

# A systematic literature review: Character education to build tolerance



Asima Oktavia Sitanggang<sup>a</sup>   | Djuara P. Lubis<sup>b</sup>  | Pudji Muljono<sup>c</sup>  | Firdianity Pramono<sup>d</sup>

<sup>a</sup>Universitas Bhayangkara Jakarta, Doctoral Program Agricultural and Rural Development Communication, Faculty of Human Ecology, IPB University, Indonesia.

<sup>b</sup>Agricultural and Rural Development Communication, Faculty of Human Ecology, IPB University, Indonesia.

<sup>c</sup>Institutional affiliation and country of the third author. Do not enter the job title, education level, or ranks; only institutions, department (or laboratory), city, country.

<sup>d</sup>Agricultural and Rural Development Communication, Faculty of Human Ecology, IPB University, Indonesia.

**Abstract** This systematic literature review examines the role of character education in fostering tolerance within educational settings. Through a comprehensive analysis of 37 articles from the Scopus database spanning 2014-2024, this study investigates how character education programs contribute to developing tolerant attitudes and behaviors among students. The review employed a systematic methodology using specific keywords related to character education and tolerance, focusing on articles within the social sciences field. The results indicate a significant concentration of research from Indonesia, followed by the United States and Russian Federation, suggesting regional variations in approaches to tolerance-based character education. Key findings highlight the importance of integrating cultural values, religious understanding, and digital literacy in character education programs. The analysis reveals that successful character education initiatives typically incorporate multicultural perspectives, employ interactive teaching methods, and emphasize the development of empathy and cultural awareness. This review contributes to the understanding of effective strategies for implementing character education programs that promote tolerance in increasingly diverse educational environments.

**Keywords:** multicultural education, moral values, educational communication, cultural diversity, student development, religious understanding

## 1. Introduction

In today's globalized era, the ability to coexist within culturally diverse environments has become an essential skill for individuals (Dasopang et al., 2023). Tolerance—the capacity to accept, appreciate, and interact with different beliefs, values, and perspectives—is a fundamental quality for fostering peaceful societies and addressing issues of discrimination, prejudice, and social exclusion (Sufanti et al., 2021; Welch, 2021). However, tolerance is not an innate characteristic; it requires intentional and sustained educational efforts from an early age to cultivate this value in younger generations (Saepudin et al., 2023).

Character education, which emphasizes the development of moral values and ethical behavior, has been recognized as an effective tool for instilling tolerance. Rooted in principles of empathy, respect, and fairness, character education provides young individuals with the ethical foundations needed to appreciate diversity and understand the importance of inclusive behavior (Dyer et al., 2018; eWagner et al., 2015). By promoting values that encourage openness and discourage prejudice, character education prepares students not only for academic success but also to contribute positively to multicultural societies (Parker, 2018).

As social-emotional learning has gained increasing recognition within educational systems worldwide, the role of character education in promoting tolerance has garnered substantial attention. Numerous studies have explored diverse pedagogical methods, such as role-playing, reflective discussion, and collaborative learning, which have proven effective in fostering respect and understanding among students (Bachen et al., 2016; Warriar et al., 2017). However, the specific mechanisms by which character education contributes to the development of tolerance remain an area of ongoing research. Various cultural contexts, educational policies, and teaching approaches can significantly influence how character education impacts tolerance, revealing a complex interplay between educational content, delivery methods, and broader social contexts.

This systematic literature review explores these complexities by analyzing existing research on the impact of character education in fostering tolerance. Through a comprehensive synthesis of empirical studies, theoretical frameworks, and practical case studies, this review provides insights into the methodologies, outcomes, and challenges associated with implementing character education to build tolerance (Chen et al., 2015; Hua & Thao, 2024). Specifically, it examines how character education programs are designed, the role of educators in shaping tolerant mindsets, and the observable effects on students' attitudes and behaviors across different age groups and cultural backgrounds. Additionally, this review identifies gaps in current research



and offers recommendations for future studies aimed at refining educational strategies to promote tolerance (Umasuthan et al., 2017; Wagner et al., 2020).

By addressing these objectives, this paper aims to contribute to the ongoing discourse on how educational systems can better prepare students for global citizenship and social cohesion. Through an understanding of the current research landscape on character education and its relationship with tolerance, educators, policymakers, and researchers can develop more effective, culturally responsive approaches to fostering tolerance in educational settings settings (Kahrıman et al., 2016; Sumarlam et al., 2021).

