



Qualitative Approach Dominates Character Education Research in History Education Journals in Indonesia

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Abstract: Based on preliminary studies, studies that examine the significance of the impact related to a program, method, model, media, learning resources, and the like to improve student character are still rare. This study aims to evaluate the information found in articles about character education in Indonesia. The research design uses content analysis. The instruments used are aspects and categories related to research type, quantitative, and qualitative research type. The research instrument was modified from Susetyarini and Fauzi. The research findings show that in the last five years, research on character education has fluctuated but increased significantly in 2023. During this period, the dominant study design used was qualitative. The descriptive type was in the highest position, followed by historical research, while quantitative research was rarely applied. In terms of treatment, the articles analyzed have yet to find the application of a particular learning model, method, or technique in improving students' character. Based on these results, quantitative research is still rarely applied in studying character education. It is intended that other researchers, particularly those using quantitative methods, can use the findings to detect problems in studying character education, specifically the influence/correlation of certain variables on improving student character.

Keywords: character education; journal of history education; qualitative approach; quantitative approach

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INTRODUCTION

Education is a process of self-development whose goal is not only in the intellectual realm but is integrated with forming positive attitudes/values (Susilo et al., 2022). Regarding the general elements of Global Citizen Education (G.C.E.), developing non-cognitive skills is one of education's objectives. These non-cognitive talents include communication skills, social skills like empathy and conflict resolution, and the capacity to form bonds with individuals from diverse backgrounds, cultures, views, and others, such as having a global attitude of empathy and a sense of solidarity. Living together is essential to understanding other people's histories, customs, and spirituality. These abilities can be developed in schools by designing learning activities that allow the younger generation to appreciate and implement attitudes of harmony and peace in the world's diverse population - highly valued skills in the twenty-first century (Scott, 2015). One study in Palma reported that school programs positively contribute to students' practice of living together amidst differences; among these, positive attitudes include respect for others, caring for others, and involvement as citizens (Pomar & Pinya, 2017). M.E.L.S. (2012), as quoted by Franken (2020), explains that Living together is a fundamental idea in public education programs that try to equip people ready for the demands of a multicultural society (diverse in all aspects). Values can be included through character education in the classroom to understand better kids and how to coexist. One of the many definitions of character education is found in Lickona's explanation, which states that it is viewed as a system of teaching values that are consistent with national culture about cognition, religiosity (relationship with God), sociality (society), and nation (Lickona, 1991). Character education is essential for instilling moral and ethical principles in a civilized society (Ariani et al., 2022). In formal education, character education is included in the curriculum or into every topic and, among other things, tries to mold pupils into morally upright individuals who value honesty and prudence as well as tolerance for others (Lionar & Fithriah, 2023; Bahri et al., 2023; Tachie & Kariyana, 2022; Muhajir, 2022; Gunio, 2021; Hartono et al., 2018).

Several studies on character or character education have been written by researchers worldwide, both in books and scientific articles, as quoted by Jerome and Kisby (2022). Meanwhile, one study in America reported that character education programs could be a place for students to regulate their behavior (Kim et al., 2018). In Indonesia, character education refers to Presidential Regulation 87 of 2017 and the Ministry of Education and Culture's regulations concerning Strengthening Character Education (P.P.K.), especially in learning (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018). Eighteen characters must be developed among students to strengthen character education, then summarized into five main lines: religiosity, nationalism, independence,

cooperation, and integrity (Irawati et al., 2022). However, based on reality, the crisis of national character values is still a severe problem in Indonesia (Haniah et al., 2020). Several news reports have recorded that in recent years, various actions by students have disturbed public order, such as the use of sharp weapons in student brawls in Bojong Nangka, Gunung Putri District, Bogor Regency, West Java. The brawl between students that occurred on Jl Aria Surialaga, West Bogor, Bogor City, caused two students to be injured in the head and back. Meanwhile, the brawl that occurred at the Sawangan Toll exit, Depok, West Java (Jabar), resulted in the death of a student. In another situation, revving the motorbike too hard resulted in a fight between two groups of students. A series of these cases show that character education must always be encouraged in the student environment, both at school and in the family environment.

