International Journal of Education, Culture, and Society

e-ISSN : 3024-8973
p-ISSN : 3024-8981

Index: Harvard, Boston, Sydney University, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/IJECS.v3i2.5371

Character Education for Adults: A Visionary Look at Future Education Concepts

Saiful Lutfi & Ibnu Elmi A. S. Pelu
IAIN Palangka Raya, Indonesia
saiful.lutfi@iain-palangkaraya.ac.id; ibnu.elmi@iain-palangkaraya.ac.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
Mar 9, 2025	Mar 25, 2025	Apr 5, 2025	Apr 10, 2025

Abstract

Character education is often associated with children and young people, but adults need it too. In modern challenging life, adults face various problems, such as social pressure, family responsibilities, and the demands of the workforce. If not equipped with good character education, they can experience a moral crisis, lose their identity, and have difficulty making wise decisions. This research uses the qualitative descriptive method to explore the importance of character education for adults and the right approach to its implementation. The results show that character education can help individuals become more responsible, have integrity, and be able to face the changing times with a wise attitude. In addition, character education also plays an important role in guiding adults to make positive use of technology and not get caught up in the negative impacts of digitalization. With the right approach, character education can be a solution in creating stronger, more independent individuals who are able to set an example for the next generation

Keywords: Character Education, Adult, Visionary Education

IJECS Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

In the rapidly growing era of globalization and digitalization, character education is often identified with the moral formation of children and adolescents in the school environment. This is because early childhood development is an important stage in a person's development (Syafnita et al., 2023). Likewise, adolescence is also an important stage in life characterized by physical, emotional, and social changes (Helmaliah et al., 2024). Nowadays, character education is very important not only for children and teenagers, but also for adults (Widodo, 2021).

The discourse on character education has long been introduced and government policies related to this have long been enacted (Surawan et al., 2022). Character education is not only aimed at children and adolescents, but also needs to be applied to adults (Omeri, 2015). Bansae (2023) in his research stated that social and cultural changes bring new challenges in shaping the character of the younger generation. High levels of individualism, the influence of social media, and changing social values have led to debates about how effective character education is in shaping responsible individuals. Adults also often face developmental problems, such as losing their identity, being anti-social, failing to settle down, not being a role model for their children, or having difficulty providing for their families (Jannah et al., 2021). These conflicts make a person feel emotionally distressed and create a feeling of discomfort within themselves (Lestari et al., 2024). Therefore, character education for adults should be an important part of the education system.

However, the facts on the ground show that character education for adults still receives less attention than character education for children and adolescents. In fact, adults also have an important role in the family, workplace, and society (Dwilianto et al., 2024). If character education for adults is not carried out, problems such as lack of honesty and responsibility in leadership, low social responsibility, and lack of visionary thinking in facing future challenges will arise. Character education for adults is very important because it aims to develop abilities, form a good personality, and create a dignified national civilization so that the quality of the nation's life becomes smarter (Isnaini & Fanreza, 2024). If character education is only focused on children and adolescents, then adults will experience a moral crisis. Ethical and moral crises occur due to several factors, such as family influence, school environment, wrong beliefs, culture, human behavior, and misuse of technology (Hudi et al., 2024).

When entering early adulthood, there are many questions from family and society, such as when to work or get married. This makes it necessary to be prepared for the social pressures and responsibilities of adulthood (Mafazania et al., 2024). This is what makes adults experience confusion in determining attitudes and life principles. Therefore, character education for adults needs more attention. By building a strong character, they can not only become a better person, but also be able to set a good example for the next generation. Character education for adults should be designed with approaches that are relevant to their world, such as through workplace training, social activities, or lifelong learning programs. Through this study, it is hoped that it can provide new insights into the importance of character education for adults, as well as how the concept of future education can be developed to answer the challenges of the times. With a more visionary approach, character education for adults can be a solution in creating individuals who are more responsible, have integrity, and are able to face changes with a wise attitude.

METHODS

The research method is qualitative by analyzing data either online or in graphical form. Qualitative method is a research approach that focuses on understanding, explaining, and interpreting social phenomena through data that is not in the form of numbers or statistics. In qualitative research, researchers seek to explore the deeper meaning of an event or phenomenon, often by utilizing in-depth interviews, observation, or document analysis. One of the main approaches in qualitative data analysis is thematic analysis. This involves 1) Identifying themes or patterns in the data found. Researchers look for similarities or differences in the way people talk about a topic, their feelings towards a particular issue, or emerging patterns of behavior. 2) Categorization of data: Grouping data into categories based on similar themes or topics, and 3) Interpretation of meaning: Developing a deeper understanding of how people interact with a particular issue or topic based on the analysis of the themes found.

RESULTS

Revisiting the "Fate" of Character Education for Adults

Character education for adults is often not given enough attention, despite its importance. Many character education efforts are more often focused on children and

adolescents, with the assumption that young age is the most effective time to build character. However, in reality, character education for adults has a very important role in creating better individuals, both in personal, social and professional contexts.