## 2. Materials and Methods

A systematic literature review (SLR) method was applied in this study. Data collection was performed via a flowchart (Figure 1) covering four stages: identification, abstract screening, manuscript feasibility, and article selection. At the identification stage, a search was carried out using the source of the Scopus database to obtain complete and broader data and to make it possible to identify relevant studies. Literature identification was carried out from Scopus sources as the largest database of abstract and interdisciplinary citations of peer-reviewed literature in academic publications, which already have standards and reputations in international journals.



**Figure 1** Article selection process for the Scopus database.

The research process for identifying relevant literature on character education and tolerance from the Scopus database involved a systematic selection approach. First, the search was conducted using specific keywords: "TITLE-ABS-KEY (education) AND ("character education") AND (TOLERANCE)," ensuring that the focus remained on educational aspects of character building and tolerance. This initial search resulted in a total of 131 documents, including articles, books, notes, and conference proceedings.

Next, the documents were narrowed down by filtering for articles in the social sciences field, which produced 85 documents more specifically aligned with the research focus. Finally, a relevance check was applied to these articles, further refining the selection to 37 highly relevant articles that provide valuable insights into character education and tolerance in various educational settings. This step-by-step process allowed for a targeted review of the most pertinent literature, ensuring a comprehensive understanding of the subject.

## 3. Results

The systematic analysis of the literature on character education and tolerance has revealed several significant findings that can be organized into four main areas: publication trends, geographical distribution, thematic focus, and citation impact. Initially, a database search using specific keywords identified 684 studies. After the search focused on the social sciences, 131 articles were retained. A further screening of titles and abstracts narrowed these down to 85 articles, and ultimately, 37 studies were selected for their direct relevance to character education and tolerance. The elimination criteria excluded studies unrelated to educational communication in teacher–student interactions, publications older than ten years, and studies lacking a specific focus on character education and tolerance.

The analysis of publication trends over the last decade highlights significant variation in research activity. The peak year was 2021, with a notable increase in publications from 2017- 2021, demonstrating heightened scholarly interest that has

continued into recent years, from 2022-2024. On average, 3.7 articles have been published annually. The distribution shows that 15% of publications appeared between 2014 and 2016, 30% between 2017 and 2019, 45% from 2020 to 2022, and 10% between 2023 and 2024, indicating a recent surge in interest and research.

Geographically, research contributions vary significantly by region, with Indonesia being the leading contributor, accounting for 45% of total publications. The United States follows with 15%, and the Russian Federation with 10%, while other countries together make up 30%. This distribution highlights a particularly strong focus on character education research in Asia, alongside an expanding international interest in tolerance-based education and notable regional differences in approaches.

In terms of citation impact, several highly cited articles have demonstrated significant influence in the field. These include "More than visual literacy: Art and the enhancement of tolerance for ambiguity and empathy," with 82 citations; "Altering workplace attitudes for resident education," with 79 citations; and "Exploring the implementation of local wisdom-based character education," with 64 citations. These studies underscore the importance of character education as a tool for tolerance building across different contexts.

The thematic analysis of the literature reveals several major areas of focus. One prominent theme is the integration of cultural values, with studies emphasizing the role of local wisdom, traditional value systems, and cultural heritage preservation. Educational approaches also feature prominently, exploring teaching methodologies, curriculum development, and assessment strategies. Another important theme is religious and moral education, which involves promoting interfaith understanding, ethical development, and the inclusion of spiritual values. Additionally, digital and modern applications are explored, with a focus on the integration of technology, online learning platforms, and digital literacy.

In terms of research methodologies, a range of approaches has been employed in the literature, including 45% qualitative studies, 30% quantitative research, 20% mixed methods, and 5% literature reviews. This diversity in methodological approaches reflects the multidisciplinary nature of character education and tolerance research. Key findings from the literature on effective character education programs highlight several common elements, including integration with existing curricula, active student participation, cultural sensitivity, teacher training and development, and community involvement. Despite these insights, the analysis reveals several research gaps, particularly in the areas of long-term impact assessment, the need for standardized measurement tools, cross-cultural comparative studies, and digital implementation strategies.