Various things are explained that can potentially be sources of character education for students, such as studies on the potential of local wisdom as a medium for shaping students' character (Harahap et al., 2023; Dhewantoro, 2022; Lestari et al., 2022; Tohri et al., 2022). This research's results typically suggest that local wisdom can significantly influence children's character. The character development model incorporates local cultural values that impact religious, social, cooperative, tolerant, and patriotic attitudes (Sulasmono et al., 2017). In line with that, character education can also be integrated by emulating the attitudes and struggles of historical figures. The struggle and character of Captain Mudita have the potential to be a source of learning history, particularly about character education (Mahartha et al., 2021). Lionar and Fitriah also mentioned that the battle efforts of Khatib Sulaiman and Bagindo Aziz Chan are infused with virtues like religiosity, nationalism, independence, cooperation, and integrity. (Lionar & Fithriah, 2023). Not only that, local history also has the potential to shape students' character, especially in terms of national identity (Yefterson et al., 2020). However, based on preliminary studies, there is still space regarding information about quantitative research in character education, especially applying specific treatments to shape and improve students' positive character. Quantitative research carries a positivistic paradigm which, in its tradition, views that if something exists, then its existence is a quantity that can be measured; all phenomena can be reduced to empirical indicators that represent the truth (Maksimovic & Evtimov, 2023; Mulyadi, 2011). So, suppose various aspects such as local history, historical figures, local wisdom, and the like can potentially become sources of character education learning. In that case, it is necessary to measure them through quantitative research regarding their significance in improving students' character.

The aforementioned review demonstrates that teaching students to live together, one of the four pillars of world education, is crucial for preparing them to face the difficulties of the global world. Then, several studies on character education mentioned above certainly contribute to every education party, especially a history teacher, as a reference when compiling teaching materials. Several other researchers have studied research trends such as methods, treatments, and the like. However, the object of study has not explicitly described character education, such as research on trends in mathematics education Susetyarini and Fauzi (2020) on critical thinking research trends in the SINTA-accredited biology education journal, and distance research trends by Bozkurt et al. (2015). Susilo et al. (2022) studied the research trend in character education. Nonetheless, his study focuses on several character education programs used in Indonesian public and private (Islamic) educational institutions. This research differs from previous studies, especially regarding research focus. First, previous research focused more on descriptive studies of several things, such as local wisdom, historical figures, and local history, which, in this case, can be utilized or potentially become a source of character education for children. The primary goal of this study is to examine the content of papers that address character education according to predetermined instruments. The second focus lies in the object of study. In this research, the articles discussed are all publications from 2018 to 2023 in 12 Science and Technology Index (SINTA) accredited journals. The journal was found after using the keyword "history education" in the search column on the SINTA website. This study is expected to have ramifications for future research, thus encouraging researchers to apply quantitative designs to test certain forms of treatment in learning to improve students' character in formal education institutions.

METHODS

This study falls under the category of content analysis studies. The paradigm for analysis was borrowed from Krippendorff (2018). Content analysis is a research method that uses legitimate, dependable, and reproducible processes in various situations to deduce a text's meaning (Krippendorff, 2018). This study falls under the category of content analysis studies. The paradigm for analysis was borrowed from Krippendorff (2018). According to Krippendorff, content analysis is a research method that uses legitimate, dependable, and reproducible processes in various situations to deduce a text's meaning (Lestari et al., 2024). The analysis of this research is manifested in research questions: (1) How character education research be conducted from 2018 to 2023? (2) What Research designs do researchers use to discuss character education in Indonesia? (3) Do researchers apply specific treatments to improve students' character?