Building a character education format for adults must be done with an approach that is relevant to their lives. An adult is someone who has a lot of experience, knowledge, skills and is able to solve life problems independently (Sujarwo, 2015). Through learning, adults can gain more experience. Therefore, learning for adults is more focused on improving life experiences, not just looking for a diploma (Budiwan, 2018). Adult learning is usually relaxed, non-pushy, safe, and flexible to make learning comfortable (Arifah, 2018). This is because education for adults receives less attention from various parties. This can be due to various factors, such as the priority given to children and youth education, limited funding, or lack of facilities that support adult education. Education for adults is actually very important, especially in the context of improving skills, knowledge and work readiness. This education can also help adults to adapt to changes in the world of work, such as technological developments and economic changes, as survey results show that adult education is still low.

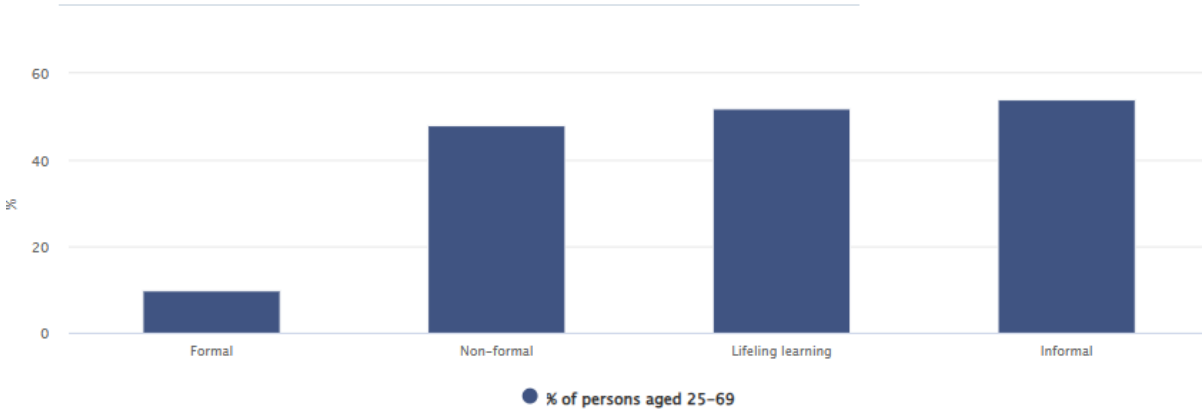


Figure 1. Participation in education by type of educational activity

Based on the figure above, it shows that character education for adults has received less attention. Therefore, character education for adults deserves more attention because character development does not stop at a young age. Through character education, adults can improve their personal and social quality of life, enhance interpersonal relationships, and improve leadership qualities and positive impact in society. Therefore, it is important for educational institutions, organizations and communities to make room for greater character education for adults, as part of lifelong learning. Despite its seemingly positive goals, this view still presents a range of complex issues (Muttaqo & Anwar, 2025).

Reformulating the Purpose of Adults Character Education

Adult education must combat authoritarian culture in learning. Authoritarian cultures tend to curb the critical thinking and independent thinking that individuals should have. In the context of adult education, it is important to emphasize a more dialogic, collaborative and respectful approach to individual experiences and perspectives. This will provide space for more critical and reflective learning, rather than just memorizing or passively receiving knowledge. Some countries have successfully implemented innovative adult education models that focus on individual empowerment. For example, in some European countries, adult education often involves problem-solving-based methodologies, which allow learners to engage in issues relevant to their daily lives. In addition, adult education in these countries also often includes training in critical skills such as analytical thinking, effective communication and the ability to identify and solve problems. Visionary breakthroughs in adult education could involve developing more flexible curricula that accommodate learners' needs and contexts, and provide opportunities for them to share experiences and learn from each other. It could also involve utilizing technology to widen access and enrich learning methods.

Table 1. Comparison of Adult Education Objectives in Different Countries

No	Country	Destination
1.	Australia	Emphasizes the goal of adult education on assimilating immigrants with long-time residents of Australia
2.	Swedia	Aimed at democratizing and creating better norms of community life
3.	Swiss	Aimed at making community life happier and more active
4.	France	Emphasizes popular education for a broad range of people
5.	Israel	Aimed at reducing challenges between nations and races and combating atomization and giving new life to the community
6.	Canada	Promotes pride in and develops knowledge created by Canadians
7.	United States	Emphasizes that education is of, by and for the people
8.	India	Improving morals, increasing knowledge, improving work efficiency, and raising the standard of living of the people
9.	Thailand	Illiteracy, maintenance of healthy living, social and cultural contact

Based on the table above, Indonesia has a concept of character education goals that are more focused on adults. Often, more attention to character education is given to children and adolescents, while adults, who have a big role in society, are often considered mature enough in terms of character. Yet, in reality, character education for adults is also

very important to support a better social, professional and cultural life. On going character education for adults can create a more civilized, just and supportive society. The reason why character education for adults is so important is because:

1. The role of adults in society

   Adults are individuals who hold important positions in various aspects of life, such as family, workplace, politics and society. Therefore, if adults develop better character, it will have a huge impact on the family, work environment, and society as a whole.