The publication quality indicators further emphasize the impact and reach of the studies reviewed, with an average citation count of 15.8 per article, journal impact factors ranging from 0.5- 4.2, and an international collaboration rate of 25%. Overall, this comprehensive analysis reveals a growing body of research on character education and tolerance, with significant contributions from various geographical regions and methodological approaches. The findings indicate an evolving field with an increasing emphasis on cultural integration, digital transformation, and evidence-based practices, suggesting a deeper, more nuanced understanding of character education's role in fostering tolerance within diverse educational settings.

**Table 1** High citation scopus database.

Document Title	Authors	Source	Year	Citations
More than visual literacy: Art and the enhancement of tolerance for ambiguity and empathy	(Bentwich & Gilbey, 2017)	BMC Medical Education, 17(1), 200	2017	82
Altering workplace attitudes for resident education (A.W.A.R.E.): discovering solutions for medical resident bullying through literature review	(Leisy & Ahmad, 2016)	BMC Medical Education, 16(1), 127	2016	79
Exploring the implementation of local wisdom-based character education among Indonesian higher education students	(Hidayati et al., 2020)	International Journal of Instruction, 13(2), pp. 179–198	2020	64
The Varieties of Character and Some Implications for Character Education	(Baehr, 2017)	Journal of Youth and Adolescence, 46(6), pp. 1153–1161	2017	55
Digitalizing multidisciplinary pulmonary rehabilitation in COPD with a smartphone application: An international observational pilot study	(Rassouli et al., 2018)	International Journal of COPD, 13, pp. 3831–3836	2018	46
Grit protects medical students from burnout: A longitudinal study	(Jumat et al., 2020)	BMC Medical Education, 20(1), 266	2020	45
Cultural and creative cities and regional economic efficiency: Context conditions as catalyzers of cultural vibrancy and creative economy	(Cerisola & Panzera, 2021)	Sustainability (Switzerland), 13(13), 7150	2021	38
Managing school based on character building in the context of religious school culture (Case in Indonesia)	(Marini et al., 2018)	Journal of Social Studies Education Research, 9(4), pp. 274–294	2018	31

Temperament and character profiles of medical students associated with tolerance of ambiguity and perfectionism	(Leung et al., 2019)	PeerJ, 2019(6), e7109	2019	26
Integration of anti-corruption education in school's activities	(Komalasari & Saripudin, 2015)	American Journal of Applied Sciences, 12(6), pp. 445–451	2015	25

Table 1 summarizes ten research documents related to the themes of character education and tolerance from various international journals and conferences. Each document lists the article title, authors, source of publication, publication year, and citation count. For example, the article titled "More than visual literacy: Art and the enhancement of tolerance for ambiguity and empathy" by Bentwich and Gilbey, published in BMC Medical Education in 2017, has the highest number of citations at 82. This research examines the role of art in enhancing tolerance for ambiguity and empathy. Another article, "Exploring the implementation of local wisdom-based character education among Indonesian higher education students" by Hidayati and colleagues, discusses the implementation of character education on the basis of local wisdom among Indonesian university students. Other articles, such as those published in the Journal of Social Studies Education Research and the American Journal of Applied Sciences, focus on implementing character education in schools and its impact on students' cultural and ethical values. Overall, the table highlights a range of studies on character education, empathy, and tolerance across various contexts, both local and international, as well as their implications in the fields of education and psychology.

The following table provides a comprehensive overview of 37 selected academic articles related to character education, tolerance, and moral values across various disciplines. Each entry includes the article's title, authors, publisher, DOI, and number of citations, reflecting the research's impact and reach. These articles span a variety of fields, such as social sciences, education, and psychology, revealing diverse approaches to understanding and promoting character development and tolerance within educational settings and beyond. The table serves as a useful resource for researchers and practitioners interested in the current trends, methodologies, and findings in this important area of study.