This study downloaded the articles analyzed from the SINTA-accredited Journal Website. SINTA is an acronym for Science and Technology Index, which functions as a database or data center for accredited national (Indonesian) journals. In obtaining the article, the author accessed the SINTA Website (<https://SINTA.kemdikbud.go.id/journal>) and then used the keyword "Pendidikan Sejarah" in the search column. Twelve journals with the keyword "Pendidikan Sejarah" were found in Indonesia. After searching, the twelve journals were accredited SINTA 3, SINTA 4, and SINTA 5. From the twelve journals, the author then accessed each journal's Website. The keywords "Pendidikan Karakter," "Character Education," and "Character" were used in the search column. In the search process, 60 articles were found discussing character education. In this study, all of these articles were analyzed individually according to the specified aspects. The author used an instrument modified from [Susetyarini and Fauzi \(2020\)](#) to analyze the articles' content. There are four aspects analyzed in this study, including (1) the number of articles published from 2018-2023, (2) the type of Research, (3) the type of quantitative Research, and (4) the type of qualitative Research. In detail, this study uses instruments such as Table 1.

Table 1. Aspects and Categories as Research Instruments

Aspect	Category	
Number of Articles by Year	2018 to 2023	
Type of Research (2a)	Quantitative	Qualitative
	Research and Development	Classroom Action Research (CAR)
Quantitative Type (2b)	Observational Study Correlation	Pre-Experimental
	Survey	Research
	Content Analysis	Quasi-Experimental Research (QED)
		Ex Post Facto Design
Qualitative Type (2c)	Case study	Historical Research
	Descriptive	Hermeneutics Research
	Phenomenology	Library Research
	Ethnography	Field Research
	Grounded Theory	Evaluation
		Discourse Analysis

Source: Modified from [Susetyarini and Fauzi \(2020\)](#)

Content analysis is the data analysis method employed by [Krippendorff \(2018\)](#). These stages include Unitizing or collecting data to be analyzed. In this research, the data are articles in historical education journals indexed by SINTA. The first step the author took was to access the SINTA Website. In the search column on the SINTA Website, the keyword "History Education" is used. The search results found 12 journals. To obtain articles, authors must access each journal's website. Then, in the search column, use the keywords "*pendidikan karakter*," "character education," and "character." Eighty articles were found during the search process. Sampling is a simplification by determining the sample. From 80 articles, it was narrowed down to 60. In this research, the 60 articles were analyzed one by one. Recording or coding is the process of recording the data obtained. The information used in this investigation was gathered from 60 publications. The data includes aspects and categories that have been developed, as explained in Table 1. Reducing: The filtering stage is carried out during the document analysis process. The goal is to simplify the data to make it easier to interpret. Inferring is the stage of concluding based on data that has been processed. Narrating is the stage of describing the analyzed data based on the conclusions and descriptions obtained. In this section, the narrative is supported by the presentation of relevant theories.

RESULT AND DISCUSSION

Every year, the number of journal publications that study character education in Indonesia determines the number of publications. Figure 1 shows that in 2018, only one article discussed character education. As a follow-up to the Presidential Decree concerning Strengthening Character Education, the Ministry of Education and Culture issued Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units in 2018 ([Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018](#)). After the release of the ministerial regulation, the embryo of research on character education increased, although there was fluctuation in specific periods. This can be seen in Figure 1; there was an increase from 2018 to 2023. In 2019 and 2020, the number of publications was relatively the same, and there was no significant increase. In 2021, publications discussing character education increased from 2020. In 2022, the number of publications increased significantly; in 2023, 29 articles were published. Based on this number, many researchers are interested in studying character education. Apart from having a positive impact, globalization and modernization also bring