2. The need to improve the quality of social interaction

   As they age, many adults may get stuck in certain routines or mindsets that are not always positive. Character education can help them to improve interpersonal relationships, understand others' perspectives, and reduce social conflicts.

3. Challenges of globalization and social change

   In the era of globalization and technological advancement, adults are faced with rapid and complex social changes. Character education can help them to face these challenges wisely and still maintain positive social values.

4. The importance of characterful leadership

   Adults are often in leadership positions, whether in the workplace, community or family. Good leadership relies not only on technical skills, but also strong character traits, such as integrity, empathy, responsibility and wisdom. Character education for adults can prepare them to be more effective and ethical leaders (Pamuji, 2024).

DISCUSSION

Adult Education: Initiating a Civilized Education Format

Adult education or often also called adult is based on the completeness of physical conditions, age and psychology and fulfills the role in accordance with the demands of the tasks they have in social life (Azizah & Widodo, 2021). Adult is also known as the process of assistance or help for adults so that the learning process can be carried out optimally (Djumena, 2016). According to Sudjana in Nisa & Siregar (2019) argues that adult is an education devoted to adult learning. Humans develop from children to adults. Special techniques in human learning at each level must be different too. Adults need the provision of educational services that specialize in adult learning. In modern society, character education is often focused on children and adolescents. In fact, adults also face

various challenges that require moral and ethical maturity in every aspect of life, whether in the family, the world of work, or social life. The lack of character education in adults can lead to various problems, such as a crisis of leadership with integrity, a low sense of social responsibility, and a lack of visionary attitude in facing the changing times.

Character education is very important and should be considered by everyone as soon as possible (Farid & Rugaiyah, 2023). Many adults face various life challenges, quarter-life crises occur for various reasons, such as feeling frustrated with relationships, uncertain about the future, difficulties in the workforce, finding a suitable job, feeling anxious, confused about identity, family problems, and peer pressure (Masluchah et al., 2022). Therefore, character education is not only focused on children and adolescents but also needs to be applied to adults so that they are able to become better individuals and provide good examples for the next generation. Education plays a major role in shaping moral and civilized human beings (Lathifah & Ndona, 2024). Likewise, character education is also very important to build a civilized and dignified nation, both before God, in the eyes of the international community, and fellow humans (Gani & Rafi, 2023).

In addition, character education for adults should also instill basic values such as honesty, responsibility, empathy, and the ability to think critically in dealing with various situations. People who have a strong sense of identity usually have clear life goals, can make wise decisions, and are able to build good social relationships (Soesanto & Eka, 2025). Thus, the success of life, both financially and mentally, is highly dependent on the quality of one's self. A good quality of self comes when one is able to understand, reflect and learn from every experience. The more experiences one learns from, the more one's quality of self develops (Ramadhan, 2022). According to Malcom Knowles in Anwar (2017) suggests that there are four main assumptions in adult, namely as follows:

1. Self-concept. That the constancy and maturity of the self moves from total dependence towards self-development so that it can direct itself and be independent. in general, it means that the self-concept of children is still dependent on their parents. Meanwhile, the adult's self-concept depends on himself or the adult's self-concept is independent.
2. Experience function. It is said that experience is in accordance with the life journey of each individual that develops towards its maturity. An individual will experience and collect many bitter-sweet experiences in life. This will make a person learn from these experiences and provide a solid and broad basis for learning and new experiences.

3. The individual matures over time, because readiness to learn is not determined by academic or biological needs or compulsions, but by the developmental demands and growth of social tasks and roles. It can be said that a child learns because of academic demands, but adults learn because of the level of development they face in their role as workers.
4. Learning expectations. Children's learning orients are predetermined and conditioned to have material-centered orients. However, adults' learning oreantations are centered on solving the problems they face.

So that in the course of the character education system for adults will also be different from character education in adolescence, especially in methods. How to teach or what is commonly known as the learning method is a way or stage that contains procedures for carrying out learning activities so that teachers can interact with students properly so that the planned learning objectives can be achieved (Mariadi & Surawan, 2023). Among them in terms of character education methods for adults have different characteristics, namely as follows:

1. Comprehension method

   A method that requires learners to use their thinking power (ratio). As an adult learner, a person will feel satisfied if his questions can be answered with a clear legal basis and source. So, in adult education, the role of reason and creative thinking is something that cannot be separated. Based on the point of view of adult education, the learning method obtained is by prioritizing the ratio. As an adult, Prophet Ibrahim showed his curiosity and confirmed what his question was. This was then responded to by God Almighty (Harahap, 2020). Thus, strengthening the faith of Prophet Ibrahim to accept and believe wholeheartedly in the existence of God.
2. Awareness Method

   Adult education should be carried out with the awareness of patience and kindness. What is to be realized is human peace through mutual advice, role modeling and controlling lust. In the atmosphere of adult education, there are no restrictions on age, knowledge and experience. So, between educators and learners there is no need to feel more between them. Their presence is needed to build and develop the potential of adult education. Giving a warning here according to Qutub is in a good way. Starting from giving a subtle warning, and getting used to it to behave positively, then only with a warning to stay away or leave a matter. Like Allah in giving the law of Khamr which

is done gradually and persuasively (Harahap, 2012). The correlation in adult education shows that planting the concept of understanding rationally is very necessary. Starting from finding usefulness in his life either in a family situation or work environment.