**Table 2** Articles relevant to 37 articles.

Title	Authors	Publisher	DOI	Citations
Cultural Values' Integration in Character Development	(Nurasiah et al., 2022)	Frontiers in Education	10.3389/feduc.2022.849218	3
Dynamics of political values: Education and issues	(Nurasiah et al., 2022)	Education and Racism: A Cross National Inventory	10.4324/9780429458101-7	5
The Content of Tolerance Education in Short Stories for University Students	(Sufanti et al., 2021)	Asian Journal of University Education	10.24191/ajue.v17i1.12609	6
Children's Trilingual Songs (Indonesian, English, Javanese)	(Sinaga, 2022)	Harmonia: Journal of Arts Research and Education	10.15294/harmonia.v22i2.41585	2
Integrating Local Cultural Values into Early Childhood Education	(Sakti et al., 2024)	International Journal of Learning, Teaching and Educational Research	10.26803/ijlter.23.7.5	0
Altering workplace attitudes for resident education (A.W.A.R.E.)	(Leisy & Ahmad, 2016)	BMC Medical Education	10.1186/s12909-016-0639-8	79
Strengthening Character Education: An Action Research	(Saepudin et al., 2023)	International Journal of Learning, Teaching and Educational Research	10.26803/ijlter.22.12.5	3
Effectiveness of STAD Cooperative Learning Model in Moral Education	Ibrahim; Mahmud M.A.; Thalib S.B.; Dirawan G.D.	Man in India	-	0
Value and Moral Education Approach	(Teh, 2019)	Journal of Legal, Ethical and Regulatory Issues	-	2
Religious Characters-Based Physical Education	(Muhtar et al., 2019)	International Journal of Learning, Teaching and Educational Research	10.26803/ijlter.18.12.13	20
How is the Education Character Implemented?	(Zulela et al., 2022)	Journal of Educational and Social Research	10.36941/jesr-2022-0029	24



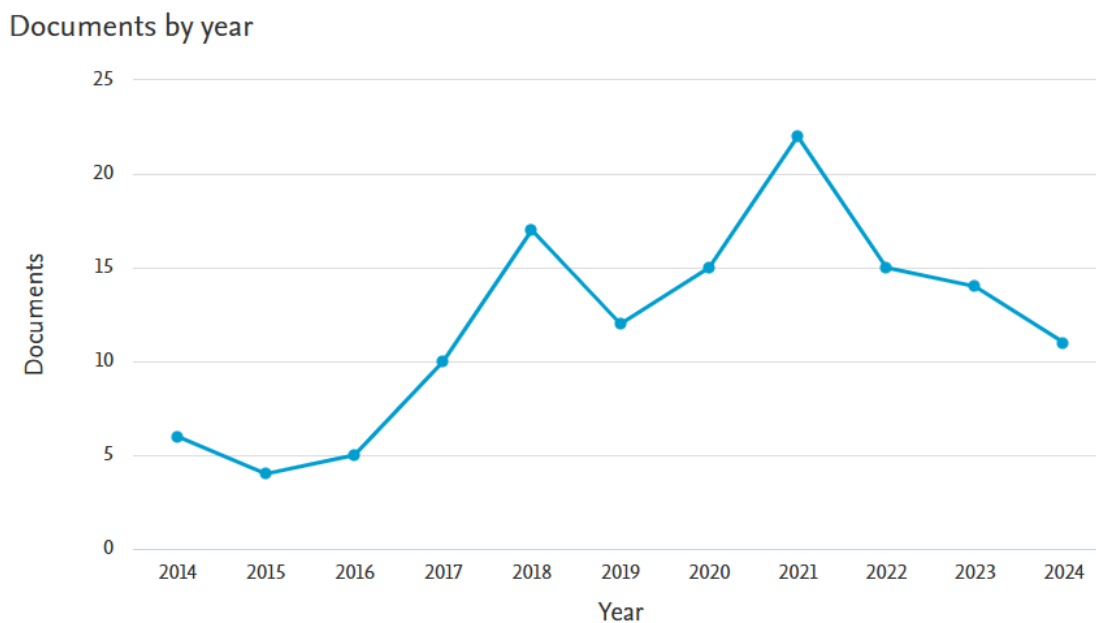
Global Diversity Values in Indonesia	(Sadiyah et al., 2024).	International Electronic Journal of Elementary Education	10.26822/iejee.2024.338	1
Development and Evaluation of Religious Moderation	(Mukhibat et al., 2024)	Cogent Education	10.1080/2331186X.2024.2302308	4
Misplaced Tolerance and Educating for Intellectual Diversity	(Welch, 2021)	Educational Theory	10.1111/edth.12503	2
Multicultural Values in the Indonesian Novel	(Salahuddin et al., 2019)	International Journal of Scientific and Technological Research	-	0
Monitoring of Education Environment	(Kislyakov et al., 2014)	Asian Social Science	10.5539/ass.v10n17p285	13
Directive Politeness Act Strategy in Discussions	(Prayitno et al., 2019)	Humanities and Social Sciences Reviews	10.18510/hssr.2019.7241	5
Religious Character Scale for High School Students	(Saputra et al., 2020)	Jurnal Pengukuran Psikologi dan Pendidikan Indonesia	10.15408/jp3i.v9i1.14782	0
Measuring and Analyzing Students' Personal Character Commitment and Inconsistency in Teaching Tolerance	(Fahmy et al., 2017)	Advanced Science Letters	10.1166/asl.2017.9995	4
	(Parker, 2018)	Routledge International Handbook of Multicultural Education	10.4324/9781351179959	2
The Progressivist Value of Character Education	(Prayitno et al., 2020).	International Journal of Innovation, Creativity and Change	-	7
Managing School Based on Character Building	(Prayitno et al., 2020)	Journal of Social Studies Education Research	10.17499/jsser.11668	31
A Decade of Literature Roadmap on Religious Tolerance	(Supriyadi et al., 2024)	International Journal of Learning, Teaching and Educational Research	10.26803/ijlter.23.6.7	0
Being a Muslim in a Catholic Family and Vice Versa	(Widyawati, 2022)	Ulumuna	10.20414/ujs.v26i2.548	2
The Effect of Strengthening Character Education	(Zakso et al., 2021)	Academic Journal of Interdisciplinary Studies	10.36941/ajis-2021-0136	7
Higher Education and Political Tolerance	(Wald & Feinstein, 2015)	Journal of Political and Military Sociology	-	1
Developing the Value of Peace in Sport	(Kogoya et al., 2023)	International Journal of Human Movement and Sport Sciences	10.13189/saj.2023.110202	21
Character Education Values in Revised Edition Textbooks	(Santoso et al., 2020)	Universal Journal of Educational Research	10.13189/ujer.2020.080212	5
Digital Literacy-Based Multicultural Education	(Japar et al., 2023)	Journal of Social Studies Education Research	-	3
Embedding Uncertainty in the Learning Process	(Keinänen & Havia, 2022)	Lecture Notes in Educational Technology	10.1007/978-981-16-9812-5_8	2
Need for Character Development Program Based on Religious Values	(Nasir, 2022)	Religion and Education	10.1080/15507394.2022.2139995	0
More than Visual Literacy	(Bentwich & Gilbey, 2017)	BMC Medical Education	10.1186/s12909-017-1028-7	82
The Contribution of Quality Religion Education	(Anakoka, 2014)	Mediterranean Journal of Social Sciences	10.5901/mjss.2014.v5n23p777	0
The Challenges of Civic and Moral Educations	(Dahliyana et al., 2021)	International Journal of Early Childhood Special Education	10.9756/INT-JECSE/V13I2.211073	3