bad changes to the attitudes/morality of the younger generation, some of which include brawls, bullying, loss of character and identity, and the like (Haryanti et al., 2023; Hanifa & Dewi, 2022; Lestari, 2022; Dewi et al., 2021). Furthermore, increasingly easier internet accessibility and less educational content on social media that is not accompanied by strong filtering by the younger generation leads to abuse, resulting in character changes (Alfikri, 2023). Such an attitude is inversely proportional to the character (ideal) possessed by the Indonesian people, which in this case is seen as a civilized nation that upholds the principles of national ideology, nationalism, manners, politeness, tolerance, and a high fighting spirit (Haryanti et al., 2023). The character crisis problem must be resolved, so the government issued a regulation that Strengthening Character Education in formal education environments (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018) must be carried out optimally. During the period when Nadiem Makarim was the Ministry of Education and Culture, the national curriculum, which was previously K13, was developed and renamed the Merdeka Curriculum. In this aspect, character education remains a serious concern; its form is in the form of the Pancasila Student Profile; there are six dimensions which consist of the character and competencies that students must have after going through learning activities and the Project for Strengthening the Pancasila Student Profile (Ningsih et al., 2024; Irawan et al., 2024; Habibullah, 2023; Purnawanto, 2023; Rohmah et al., 2023; Ruwaida et al., 2023; Silvia & Tirtoni, 2023; Agustini et al., 2022).

Efforts to improve national morals or character education for the younger generation, especially in the educational environment, have historically been carried out since the pre-independence era (Purba et al., 2020). Until now, through the regulations and national curriculum implemented, the government recommends that every educational institution integrate character education in carrying out/facilitating every learning program in schools. On the other hand, Indonesia's wealth regarding various aspects such as culture, historical heritage, local genius, local wisdom, and the like is seen as having potential as a source of character education. Several researchers have studied this aspect scientifically and found strong relevance as a source of character education for students. Based on these thoughts, the author concluded that several things caused the increase in character education studies found in this study. First, many character education sources are available in Indonesia, such as local wisdom (local genius), local history, national history, historical figures, and other related matters. The second is a form of real action to respond to the spirit of Character Education in formal education environments as recommended by the government through Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. Third, the moral decline of the younger generation amidst the progress of the times means that most researchers are trying to study the importance of character education in shaping the positive character of the nation's generation. As explained by Haryanti, character education is believed to be a solution to social problems caused by the erosion of morals in society (Haryanti et al., 2023). Through character education, students can behave responsibly as the nation's next generation (Vikiantika et al., 2022).

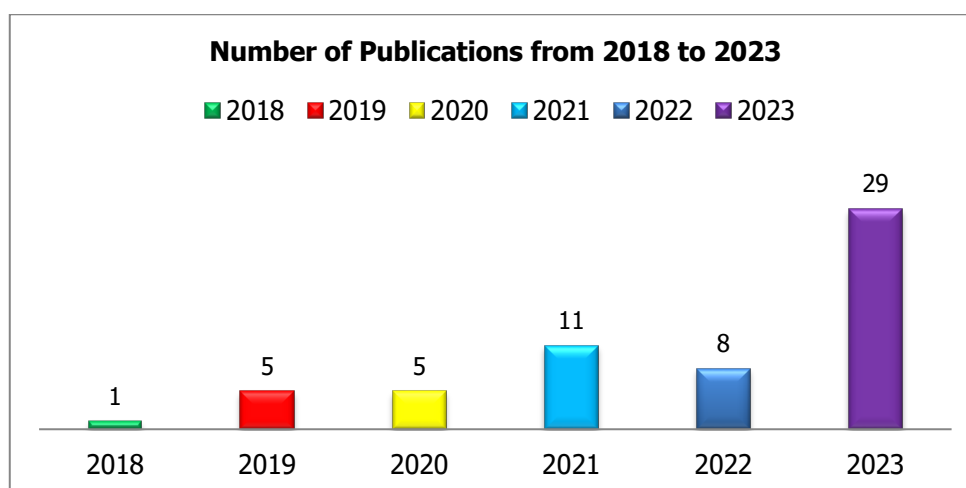


Figure 1. Number of publications on character education from 2018-2023

Everyone must be taught character education, especially students in various formal institutions or schools. One way to do this is to mix materials by explicitly internalizing values or norms in each subject and then connecting them to daily life activities (Perdana, 2018). Based on the research findings above, studies on character education will increase significantly in 2023. The research is expected to have implications for various parties, such as education practitioners, lecturers, teachers, and others, in developing students' character. Bungin explained that Research is essential in developing science (Bungin, 2021). In this era of increasingly rapid technological progress, various strategic steps exist for research. One of them is the integration of Artificial

Intelligence in assisting research. Like that described by Moukhliiss et al. research and higher education are among the many fields that artificial intelligence has transformed. (Moukhliiss et al., 2024). Ghizlane et al. reaffirmed this claim, stating that AI in research and education can speed up the development of new research perspectives, efficiency gains, and learning personalization (Ghizlane et al., 2019).