3. Practical Method

   The existence of practice will raise awareness and understanding which becomes the basis for doing good deeds. If poured into educational methods, the right one is the method of assignment and exemplary (Wardani, 2024). The Quran recommends that humans can practice an action based on knowledge. The implementation of existing adult education is generally still carried over from the previous educational culture. This means that the culture of education is still oriented towards teaching activities. What still happens very often and becomes a common thing in adult education is following an idea that is conveyed. This is not bad, but it indirectly silences a person's critical thinking to provide new ideas or ideas. So that indirectly the stigma of truth will continue, from the one who conveys to the object without any critical and solution ideas.

All adults with minds have different ideas. This can then complete a treasure of knowledge. So good adult education is education that makes other people a source of learning, not as teaching objects. This limitation then makes adult education unable to run optimally.

Character Education and Future Human Development

Rapid social and technological changes require individuals to have a strong character in order to adapt to various situations. Character education for adults plays a role in shaping future humans who are not only intellectually intelligent, but also have high moral awareness. With good character education, individuals can think critically, make wise decisions, and have a visionary attitude in facing life's challenges. In addition, education acts as an agent of social change that helps shape individuals to be responsible, tolerant and respectful of differences (Lathifah & Ndona, 2024). As expressed by Brooks and Goole in Elmmubarak, to implement character education in schools there are three important elements to consider, namely; principles, processes and practices (Surawan et al., 2022).

In the future, the challenges of life will be more complex, especially with the rapid advancement of technology. Humans need to combine mental and physical strength and have emotional intelligence (Fitriah et al., 2024). Character education aims to build positive

traits in a person (Muwahhida, 2023). For example, in the world of work, individuals with good character will more easily adapt to a dynamic environment, be able to work together in teams, and have an honest attitude in carrying out their duties. Likewise, in social life, character education makes a person more empathetic because empathy is part of character education (Fithriyana, 2019). More than that, character education is also important to shape people who have visionary thinking. Visionary leadership and character education are interrelated and influence each other in shaping a superior and ethical generation (Rachman et al., 2023). Individuals with strong character do not only think for themselves, but also for the common good. They are able to see opportunities, face challenges with an optimistic attitude, and contribute to creating a better future.

Therefore, character education for adults should be part of a lifelong learning process. With a strong character, future humans will be better prepared to face various challenges, utilize technology wisely, and live life in a more responsible and ethical manner. It is undeniable that adults are human beings who need freedom and recognition. With these two things, they will get motivation from within themselves. Freedom of behavior and decisions are part of education (Anwar, 2017; Nofriana & Fitriani, 2023). Therefore, understanding other people's personalities such as understanding their characters and emotions, as well as their level of psychological development, is part of the teaching readiness that must be possessed by educators involved in adult education (Sarifah et al., 2025). As an educator in educating adults, you must understand several characteristics, among the abilities that must be possessed by an educator in educating adults, namely:

1. Have expertise in managing the learning atmosphere.

   Educators in adult education no longer play the role of conveying knowledge. There are things that are more needed by learners, namely class management. As experienced people, learners in this case no longer need someone as a learning resource. What they need more is an educator who is able to manage the learning atmosphere, provide motivation to improve the quality of learning, and how educators direct learning patterns effectively (Susanti, 2021). The role of educators is no longer the only thing that is indispensable to students as education in the realm of pedagogy.
2. Have expertise in managing the learning atmosphere.

   Educators in adult education no longer act as deliverers of knowledge. There is something that is more needed by learners, namely class management. As an experienced person, learners in this case no longer need someone as a source of

learning. What they need more is an educator who is able to manage the learning atmosphere, provide motivation to improve the quality of learning, and the way educators direct learning patterns effectively (Susanti, 2021). The role of educators is no longer the only thing that is indispensable to students as education in the realm of pedagogy.

3. Has mature life experience

   If an educator in adult education only has the ability to be an expert in a scientific field, then it will not be enough for learners. The target of education is no longer people who have no knowledge and experience, but those who already have experience and then demonstrate it by learning as a way to take lessons from what they have experienced (Amrullah et al., 2023). Educators in adult education must have good learning qualities, because education is not only about theory. Adult education is no longer shaping mindsets, but stimulating every adult to be able to produce their ideas and ideas authentically through their independence in thinking (Akintolu & Letseka, 2021).

Visionary Breakthrough: Humans and Technology Get Along

In the digital era, technology is increasingly taking a big role in human life. However, without strong character education, technological development can actually bring negative impacts, such as increased individualism, lack of empathy, and misuse of technology (Maslahah, 2023). Therefore, character education for adults should be geared towards creating individuals who can utilize technology positively, not just as passive users. This education should instill ethical values in the use of technology, form a critical mindset, and foster the realization that technology should be used for common welfare, not just personal interests. Thus, humans and technology can coexist harmoniously, creating a more advanced and civilized civilization.