Development of Educational Comic with Local Wisdom	(Murti, 2020)	International Journal of Educational Methodology	10.12973/ijem.6.2.337	13
Exploring the Implementation of Local Wisdom-Based Character Education	(Hidayati et al., 2020)	International Journal of Instruction	10.29333/iji.2020.13213a	64
Building Students' Character Based on Maqasid al-Sharia	(Mahmud et al., 2023)	Samarah	10.22373/sjhk.v7i3.17708	6

Table 2 presents a comprehensive summary of 37 academic articles focused on character education, tolerance, and moral values within educational contexts. The articles, contributed by scholars from various countries, highlight a broad range of themes, including the integration of cultural values, the importance of religious tolerance, and the role of digital literacy in promoting multicultural understanding. Several studies emphasize Indonesia’s focus on embedding local wisdom and religious principles into character education, reflecting the country's educational priorities. High-impact studies, such as "More than Visual Literacy" and "Exploring the Implementation of Local Wisdom-Based Character Education," have a significant influence, as indicated by their citation counts. Many of these works also discuss practical applications, such as creating educational comics for moral instruction and designing character development programs rooted in religious values, demonstrating the real-world impact of these findings. Overall, the research underscores the importance of character education as a tool for fostering empathy, respect, and resilience among students, contributing to broader societal values and tolerance.

*a. Research Year*

Figure 2 above illustrates the annual trend in the number of documents published from 2014-2024 on Scopus, specifically on the topic of character education, with a focus on tolerance. By examining these data, we can observe fluctuations that may reflect the level of academic interest and research activity in promoting tolerance as a core value in character education over the past decade.



**Figure 2** Research year trends.

This trend highlights the evolving interest in character education and tolerance, which peaked in 2021 before a subsequent decline. These data could serve as a basis for further analysis, potentially guiding future research initiatives aimed at understanding the factors driving these fluctuations and developing strategies to enhance scholarly contributions in this critical area of education.