Regarding the implications of research on educational practice, Susetyarini and Fauzi further emphasized that research will influence educational practice for several reasons: 1) the results can be considered reliable and applied by educators; 2) a crucial resource for institutional, national, or local decision-making in education; and 3) the results can affect the attitude of the teacher (Susetyarini & Fauzi, 2020). Teachers are seen as parties who understand the various characteristics of their students so that they are in a strategic position to research them over a long period and in various situations (Azizah, 2021; Ni'mah, 2017). Therefore, Research on character education is essential for teachers to measure the achievement of a planned program, especially in strengthening character education. The Research conducted can also be a learning forum for improving/developing the competence of the teachers themselves. It is hoped that the findings of this study will have implications for all parties, such as researchers, academics, teachers, and other related stakeholders, in terms of being an empirical source that character education always needs to be studied through various scientific methods. Then, it is hoped that these findings will have implications as an analytical framework for identifying character education topics that can be studied so that they find strong relevance as a source of learning in schools. The moral crisis of the nation's generation is a big problem that deserves to be resolved together. According to Susetyarini and Fauzi, a study's focus is dictated by the kind and design employed (Susetyarini & Fauzi, 2020). Referring to Figure 2, the qualitative design is the most popular method researchers use to examine character education. Of the 60 articles analyzed, 51 used the Qualitative approach. The quantitative approach numbered four articles, 3 of which were development research articles—the other two articles needed to state what approach was used clearly.

