school (Edwards et al., 2023). A qualitative case study was considered appropriate because it enables researchers to explore complex social and educational phenomena within their real-life context and to understand how values are interpreted, implemented, and institutionalized within a particular educational setting (Lochmiller, 2021). The study focused on Junior High School Santo Paulus Kuala Kapuas, Central Kalimantan, Indonesia, a Paulinian educational institution that integrates the values of *Regularité*, *Simplicité*, and *Travail* into its educational practices and school culture.

The participants were selected using purposive sampling based on their involvement in the implementation and management of character education programs. The participants consisted of the principal, teachers, educational staff, students, and parents. These stakeholders were considered key informants because they possess direct experience and knowledge regarding the planning, implementation, supervision, and evaluation of Pauline Ethics-based character education within the school. The diversity of participants enabled the researcher to obtain comprehensive perspectives on the processes and outcomes of character education management.

Data were collected through three primary techniques: in-depth interviews, participant observation, and document analysis (Naeem et al., 2023). In-depth interviews were conducted to explore participants' perceptions, experiences, and understanding of Pauline Ethics and its implementation within the school. Participant observation was employed to examine daily interactions, school routines, learning activities, religious practices, and cultural manifestations that reflected the values of *Regularité*, *Simplicité*, and *Travail*. In addition, document analysis was carried out on school policies, curriculum documents, strategic plans, character education programs, school regulations, activity reports, and other relevant institutional records to provide contextual and supporting evidence.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification (Nguyen-Trung & Nguyen, 2026). During the data condensation stage, interview transcripts, field notes, and documentary evidence were organized, coded, and categorized according to emerging themes. Subsequently, the data were systematically displayed in matrices, thematic descriptions, and conceptual relationships to facilitate interpretation (Lyhne et al., 2025). The final stage involved drawing conclusions and verifying findings through continuous comparison across data sources and emerging patterns until a coherent understanding of the phenomenon was achieved.

To ensure the trustworthiness of the findings, this study applied credibility, transferability, dependability, and confirmability criteria. Credibility was established through prolonged engagement in the field, triangulation of data sources, triangulation of

methods, and member checking with selected participants (Johnson et al., 2020). Transferability was enhanced by providing rich and detailed descriptions of the research context and participants. Dependability was ensured through maintaining an audit trail of research activities and analytical procedures, while confirmability was strengthened by documenting interpretations and decisions throughout the research process. Furthermore, source, method, and time triangulation were employed to validate the consistency and reliability of the findings.

The study was conducted in accordance with ethical principles of qualitative research. Prior to data collection, participants were informed about the objectives of the study and their voluntary involvement. Informed consent was obtained from all participants, and confidentiality was maintained by ensuring that personal information and research data were used solely for academic purposes. These ethical considerations were intended to protect participants' rights and to enhance the integrity and credibility of the research process.

RESULTS AND DISCUSSION

Results

Management of Pauline ethics-based character education

The findings revealed that character education at Santo Paulus Junior High School is managed systematically through the integration of Pauline Ethics values Regularité, Simplicité, and Travail into the school management system. These values are not implemented as isolated character-building activities but are embedded within school planning, organizing, implementation, monitoring, and evaluation processes. School policies, educational programs, and institutional goals are designed to reflect the Paulinian vision of character formation, ensuring that moral and spiritual development becomes an integral component of educational management rather than an additional program.

At the planning stage, Pauline Ethics values are incorporated into the school vision, mission, strategic plans, curriculum development, and student development programs. The school leadership ensures that educational objectives are aligned with the cultivation of discipline, simplicity, responsibility, and service-oriented behavior. This alignment enables character education to become a shared institutional commitment involving all school stakeholders, including teachers, educational staff, students, and parents.

The organizing and implementation stages are characterized by the collaborative involvement of school members in promoting Paulinian values through classroom instruction, co-curricular and extracurricular activities, religious programs, daily routines, and school regulations. Teachers and educational staff serve as role models who consistently demonstrate the values of Regularité, Simplicité, and Travail in their professional practices and interpersonal relationships. Character education is therefore reinforced not only through formal learning activities but also through habituation and daily interactions within the school environment.

Monitoring and evaluation are conducted continuously through observation, reflection, feedback mechanisms, and regular assessments of students' behavioral development. The findings indicate that the management of Pauline Ethics-based character education creates a coherent system that supports the internalization of values and strengthens the school's commitment to character formation. As a result, character education becomes institutionalized within the school's culture and contributes to the development of a

sustainable Paulinian educational environment. Table 1 presents the management strategies used by the school to operationalize the values of *Regularité*, *Simplicité*, and *Travail* through role modelling and habituation mechanisms.