To achieve a balance between humans and technology, an approach that emphasizes the wise and responsible use of technology is needed. Today, technology plays an important role in education as it greatly assists the learning process and the development of knowledge (Sugiarto & Farid, 2023). Therefore, character education is very important to face the challenges in the 21st century education world centered on technology (Marisa, 2021). Character education for adults should encourage individuals to not only be consumers of technology, but also be able to use it as a tool to improve the quality of life and provide benefits to the wider community.

One important aspect of character education in the digital era is building awareness about digital ethics. A good understanding of digital ethics can reduce the spread of hoaxes, bullying, racism, cyber bullying, hate speech, and personal data leaks (Budi Ismanto et al., 2022). With a good understanding of digital ethics and continuous improvement, the digital culture in Indonesia will also develop (Febriyanto et al., 2022). By having high awareness, individuals can utilize technology as a means of communication, learning, and innovation without sacrificing moral values. This approach is very suitable to be applied in education because it is able to build motivation in students, increase understanding of religious concepts, and make the knowledge learned more meaningful to students (Surawan & Arzakiah, 2022; Lutfi & Anwar, 2025).

In the era of rapidly advancing digital technology, digitalization is a major factor in changing various aspects of daily life (Adinda et al., 2024). In addition, technology should be used to strengthen social relationships and share positive knowledge that can strengthen the integrity of the nation (Sakhi & Najicha, 2023). Technology can be a useful tool to support character education (I'tikaf, 2024). Digital technology has changed the way we work, learn, communicate and connect with our surroundings (Wulandari et al., 2021). Thus, humans are not only dependent on technology, but are able to control it and direct it to a better purpose.

Character education for adults is very important, especially in the midst of rapid technological development. Many people think that character education is only for children or students, when in fact adults are the role models and decision makers in society - they also need to be equipped with strong moral and ethical values so that they can deal with technology wisely. Here are some reasons why character education is important for adults in the face of technological developments:

1. Cultivating Digital Ethics

   Technologies such as social media, AI, and other digital platforms allow for unlimited communication, but are also prone to abuse. Character education helps adults avoid spreading hoaxes and hate speech, maintain privacy and personal data, respect others' data and use technology for good, not manipulation or fraud. Then the most important thing is to build a disciplined character. A disciplined attitude will help one to develop self-control, and help recognize wrong behavior in the use of technology (Lutfi et al., 2025).

2. Be a role model for the younger generation

   Children and teenagers learn from the behavior of adults. If parents or teachers are wise in using technology, children will imitate them. Character education allows adults to be critical but polite when discussing online, to be able to sort out information and not be easily provoked and to provide examples of productive use of technology.

3. Increasing Social Responsibility

   Technology makes it easy for us to get involved in social issues, but it can also make us indifferent. Character education helps adults care about the social impact of technology, such as AI ethics or data exploitation and use technology to help others, not just for personal gain.

4. Preventing Technology Addiction

   Without self-control, even adults can become addicted to gadgets, social media or online games. Character traits like discipline, responsibility, and self-awareness help maintain a balance between the digital and real worlds.

5. Developing Emotional Literacy

   Technology speeds up communication, but doesn't always deepen relationships. Character education supports the ability to empathize in digital communication and manage emotions when dealing with disagreements online, not getting easily provoked or caught up in digital drama.

Technological developments in social media can affect the way people think and see things (Safitri et al., 2025). With strong character education, future humans will be able to coexist with technology without losing human values. Technology will not be a threat, but a tool that helps humans achieve a more harmonious, balanced and meaningful life in order to achieve happiness. Happiness is the main goal of humans. Everything that is done in life is none other than to achieve happiness, whether it is working, vacationing, getting married or whatever the most important thing is to get happiness (Lestari et al., 2024).

CONCLUSION

Character education for adults is essential in building individuals with morals, integrity and high social responsibility. In the rapidly growing digital and globalization era, character education should not only be focused on children and adolescents, but should also be applied to adults. Adults face various life challenges, such as social pressures, family responsibilities, and complex workplace dynamics. Without adequate character education,

they may experience moral crisis, loss of identity, and difficulty in living life wisely. Character education for adults should be designed with approaches that are relevant to their lives, such as through workplace training, social activities, and lifelong learning programs. Values such as honesty, responsibility, empathy and critical thinking need to be instilled so that they can face the changing times with a visionary attitude. In addition, in facing the digital era, character education plays a role in shaping individuals who are not only intellectually intelligent, but also have high moral awareness in utilizing technology. With strong character education, humans can coexist with technology harmoniously, using technology as a tool for progress without losing human values. Therefore, character education for adults should be part of a lifelong education system. By building strong character, individuals can not only improve their own quality of life but also contribute to building a more civilized, tolerant and responsible society.