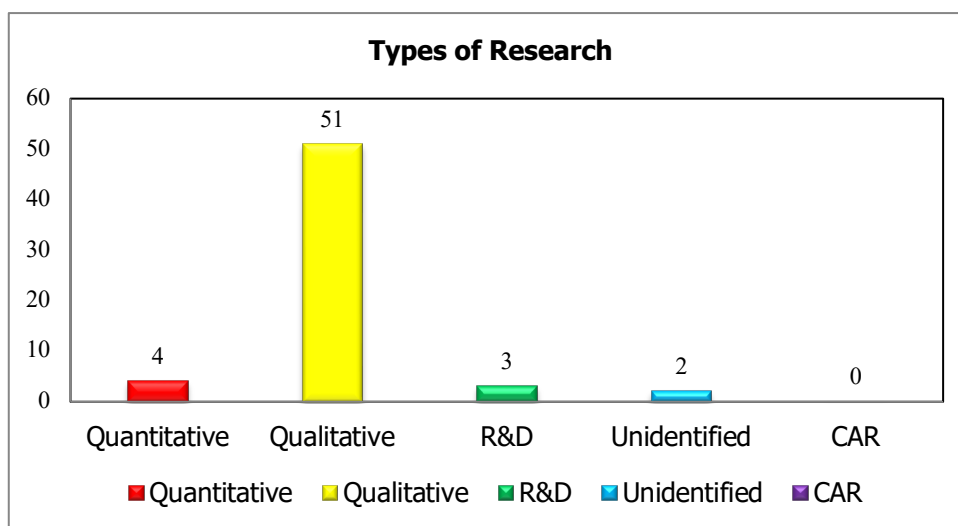


Figure 2. Types of Research used in studying character education

Using language media to describe, interpret, and explain social reality is the scope of qualitative research in the social sciences; in other words, qualitative research follows a naturalistic paradigm (Beuving & de Vries, 2020; Nassaji, 2020; Mulyadi, 2011). Packaging data into something authentic in qualitative research is an important task for a researcher. For valid data to be created, researchers must take steps such as establishing data trustworthiness (Syahran, 2020). Qualitative research focuses on student experiences in the classroom and teacher views, practices, leadership, and development, where data collection methods are taken through interviews and observations. The qualitative approach focuses on the exploration of meaning by individuals who are considered to originate from social phenomena, while the quantitative approach is intended to test theories related to connections between variables (Stanley & Robertson, 2024; Vázquez-Bernal et al., 2022; Wen et al., 2021; Lundqvist & Sund, 2018; Creswell, 2014). The study of character education is dominated by the qualitative approach, as seen in Figure 3. The qualitative design employed in character education research, as can be observed, attempts to provide a general description of items that could be utilized as educational tools to help students develop their character. Qualitative research is very significant in the subject of education. In order to ensure that all children, regardless of background, receive a socially just education, Tilley makes it apparent that this crucial function involves guiding new directions in educational practices and regulations (Tilley, 2019). Although information obtained from qualitative research related to character education is important, quantitative

research related to character education cannot be ruled out. Departing from this aspect, the findings of this research can then be followed up by future researchers who focus on quantitative, CAR, or development approaches. Departing from this aspect, the results of this study can then be carried over into future research by emphasizing development, CAR, or the quantitative approach. The aim is to investigate the degree to which a specific therapy or development is implemented to enhance students' character during the learning process. As a result, scholars or educators can investigate the results of this study further. Quantitative Research is an approach commonly applied by researchers to test a particular treatment of the variables studied. They believe in cause-and-effect relationships, meaning that specific causes determine results, so they develop hypotheses, develop measures, gather information, and apply statistics to analyze it (Folajogun, 2020; Creswell, 2014). According to the study's findings, each sort of quantitative research has not yet been widely used. Some researchers only apply observational, correlational, survey, and content analysis research types.

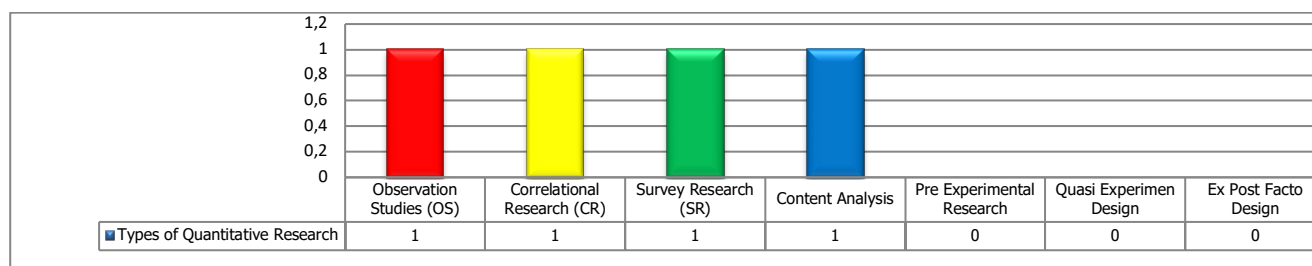


Figure 3. Distribution of research types used to study character education

There are several opportunities for observational research to collect information about the teaching strategies employed by teachers and the extent to which students have access to effective interventions and instruction (McKenna et al., 2015). Observational research in education, especially regarding student creativity, is still limited (Buonincontro & Anderson, 2020). Meanwhile, regarding observational research to observe character education, referring to the findings of this research is only one. In this aspect, the observational research researchers aim to see the influence of the social environment and family harmony on the formation of children's character. The kind of observational research that academics do seeks to determine how the social environment and family harmony affect children's personality development. Family harmony is essential for developing children's moral character (Hikmah et al., 2023). In line with this, a teacher needs to apply observational studies to explore the specific effects of treatment in learning activities and school regulations on student character formation. Observational research aims to define and characterize school practices rather than alter them so that the data gathered may be utilized to provide pertinent suggestions for resource allocation and teacher preparation (McKenna et al., 2022). Another type of quantitative research researchers use to study character education is correlation. The purpose of this correlation research is to see the connection between variables. According to the information gleaned from the examined article, discipline greatly impacts how students at vocational schools develop as individuals (Sultani & Afifah, 2023). Considering that this type of research has yet to be widely applied, for further research, a teacher can conduct similar Research to test a particular variable about the formation of student character.