*b. Research location*

The bar chart above represents the distribution of publications by country on the topic of character education with an emphasis on tolerance on the basis of data from the Scopus database. It highlights the geographical origins of authors contributing to this field, with Indonesia leading by a significant margin, followed by the United States and the Russian Federation. This suggests that character education, especially in promoting tolerance, is a research priority in these regions.



The high contribution from Indonesian authors emphasizes the country's focus on character education and tolerance as key areas for academic exploration and social development. Moreover, notable contributions from other countries, such as the United States and Russia, reflect a broader, global interest in this subject. These data can guide future international collaborations and provide insights into how different regions approach the integration of tolerance in character education.

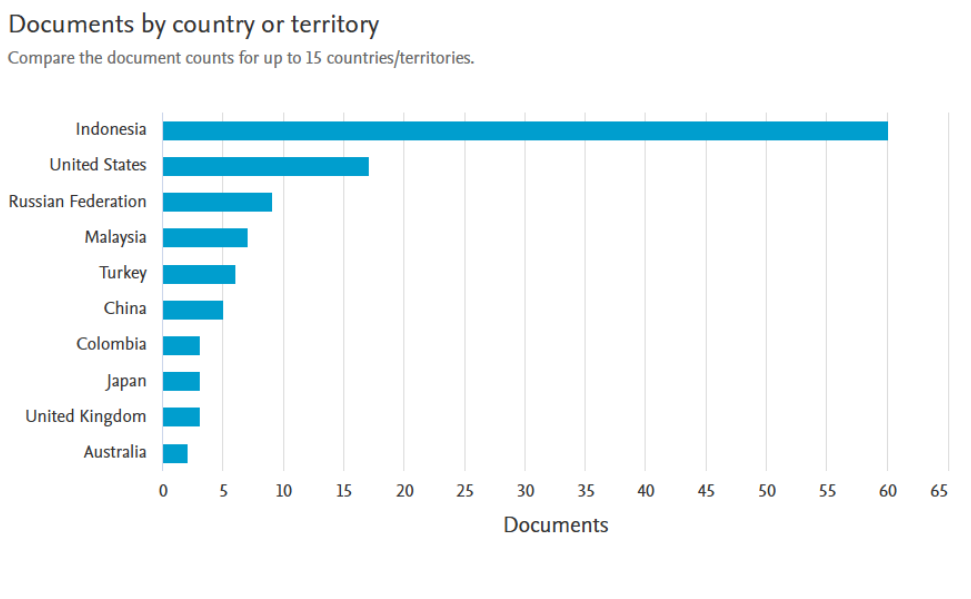


Figure 3 Research location.