Table 1. Management strategies for implementing Pauline ethics values

Core Value	Management Strategy	Habituation Mechanism	Expected Character Outcome
Regularité	Discipline-based role modelling and structured routines	Attendance control, orderly procedures, daily reflection	Self-discipline and responsibility
Simplicité	Inclusive interactions and humble leadership practices	Respectful communication, simple lifestyle practices	Humility, empathy, and social awareness
Travail	Work ethic development through collaborative activities	Project-based learning, service activities, teamwork	Hard work, perseverance, and collaboration

Internalization of Pauline ethics values

The findings revealed that the internalization of Pauline Ethics values is a continuous and transformative process that extends beyond the transmission of moral knowledge. The values of *Regularité*, *Simplicité*, and *Travail* are gradually internalized through a combination of learning experiences, role modelling, habituation, reflection, and mentoring practices embedded within the daily life of the school. Rather than being taught as abstract moral concepts, these values are experienced repeatedly through various academic, religious, social, and extracurricular activities that allow students to connect ethical principles with real-life situations.

The internalization process begins with students’ cognitive understanding of Paulinian values through classroom learning, religious instruction, and school activities. This understanding is subsequently reinforced through affective engagement, where students are encouraged to reflect on the meaning and relevance of the values in their personal and social lives. The findings indicate that continuous exposure to positive examples provided by teachers, school leaders, and peers strengthens students’ emotional attachment to the values and increases their willingness to practice them in everyday situations.


As the process continues, the values are translated into observable behaviors and habitual actions. *Regularité* is manifested through discipline, punctuality, and adherence to school regulations; *Simplicité* through humility, respect, and simplicity in interpersonal relationships; and *Travail* through responsibility, perseverance, and commitment to learning and service. The repeated practice of these behaviors enables students to move from knowing the values to living them, thereby transforming Pauline Ethics into a personal and collective habitus within the school community.

The findings further demonstrate that value internalization follows a cyclical process involving understanding, reflection, practice, and reinforcement. This cycle facilitates the gradual development of character and strengthens the sustainability of Paulinian values within the school environment. Consequently, Pauline Ethics becomes not merely a set of institutional values but a lived experience that shapes students’ identities, attitudes, and daily behaviors. Table 2 demonstrates that value internalization is not a linear process but a

recurring cycle that gradually transforms moral values into personal character and collective school culture.

Table 2. Pauline ethics internalization cycle

Stages	Explanation and Understanding	Figure
Teaching	<p>The teacher introduces values conceptually and helps students understand the importance of the Pauline Ethics (Regularite, Simplicity, and Travail) in learning and discussions.</p> <p>Methods: Discussion, storytelling with concrete examples, and engaging exercises using visual media.</p>	 <p>The image shows a teacher standing at the front of a classroom, presenting a slide on a projector. The slide is titled 'Lidah/ Indera pengecap' and contains the following text: 'Terdapat papila yang peta terhadap rasa', 'Fungsi lidah', '1. membantu berbicara', '2. Membantu mencerna makanan', and '3. Mengecap rasa'. The slide also includes a diagram of the tongue and some smaller text. The teacher is wearing a patterned batik shirt and glasses, and is looking towards the students. Two students in the foreground are seen from behind, looking at the presentation.</p>
Habituation	<p>Teachers guide students in integrating values into routine practices and exercises about the Pauline Ethics, so that students become accustomed to them.</p> <p>Practices are integrated into classroom and out-of-class learning.</p> <p>Methods: structured activities, repetition, and reinforcement.</p>	 <p>The image shows a group of approximately 15 students and one teacher posing for a group photo in a school hallway. The students are dressed in various casual clothing, including t-shirts and shorts. Some are wearing sports gear. The teacher is standing in the center of the group, wearing a white headscarf and a patterned shirt. The hallway has a green carpet and a white wall with a poster that says 'HUNJUNG SPOK'.</p>
Reflection	<p>Teachers help students analyze their actions and connect them to their experiences related to the values of Pauline Ethics, through personal assessment (self-reflection).</p> <p>Methods: Personal journaling, group discussions, guided by questions.</p>	 <p>The image shows a group of students sitting on the floor in a hallway, engaged in a group discussion or activity. They are arranged in a circle, and some are looking at papers or documents on the floor. The students are dressed in casual clothing, and the hallway has a white wall and a window in the background.</p>