Additionally, the examined papers also used the survey research type. The study covered the relationship and impact of adopting the curriculum for autonomous learning and teachers' role in helping students develop their character. The development of students' character is significantly impacted by adopting the autonomous learning curriculum (Wala et al., 2023). The survey research provides important information about education, particularly character education. Survey research is crucial to educational research because it may give a quantitative picture of the traits, attitudes, and behaviors of parents, teachers, principals, students, and other particular populations (Walston et al., 2017). The last type of quantitative research, as a finding of this study, uses content analysis to study character education. The study of the article focuses on character values towards the local culture that aligns with the Wonogiri community's culture, namely the Kethek Ogleng art culture. The study's findings show that 13 character values are found in the story (Kethek Ogleng) (Dhewantoro, 2022). The results of this study can serve as a springboard for future researchers to carry out character education research using observation, correlation, survey, and content analysis techniques because the quantitative research mentioned above is still infrequently used in this field. Meanwhile, the application of pre-experimental, quasi-experimental, and ex post facto types in studying character education has not been found. Therefore, further research can also be conducted using quantitative designs to test specific theories or treatments for improving student character. A quantitative method or data analysis can yield useful results from big data sets and show significant relationships between variables (Stanley & Robertson, 2024). One of the characteristics of qualitative research is narrating a problem/issue in depth/broadly. The use of qualitative

methods is considered a progressive revolution in methodology. This methodological revolution paved the way for a more interpretive approach because quantitative research methods did not fully explain aspects of human values, culture, and relationships (Cypress, 2015). There are various forms of qualitative research, including case studies, descriptive research, action research in the classroom, phenomenological research, ethnographic research, grounded theory research, historical research, hermeneutical research, field research, and discourse analysis (Syahrizal & Jailani, 2023; Jelahut, 2022). Based on this study's findings, qualitative approaches dominate studies on character education. According to Figure 4, Scholars employ several qualitative research methodologies to investigate potential applications as media or conduits to enhance character education for children and students.

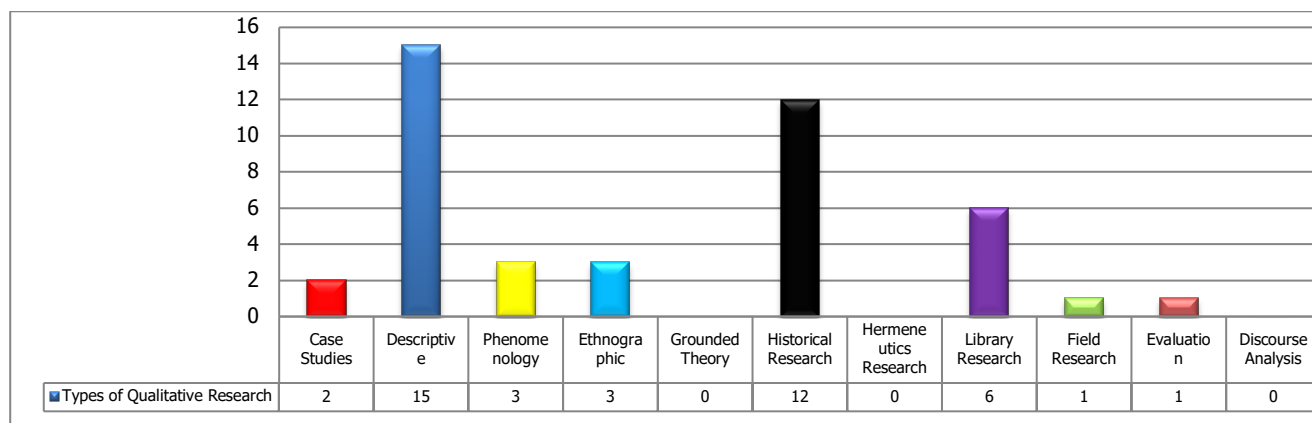


Figure 4. Distribution of types of qualitative research in studying character education