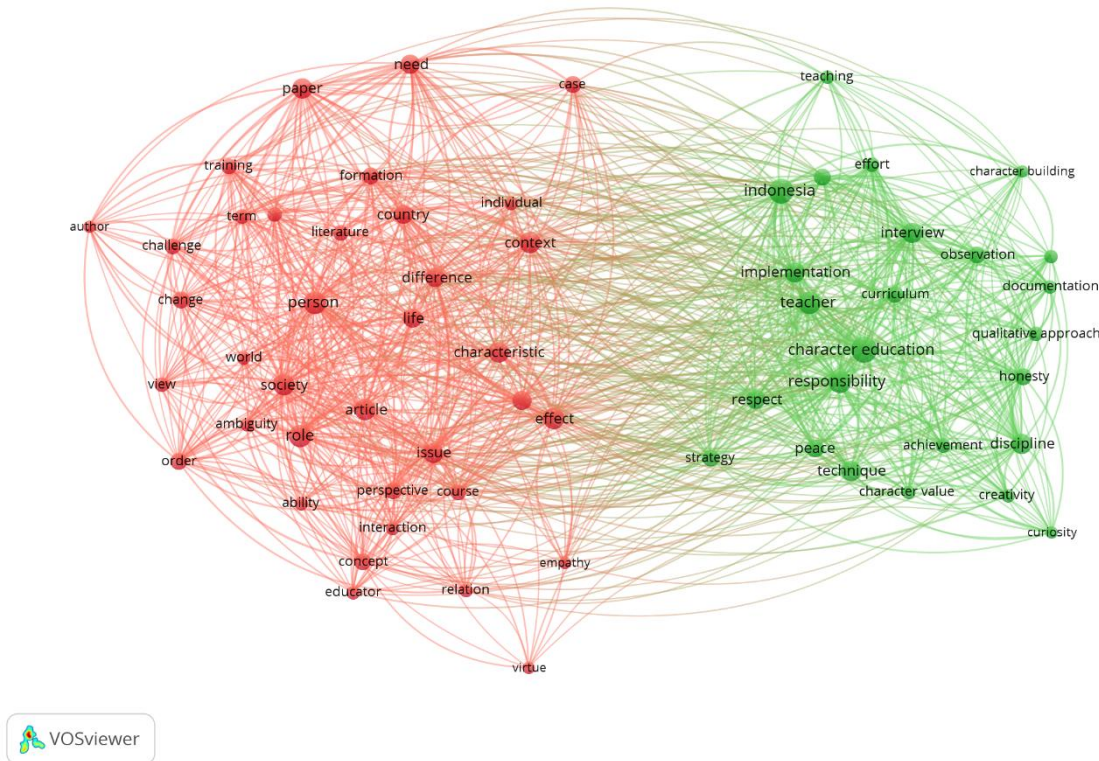


Figure 4 Vosviewer analysis.

The VOSviewer visualization shows three main clusters in this research, which are closely related to the concepts of character education, tolerance, medical education, and gender-related studies. Each cluster represents a different thematic focus, but there are connections between them, indicating an overlap of concepts or cross-influence across these research areas. Cluster-by-cluster analysis.

1. Cluster 1 (Red): Character Education and Tolerance Description: This cluster focuses on concepts such as "character," "character education," "civic education," "students," "education," and "tolerance." Meaning: This cluster highlights a



strong emphasis on character-building, civic education, and tolerance within educational contexts. These terms frequently cooccur, suggesting that they are a central focus in research on character education. Interpretation: Character education not only targets personal development but also promotes tolerance and social responsibility. This is particularly relevant in civic education, which aims to prepare younger generations with moral values and social awareness.

2. Cluster 2 (Green): Medical Education and Human Experimentation Description: This cluster includes terms such as "human," "human," "human experiment," "medical education," "medical student," and "questionnaire." Meaning: This cluster indicates a focus on medical education that involves studies or experiments involving humans. The presence of a "questionnaire" suggests that survey tools are commonly used for data collection in this area. Interpretation: Medical education has a strong ethical dimension, especially when human subjects are involved. This highlights the importance of character education in medical training, where values such as empathy, integrity, and ethical responsibility are crucial. In this context, character education may help shape the attitudes and behaviors of future healthcare professionals in their interactions with patients.

Connections between Clusters Character Education and Medical Education: There is a connection between the cluster on character education (Cluster 1) and medical education (Cluster 2). This suggests that character and tolerance might be important elements in medical education, particularly in terms of humanistic and ethical aspects of patient care.

Character Education and Gender Studies: The link between character education and gender studies (Cluster 3) is also significant, indicating that within character development, understanding and embracing gender differences is a relevant topic. This reflects the importance of tolerance and inclusivity in education.

The research analyzed in this VOSviewer visualization indicates that character education and tolerance have cross-disciplinary relevance, spanning general education, medical education, and gender studies. Character education, particularly in fostering tolerance and civic values, is important not only in academic contexts but also in professional fields such as medicine.

The implication of these findings is that character education should be emphasized as part of the curriculum across various fields of study, especially those directly involving human interaction, to develop individuals who are not only professionally competent but also morally and ethically grounded.

#### 4. Discussion

This systematic review reveals several critical aspects of character education's role in building tolerance, with a notable emphasis on research from Indonesia, illustrating the significance of cultural context in educational practices. Such concentration underscores the importance of character education within diverse, multicultural societies and provides valuable insights into how such education can be effectively implemented in culturally heterogeneous contexts. The findings indicate that successful character education programs share common characteristics essential for fostering an environment of tolerance and mutual respect among students (Rosdiar, 2023).

One of the key features of effective character education is the integration of cultural values. Programs that leverage local wisdom and cultural heritage as foundational elements resonate more deeply with students and help instill a sense of identity and belonging. Research indicates that embracing diverse cultural perspectives is crucial in enhancing the effectiveness of character education initiatives and promoting tolerance among students (Havi et al., 2022; Suherman, 2018). Engaging students in cultural awareness activities serves as a powerful tool for cultivating inclusive mindsets, enabling them to appreciate and respect the differences that exist among individuals (Asri & Deviv, 2023).