Stages	Explanation and Understanding	Figure
Mentoring	<p>Teachers provide guidance, support, and feedback to students to reinforce positive behaviors, while encouraging and reminding students to embody character values in their daily lives.</p> <p>Method: Legal feedback, guidance, and support.</p>	

Formation of Paulinian character and school culture

The findings revealed that the continuous internalization of Pauline Ethics values contributes significantly to the formation of Paulinian character among students and other members of the school community. As the values of *Regularité*, *Simplicité*, and *Travail* become embedded in everyday practices, they gradually shape individual attitudes, behaviors, and personal dispositions. Participants consistently demonstrated characteristics such as discipline, responsibility, humility, respect for others, integrity, perseverance, and a strong sense of commitment toward learning and service. These characteristics reflect the embodiment of Paulinian values in both personal conduct and social interactions.

The findings further indicate that the development of Paulinian character extends beyond individual transformation and influences the collective behavior of the school community. Students, teachers, and educational staff increasingly share common values and behavioral expectations, creating a sense of belonging and shared identity. The consistent practice of discipline, mutual respect, cooperation, and service-oriented behavior strengthens interpersonal relationships and promotes a positive social environment within the school.

Over time, these shared values evolve into a distinctive Paulinian school culture. This culture is characterized by respectful communication, collaborative learning, spiritual awareness, commitment to excellence, and collective responsibility for maintaining a supportive educational environment. The findings suggest that Paulinian culture functions as a social mechanism that reinforces character formation by continuously exposing school members to shared norms, values, and expectations.

The relationship between character formation and school culture was found to be reciprocal and mutually reinforcing. While the internalization of Pauline Ethics contributes to the development of individual character, the resulting school culture further strengthens and sustains those values through daily interactions and institutional practices. Consequently, Paulinian character and school culture emerge as interconnected outcomes of the value internalization process and become defining features of the school's identity. Table 3 presents a synthesis of the implications of Pauline Ethics value internalization, highlighting its contributions to personal character development, social relationships, and the establishment of a Paulinian school culture.

Table 3. Synthesis of findings on implications

Theme	Subtheme	Key Findings
Formation of Students' Personal Character	Discipline and Responsibility (<i>Regularité</i>)	Punctuality, compliance with school regulations, responsibility for tasks and obligations
	Humility and Simplicity (<i>Simplicité</i>)	Honesty, modest lifestyle, humility, and respect for others
	Perseverance and Hard Work (<i>Travail</i>)	Persistence, resilience, learning motivation, and strong work ethic
Strengthening Students' Social Relationships	Social Care and Empathy	Helping others, solidarity, sharing, and concern for peers facing difficulties
	Humanistic and Peaceful Relationships	Tolerance, respect for diversity, positive communication, and peaceful conflict resolution
	Service and Collaboration Orientation	Active participation in service activities, teamwork, and school organizations
Development of a Pauline Ethics-Based Character Education Model	Core Values	<i>Regularité, SimPLICITÉ, and Travail</i> (RST)
	Internalization Strategies	Role modelling, habituation, learning activities, reflection, mentoring, spiritual programs, and school culture
	Internalization Outcomes	Paulinian character characterized by discipline, responsibility, simplicity, hard work, social care, and service

Contribution to effective Paulinian schools

The findings revealed that the internalization of Pauline Ethics values contributes substantially to the realization of an effective Paulinian school. The development of discipline, responsibility, humility, perseverance, social care, and service orientation among students and school members creates a learning environment that supports both academic achievement and character development. These values foster positive interactions, strengthen collaboration among stakeholders, and promote a shared commitment to educational excellence. As a result, the school is able to maintain a conducive learning climate characterized by mutual respect, active participation, and continuous improvement.

The findings further indicate that the effectiveness of the school is not solely determined by administrative efficiency or academic performance. Rather, school effectiveness emerges from the successful integration of values into everyday educational practices. The internalization of *Regularité, SimPLICITÉ, and Travail* contributes to the establishment of a positive school culture that reinforces discipline, ethical behavior, social responsibility, and collective engagement. These cultural attributes support the achievement of institutional goals while strengthening the school's identity as a Paulinian educational community.