For example, the article uses case studies as its research design. In Figure 5, two articles use the case study design. The first article is about peace education that is learned through history learning. The study results show that history teachers deliver material integrated with peace education, such as tolerance and love of peace (Santosa et al., 2021). The second essay examines how character education can help tenth-grade high school students overcome their moral crises. Character education is implemented in the classroom through handshakes before class, establishing a disciplined attitude, observing students' neatness, and incorporating character education into all subject-specific learning activities (Nababan et al., 2023). Some qualitative researchers choose the case study method to avoid the risk of decontextualizing participants' experiences. This approach enables a thorough investigation of the case's or context's meaning. However, this strategy also has drawbacks, such as lessening the likelihood of cross-case analysis and comprehension (Stapley et al., 2022). Descriptive research is the type of qualitative research most widely used by researchers in character education. Then, the historical research type follows. These characteristics cannot be separated from qualitative research, which is closely related to broad phenomenon descriptions. According to several publications and earlier works, descriptive research is a feature of qualitative research. More in-depth or individualized phenomena are examined in qualitative research. Researchers act as research designers, data collectors, and analyzers. Regardless of the level of involvement, researchers are vital instruments in qualitative Research, representing a solid deviation from quantitative Research, which assumes researchers are neutral (Stanley & Robertson, 2024; Maxwell, 2013; Merriam, 2009). The other most significant number is using the literature review type in studying character education (Sari & Yuliati, 2021; Fauziah et al., 2023; Isman & Sitepu, 2023; Mas'ud & Mulyaningsih, 2022; Riantika, 2022; Umiati & Sufi, 2024; Yasa et al., 2023). At the same time, other types of research are ethnography with three articles (Alfi et al., 2023; Harahap et al., 2023; Lestari et al., 2022), field research with only one article (Rahmadani & Inayati, 2023), and evaluation type with one article (Absor et al., 2019). Three research articles use the phenomenological method (Rahmadani & Inayati, 2023; Safitri & Abidin, 2023; Yulianto & Huda, 2023). Based on the findings of this research, various types of qualitative approaches dominate the study of character education. Each research approach has weaknesses, so combining them to complement the other is an important activity (Mulyadi, 2011). Maxwell highlighted that in qualitative research, the researcher is an instrument regardless of their involvement, which is a significant divergence from quantitative research, which presumes the researcher is neutral (Stanley & Robertson, 2024). Therefore, studies on character education are dominated by qualitative research and are seen as providing benefits for various groups, such as the government, educational practitioners, teachers, lecturers, and other related parties. However, it needs to be combined with quantitative research to measure further and test the potentials outlined in each study to strengthen children's character education. From the findings of this research, it can be said that qualitative research dominates the study of character education, while quantitative approaches are rarely used. The author

suggests that further research should use a quantitative research design to study character education by testing specific treatments to improve students' character. The results can be used as actual and credible evidence of how a specific treatment can improve the character of students/children amid this globalization.

CONCLUSION

Character education must be discussed within the framework of the formal educational process, separate from the child's family and surroundings. As learning facilitators in schools, instructors must create a special curriculum that is included in academic and extracurricular activities to help kids develop good character. Based on the examined papers, the study's conclusions clarify that, between 2018 and 2023, the quantity of character education research varied until 2022 before sharply increasing in 2023. The most widely used research design is qualitative and has various types. Among the types of qualitative study, descriptive is the most dominant one used by researchers, followed by historical research. Quantitative research designs are rarely used in character education. The author found no specific treatment in the articles analyzed to improve character education. Thus, in light of the study's results and the infrequent use of quantitative research designs in character education studies, the author recommends that future scholars and educators employ quantitative research designs to examine and evaluate particular interventions to enhance students' or kids' character.

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