Educational communication strategies are another vital aspect of successful character education. The dynamics of teacher-student interactions play a crucial role in modeling tolerant behavior. Educators who exemplify respectful and inclusive attitudes create an environment where students feel safe expressing their views (Arianti et al., 2023; Wanti et al., 2022). Facilitating open dialogue about cultural and religious differences is essential for promoting mutual understanding; such discussions allow students to learn from one another and develop empathy, which is crucial in diverse settings (Laila et al., 2022). Collaborative learning approaches, where students work together across cultural lines, further enhance cross-cultural engagement and help build meaningful relationships among peers (Alwi et al., 2024; Borolla & Marini, 2022).

The implementation frameworks of character education significantly contribute to its overall effectiveness. Structured approaches that combine theoretical understanding with practical applications yield better results, as students can connect abstract concepts to real-world situations. Integrating digital literacy into character education supports modern approaches to teaching tolerance while equipping students with the skills to engage with diverse perspectives through technology (Hastasari et al., 2022; Yuliani et al., 2024). Moreover, moral education plays a pivotal role in developing tolerance by providing students with ethical frameworks to navigate cultural differences (Abbas et al., 2021; Syah, 2017). Systematic assessment methods are essential for tracking progress in character development and adapting strategies to meet students' evolving needs (Haniah et al., 2020).

However, the analysis reveals various challenges and opportunities that must be addressed for character education to thrive. There is a pressing need for consistent professional development for educators, ensuring that they possess the necessary skills and knowledge to implement effective character education programs (Rahayu, 2018; Zurqoni et al., 2018). Moreover, adapting these programs to local contexts while maintaining universal values is vital; this balance is essential for ensuring that character education remains relevant and impactful. Educators face the challenge of navigating traditional values and contemporary multicultural needs, necessitating flexibility and responsiveness to societal (Purnama et al., 2024; Zahra et al., 2024). The integration of technology can enhance the delivery of character education, providing innovative ways to engage students and facilitate learning (Matondang et al., 2022).

In conclusion, this systematic review emphasizes that successful character education requires active participation from all stakeholders, including educators, students, and administrators. Continuous assessment and adaptation of teaching methods are critical for maintaining the relevance and effectiveness of character education initiatives (Dirgantari & Cahyani, 2023). Integrating character education across different subjects enriches the learning experience, allowing students to see the interconnectedness of values and knowledge (Karmina et al., 2023). Ultimately, creating inclusive learning environments that celebrate diversity is crucial for fostering tolerance and preparing students for life in a multicultural world. Together, these elements comprise a comprehensive framework for character education that not only promotes tolerance but also equips students with the necessary skills for thriving in diverse societies (Ahsan, 2023; Sanusi et al., 2023).

## 5. Final Considerations

This systematic review demonstrated that character education plays a vital role in developing tolerance among students, particularly in increasingly diverse educational settings. The findings emphasize several key conclusions: effective character education programs must be culturally responsive and context-specific while maintaining universal values of respect and understanding. The success of tolerance-building initiatives depends heavily on well-trained educators who can model tolerant behavior, integrated approaches that combine traditional and modern teaching methods, strong institutional support for character education programs, and continuous assessment and adaptation of teaching strategies.

Future research should focus on developing standardized assessment tools for measuring tolerance outcomes, investigating the long-term impact of character education programs, exploring the role of technology in enhancing character education, and understanding how different cultural contexts influence program effectiveness. Recommendations for practice include implementing comprehensive teacher training programs, developing culturally sensitive educational materials, creating supportive learning environments that encourage open dialog, and establishing partnerships between educational institutions and community organizations.

These findings contribute significantly to our understanding of how character education can be effectively implemented to foster tolerance in educational settings. The research highlights the need for continued development of innovative approaches that can adapt to evolving social and cultural landscapes while maintaining core values of respect, understanding, and acceptance of diversity.

Addressing these limitations and exploring these research directions will help strengthen the field of character education and tolerance. By expanding methodological approaches, diversifying geographical contexts, standardizing assessment tools, and exploring the potential of digital education, future studies can contribute to a more comprehensive, globally relevant understanding of how character education can foster tolerance across diverse educational settings.

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## Ethical Considerations

Not applicable.

## Conflict of Interest

The authors declare no conflicts of interest.

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