Moreover, the study found that the relationship between character education and school effectiveness is dynamic and interconnected. Effective management of character education facilitates value internalization, which subsequently shapes individual character and collective habitus. These outcomes evolve into a sustainable school culture that continuously reinforces Paulinian values and supports the overall effectiveness of the institution. The findings therefore suggest that school effectiveness can be strengthened through systematic and value-based educational management.

Based on these findings, the study proposes a Pauline Ethics-Based Character Education Management Model. The model illustrates a sequential process in which character education management serves as the foundation for value internalization, leading to the formation of Paulinian character and habitus, the development of Paulinian school culture, and ultimately the realization of an effective Paulinian school. This model provides a conceptual framework for integrating character education and school effectiveness while contributing to the achievement of SDG 4 on Quality Education.

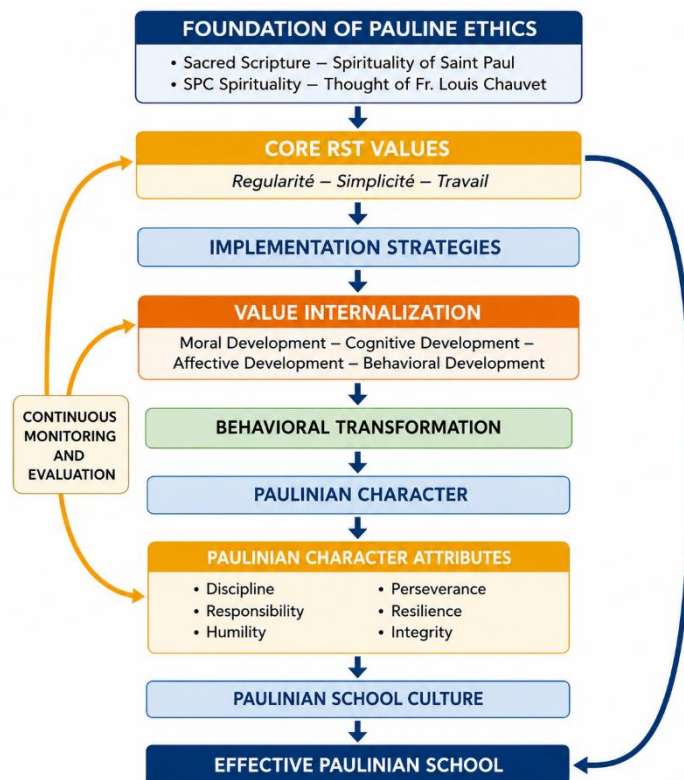


Figure 1. Pauline ethics-based character education management model

Figure 1 illustrates that the realization of an effective Paulinian school is achieved through a systematic process involving the implementation and internalization of Pauline Ethics values, the formation of Paulinian character, the development of school culture, and continuous monitoring and evaluation mechanisms.

Discussion

The findings demonstrate that Pauline Ethics-based character education is most effective when implemented as an integrated educational management system rather than as a collection of isolated character-building activities. The integration of Regularité, Simplicité, and Travail into planning, organizing, implementation, monitoring, and evaluation processes indicates that character education can be institutionalized through educational management practices (Stephens & Wangaard, 2016). This finding supports the view that character development requires systematic organizational commitment and cannot rely solely on classroom instruction. The result is consistent with Lickona’s (1991) argument that effective character education must be intentionally designed and embedded within the entire educational environment (Leming, 2023). Furthermore, the findings extend previous studies

by demonstrating that educational management functions serve as strategic mechanisms for translating moral values into sustainable educational practices.

The study also reveals that the internalization of Pauline Ethics values occurs through a continuous process involving learning experiences, role modelling, habituation, reflection, and mentoring (Koh et al., 2023). This finding confirms that character formation is not an instantaneous outcome but a gradual developmental process. The internalization process identified in this study reflects the interaction between cognitive understanding, affective appreciation, and behavioral practice, which corresponds to Lickona's framework of moral knowing, moral feeling, and moral action (Mahfudy et al., 2019). However, the present study contributes a distinctive perspective by showing how Pauline Ethics values are internalized through a cyclical process that continuously reinforces moral behavior within the school environment. This finding suggests that sustained exposure to institutional values plays a crucial role in transforming ethical principles into personal convictions and everyday practices.