REFERENCES

Adinda, P., Hutagalung, R., Parapat, R. S., Rahmanda, L., Andila, F. H., & Purba, S. H. (2024). Peran teknologi Digital dalam Mendorong Akses Kesehatan yang Merata pada Masyarakat: Literatur Review. *Jurnal Kesehatan Tambusai*, *5*(4), 13809–13816. https://doi.org/https://doi.org/10.31004/jkt.v5i4.37796

Arifah, S. (2018). Strategi Pembelajaran Andragogi (Kajian pada Mata Kuliah Pembelajaran Bahasa Indonesia). *Jurnal Keislaman Dan Kemasyarakatan*, *2*(1), 38–65. http://ejournal.kopertais4.or.id/madura/index.php/aliman/article/view/3203%0Ahttp://ejournal.kopertais4.or.id/madura/index.php/aliman/article/download/3203/2374

Akintolu, M., & Letseka, M. (2021). The andragogical value of content knowledge method: the case of an adult education programme in Kwa-Zulu Natal Province of South Africa. *Heliyon*, *7*(9), e07929. https://doi.org/10.1016/j.heliyon.2021.e07929

Amrullah, M., Khasanah, N. L., & Hikmah, K. (2023). Analisis Standar Pendidik Dan Tenaga Kependidikan Di Sekolah Dasar Negeri Sidoarjo. *Jurnal Pendidikan Edutama*, *10*(2), 41-52.

Anwar, B. (2018). Konsep Pendidikan Andragogi Menurut Pendidikan Islam. *Al-Daulah : Jurnal Hukum Pidana Dan Ketatanegaraan*, *6*(1), 28-48. https://doi.org/10.24252/ad.v6i1.4864

Azizah, I., & -, widodo. (2021). Implementasi Konsep Pendidikan Andragogi Terhadap Program Pendidikan dan Pelatihan Lembaga Korp Pelajar Putri (L-KPP) PASURUAN. *J+PLUS UNESA*, *10*(1), 197–208. Retrieved from https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-luar-sekolah/article/view/42433

Bansae, M., & Hura, R. (2023). Pendidikan Karakter Dewasa Awal Membentuk Generasi yang Bertanggung Jawab. *Geneva*, *5*(2), 84–96.

Budi Ismanto, Yusuf, Y., & Asep Suherman. (2022). Membangun Kesadaran Moral Dan

Etika Dalam Berinteraksi Di Era Digital Pada Remaja Karang Taruna Rw 07 Rempoa, Ciputat Timur. *Jurnal Abdi Masyarakat Multidisiplin*, *1*(1), 43–48. https://doi.org/10.56127/jammu.v1i1.253

Budiwan, J. (2018). Pendidikan Orang Dewasa (Adult). *Qalamuna*, *10*(2), 107–135. https://doi.org/https://doi.org/10.5281/zenodo.3559265

Djumena, I. (2016). Implementation Of An Adult Learning Model Education Students Outside SchoolFkip Untirta. Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus),1(1), 11–18.

Dwilianto, R., Matondang, A. U., & Yarni, L. (2024). Perkembangan Masa Dewasa Awal. *Jurnal Review Pendidikan Dan Pengajaran*, *7*(3), 12. https://doi.org/https://doi.org/10.31004/jrpp.v7i3.30140

Farid, A., & Rugaiyah, R. (2023). Manajemen Internalisasi Nilai Pendidikan Karakter Pada Siswa. *Jurnal Basicedu*, *7*(4), 2470–2484. https://doi.org/10.31004/basicedu.v7i4.5965

Febriyanto, B., Winantika, E. Y., & Utari, S. N. (2022). Peran Media Sosial Dalam Pembentukan Karakter Siswa Di Era Digital. *Jurnal Lensa Pendas*, *7*(1), 1–14. https://doi.org/10.33222/jlp.v7i1.1689

Fithriyana, E. (2019). Menumbuhkan Sikap Empati Melalui Pendidikan Karakter Berbasis Kearifan Lokal pada Sekolah Berasrama. *Al Ulya : Jurnal Pendidikan Islam*, *4*(1), 42–54. https://doi.org/10.36840/ulya.v4i1.210

Fitriah, Y., Ramadhaniah, N. L., Ghofur, D. F., Putri, Z. D. D., & Setianingrum, N. (2024). Strategi Dalam Menghadapi Tantangan Kompetensi Sumber Daya Manusia Di Era Digital. *Gudang Jurnal Multidisiplin Ilmu*, *2*(10), 89–94. https://doi.org/https://doi.org/10.59435/gjmi.v2i10.960

Gani, I., & Rafi, M. (2023). Implementasi Pendidikan karakter dalam membangun bangsa. *Jurnal Governance and Politics (JPG)*, *3*(1), 350–360. https://doi.org/https://iyb.ac.id/jurnal/index.php/jgp/article/view/330

Halik, A. (2012). Metode Pembelajaran Perspektif Pendidikan Islam. *Al-Ibrah*, *1*(1), 45-57.

Harahap, A. S. (2020). Metode Pendidikan Islam Dalam Perspektif Filsafat Pendidikan Islam. *Hikmah*, *15*(1), 13–20. Retrieved from https://e-jurnal.staisumatera-medan.ac.id/index.php/hikmah/article/view/21

Helmaliah, Parham, P. M., Sari, P. N., & Mahyuddin, U. (2024). Perkembangan Pada Masa Remaja. *Behavior: Jurnal Pendidikan Bimbingan Konseling Dan Psikologi*, *1*(1), 37–56.

Hudi, I., Purwanto, H., Miftahurrahmi, A., Marsyanda, F., Rahma, G., Aini, A. N., & Rahmawati, A. (2024). Krisis Moral Dan Etika Pada Generasi Muda Indonesia. *Jurnal Ilmu Pendidikan Dan Psikologi*, *1*(2), 233–241.

I'tikaf, M. A. (2024). Integrasi Teknologi dalam Pendidikan Karakter: Membangun Generasi Berkarakter di Era Digital. *Al-Mikraj Jurnal Studi Islam Dan Humaniora*, *5*(1), 1837–1847. https://doi.org/https://doi.org/10.37680/almikraj.v5i01.6614

Isnaini, H., & Fanreza, R. (2024). Pentingnya Pendidikan Karakter Di Sekolah. *Semantik : Jurnal Riset Ilmu Pendidikan, Bahasa Dan Budaya*, *2*(4), 1. https://doi.org/https://doi.org/10.61132/semantik.v2i4.1130

Jannah, M., Kamsani, S. R., & Ariffin, N. M. (2021). Perkembangan Usia Dewasa : Tugas Dan Hambatan Pada Korban Konflik Pasca Damai. *Bunayya : Jurnal Pendidikan Anak*, *7*(2), 114. https://doi.org/10.22373/bunayya.v7i2.10430

Lathifah, M., & Ndona, Y. (2024). Peran Pendidikan Dalam Membangun Kemanusiaan

Yang Beradab. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, *2*(3), 184–193. https://doi.org/10.55606/lencana.v2i3.3764

Lestari, A. ., Ajahari, A., & Surawan, S. (2024). Self Happines Sebagai Media Menaggulangi Self Harm:: Studi Kasus Mahasiswa FTIK IAIN Palangka Raya. *Indonesian Research Journal on Education*, *4*(4), 3281 –. https://doi.org/10.31004/irje.v4i4.1385

Lutfi, S., & Anwar, K. (2025). Islamic Education in the Contemporary Era: Initiating a Method Format that is Enjoyable and Fun. *ALSYSTECH Journal of Education Technology*, *3*(2), 205-219. https://doi.org/10.58578/alsystech.v3i2.5299

Lutfi, S., Hamdanah, H., & Normuslim, N. (2025). Integration of PAI with Environmental Preservation: Building Ecological Piety for Students at School. *International Journal of Humanities, Education, and Social Sciences*, *3*(2), 425-442. https://doi.org/10.58578/ijhess.v3i2.5290

Mafazania, A., Rafsanjani, H. S., Bintang, J. M., & Ananta, J. P. (2024). Quarterlife Crisiss Pada Masa Dewasa Awal. *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, *4*(2), 25–30. https://doi.org/10.56910/pustaka.v4i2.1231

Mariadi, M., & Surawan, S. (2023). Pembelajaran PAI di masa pandemi Covid-19: analisis sebuah metode dan dinamikanya di sekolah dasar. *Journal on Education*, *5*(4), 8485-8497. https://jonedu.org/index.php/joe/article/view/1634

Marisa, M. (2021). Inovasi Kurikulum "Merdeka Belajar" di Era Society 5.0. *Santhet: (Jurnal Sejarah, Pendidiikan Dan Humaniora)*, *5*(1), 72. https://doi.org/10.36526/js.v3i2.e-ISSN

Maslahah, H. M. . (2023). Moral Education in the Digital Age : Building Character and Instilling Faith Values in the Era of Technological Advancement. *Proceeding International Conference on Education*, 429–432. Retrieved from https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/1979

Masluchah, L., Mufidah, W., & Lestari, U. (2022). Konsep Diri Dalam Menghadapi Quarter Life Crisis. *IDEA: Jurnal Psikologi*, *6*(1), 14–28. https://doi.org/10.32492/idea.v6i1.6102

Muttaqo, M., & Anwar, K. (2025). Pluralism and Interreligious Dialogue: An Islamic Perspective on Socio-Religious Relations. *EDUMALSYS Journal of Research in Education Management*, *3*(2), 126-138. https://doi.org/10.58578/edumalsys.v3i2.5297

Muwahhida, M. A. F. (2023). Membangun Kebangsaan Dan Memperkuat Budaya Lokal Melalui Pendidikan Karakter Di Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *8*(2), 5640–5642. https://doi.org/https://doi.org/10.23969/jp.v8i2.10068

Nofriana, R., & Fitriani, W. (2023). Konsep Pendidikan Andragogi dalam Perspektif Islam. *Qalam : Jurnal Ilmu Kependidikan*, *12*(1), 28–34. https://doi.org/10.33506/jq.v12i1.2093