Another important finding concerns the relationship between character formation and school culture. The study found that the internalization of Pauline Ethics contributes not only to individual character development but also to the creation of a shared cultural system within the school (Spiel, 2021). As students and school members consistently practice the values of discipline, humility, responsibility, perseverance, and service, these values gradually become collective norms that shape interactions and organizational behavior. This finding supports Schein's (2010) perspective that organizational culture emerges from shared values and repeated practices that are accepted by members of an institution (Wu, Melnyk, & Flynn, 2010). The present study further demonstrates that character formation and school culture are mutually reinforcing processes. While internalized values shape individual behavior, the resulting culture continuously strengthens and sustains those values through social interaction and institutional practices.

The findings further indicate that the development of a Paulinian school culture contributes significantly to school effectiveness. The emergence of a positive learning climate, harmonious relationships, active participation, and commitment to educational quality reflects key characteristics of effective schools identified by Edmonds (1979) (Weiss, 2023). Unlike conventional approaches that often focus on leadership, curriculum, or academic performance as primary determinants of school effectiveness, this study highlights the strategic role of value-based character education in achieving institutional effectiveness. The findings suggest that school effectiveness is not merely an administrative or academic outcome but also a cultural outcome that emerges from the successful internalization of shared values. Consequently, schools seeking to improve effectiveness should consider character education as a central component of educational management rather than a complementary program. The theoretical contribution of this study lies in the development of a Pauline Ethics-Based Character Education Management Model that integrates educational management, value internalization, character formation, school culture development, and school effectiveness into a single conceptual framework. Previous studies generally examined these constructs separately, whereas this study demonstrates their sequential and interconnected relationship. The proposed model suggests that educational management functions facilitate value internalization, which subsequently produces Paulinian character, strengthens school culture, and ultimately contributes to the realization of an effective Paulinian school. This integrated framework enriches the literature on

character education and educational management by providing a value-based perspective for understanding how schools can achieve both character development and institutional effectiveness. Furthermore, the model contributes to the advancement of SDG 4, particularly Target 4.7, by illustrating how quality education can be promoted through the systematic integration of ethical values into educational practice and school culture.

CONCLUSION

Fundamental Finding: This study demonstrates that Pauline Ethics serves as a foundational framework for character education management in developing effective Paulinian schools. The findings reveal that the values of *Regularité*, *Simplicité*, and *Travail* are systematically integrated into educational management processes and internalized through learning experiences, role modelling, habituation, reflection, mentoring, and school culture. The continuous internalization of these values contributes to the formation of Paulinian character, characterized by discipline, responsibility, humility, perseverance, integrity, and service orientation. Furthermore, the study shows that individual character formation evolves into a shared Paulinian school culture, which supports a positive learning environment, strengthens social relationships, and enhances school effectiveness. Based on these findings, the study proposes a Pauline Ethics-Based Character Education Management Model that links educational management, value internalization, character formation, school culture, and school effectiveness within a unified conceptual framework. **Implication:** The findings provide both theoretical and practical implications. Theoretically, this study enriches the literature on educational management and character education by demonstrating the interconnected relationship between value internalization, character formation, school culture, and school effectiveness. Practically, the proposed model offers a framework for educational institutions seeking to strengthen character education through systematic management and value-based practices. The model also contributes to the achievement of SDG 4, particularly Target 4.7, by illustrating how quality education can be promoted through the integration of ethical values into educational processes and institutional culture. **Limitation:** This study was conducted in a single Paulinian educational institution, namely Santo Paulus Junior High School, Kuala Kapuas, Central Kalimantan. Therefore, the findings primarily reflect the context, culture, and educational practices of one school and may not be directly generalizable to other educational settings. In addition, the qualitative case study approach emphasizes depth of understanding rather than broad statistical generalization. Consequently, the proposed model should be interpreted within the context of Paulinian education and requires further validation in different educational environments. **Future Research:** Future studies are encouraged to examine the applicability of the Pauline Ethics-Based Character Education Management Model in different educational contexts and levels of schooling. Comparative studies involving multiple Paulinian and non-Paulinian schools may provide a broader understanding of the effectiveness of value-based character education management. Furthermore, quantitative and mixed-methods research may be conducted to test the relationships among value internalization, character formation, school culture, and school effectiveness. Such studies would contribute to the refinement and wider implementation of the proposed model while strengthening its relevance to sustainable and quality education.

AUTHOR CONTRIBUTIONS

Layu Marsiana contributed to conceptualization, investigation, methodology, data collection, formal analysis, and writing the original draft. **Erny Roesminingsih** contributed to conceptualization, supervision, validation, interpretation of findings, and critical review and editing of the manuscript. **Karwanto** contributed to methodology development, supervision, validation, and manuscript review and editing. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

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