Omeri, N. (2015). Pentingnya Pendidikan Karakter dalam Dunia Pendidikan. *Manajer Pendidikan*, *9*(3), 1278–1285. https://doi.org/10.31004/basicedu.v8i2.7355

Pamuji, S., Gonzales, S. ., & Reza, A. (2024). The Importance of Character Education in the Digital Era for the Future. *International Journal of Educatio Elementaria and Psychologia*, *1*(6), 346–359. https://doi.org/10.70177/ijeep.v1i6.1458

Rachman, E. A., Humaeroh, D., Sari, D. Y., & Mulyanto, A. (2023). Kepemimpinan Visioner Dalam Pendidikan Karakter. *Jurnal Educatio FKIP UNMA*, *9*(2), 1024–1033. https://doi.org/10.31949/educatio.v9i2.5053

Ramadhan, N. A. (2022). Teknik merawat kualitas diri pada dewasa awal: Belajar dari pengalaman. *Journal of Indonesian Psychological Science (JIPS)*, *3*(2), 145–167.

https://doi.org/10.18860/jips.v3i2.19223

Safitri, A., Hady Ningsih, S., & Surawan, S. (2025). Identity Crisis and Religious Conversion: The Religious Dynamics of Modern Society. *Journal of Islamic Education and Ethics*, *3*(1), 89–101. https://doi.org/10.18196/jiee.v3i1.79

Sakhi, R. G., & Najicha, F. U. (2023). Memperkuat Integrasi Nasional Dengan Memanfaatkan Generasi Muda dan Teknologi Pada Pembelajaran Pendidikan Kewarganegaraan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial (JPIPS)*, *15*(1), 529–537. https://doi.org/https://doi.org/10.37304/jpips.v15iNo%20Special%20-%201.12262

Sari, A., Dahlan, Tuhumury, R. A. N., Prayitno, Y., Siegers, W. H., Supiyanto, & Werdhani, A. S. (2023). *Buku Annita sari Dkk Dasar-dasar Metodologi Penelitian*. CV. Angkasa Pelangi.

Soesanto, E., & Eka. (2025). Membentuk Jati Diri Remaja yang Kuat: Cipta, Rasa, Karsa dan Pengendalian Diri. *WISSEN : Jurnal Ilmu Sosial Dan Humaniora*, *3*(1).

Sugiarto, & Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, *6*(3), 580–597. https://doi.org/10.37329/cetta.v6i3.2603

Sujarwo. (2015). Strategi Pembelajaran Partisipatif Bagi Belajar Orang Dewasa (Pendekatan Andragogi). *Majalah Ilmiah Pembelajaran*, *3*(2), 1–10. https://journal.uny.ac.id/index.php/mip/article/view/5990

Surawan, S., Syabrina, M., El Bilad, C. Z., & Azmy, A. (2022). Implementation of character education at madrasahs and integrated islamic schools in central kalimantan. *Ta'dib*, *25*(1), 19-26.

Surawan, S., & Arzakiah, A. (2022). Efforts to Improve PAI Learning Through The Critical Thinking Model. *Journal of Contemporary Islamic Education*, *2*(1), 15-28.

Surawan, S., Bilad, C. Z. E., Syabrina, M., & Azmy, A. (2022). Implementasi pendidikan karakter di Madrasah dan Sekolah Islam Terpadu.

Syafnita, T., Akip, M., Mukhlisin, Kardinus, W. N., Bhoki, H., Harahap, A. S., Indriani, N. N., Putri, J. E., Yeni, I., Djalaluddin, A. A., P., D. A. F., Kusayang, T., Wahyu, M. R., & Toron, V. B. (2023). Psikologi Perkembangan Anak Usia Dini. In *PT. Literasi Nusantara Abadi Grup*.

Wardani, C. A. (2024). Pendidikan Orang Dewasa Dalam Perspektif Al-Quran. *Pendas: Jurnal Ilmiah Pendidikan Dasar* *9*(3), 505–523. DOI**:** https://doi.org/10.23969/jp.v9i3.18838

Widodo, A. (2021). Pentingnya Pendidikan Karakter dalam Dunia Pendidikan. *In Social, Humanities, and Educational Studies (SHES): Conference Series*, *4*(5), 1–23. https://doi.org/https://doi.org/10.20961/shes.v4i5.66370

Wulandari, Y. F., Caesariano, L., Murtiadi, & Bastian, Y. (2021). Virtual Tour Sebagai Media Komunikasi Digital Dalam Pelayanan Museum Kehutanan Di Masa Pandemi Covid-19. *Jurnal Media Penyiaran*, *1*(1), 9–15. https://doi.org/https://doi.org/10.31294/jmp.v1i1.389

Yusnia Nisa, I., & Siregar, H. (2019). Implementation Of Adult Learning Model In The Training Of Tofu Making To Improve Entrepreneurial Skills In Pkbm Al-Ishlah Pabuaran Rangkasbitung. Universitas Sultan Ageng Tirtayasa, 4(2), 153–163