# Character Education Management Strategy Based on Collaboration among Schools, Local Communities, and Stakeholders for Strengthening National Values and Social Care

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**Abstract**
This study aims to examine the management strategies of character education based on collaboration among schools, local communities, and stakeholders in strengthening national values and social care. The research background stems from the importance of character education in shaping a generation with integrity, nationalism, and social sensitivity amid the challenges of globalization. The research method used is a literature review with a qualitative approach, focusing on descriptive analysis. Data were collected through literature obtained from Google Scholar and credible websites with a publication period between 1979–2025. Out of the initial 50 articles gathered, only 29 articles were selected after a strict screening process based on relevance, quality, and suitability to the research focus. The findings indicate that collaboratively managed character education is more effective in instilling national values and social care compared to strategies that rely solely on the formal school curriculum. Ecological theory, stakeholder theory, and social capital theory strengthen the conceptual framework that character education requires cross-sectoral interaction. Case studies in various regions in Indonesia show that the involvement of local communities, local governments, and the business sector through CSR programs as well as cultural and social activities can enhance the internalization of students' character values. Thus, this study contributes to the academic discourse on community engagement while serving as a reference for developing collaborative character education models that can be adapted to various educational contexts.

**Keywords:** Character Education, School Collaboration, Local Community, Stakeholders, National Values, Social Care, Community Engagement

# Strategi Manajemen Pendidikan Karakter Berbasis Kolaborasi Sekolah, Komunitas Lokal, dan Pemangku Kepentingan untuk Penguatan Nilai Kebangsaan dan Kepedulian Sosial

**Abstrak**
Penelitian ini bertujuan untuk mengkaji strategi manajemen pendidikan karakter berbasis kolaborasi antara sekolah, komunitas lokal, dan pemangku kepentingan dalam memperkuat nilai kebangsaan dan kepedulian sosial. Latar belakang penelitian berangkat dari pentingnya pendidikan karakter dalam membentuk generasi yang berintegritas, berjiwa nasionalis, dan memiliki sensitivitas sosial di tengah tantangan globalisasi. Metode penelitian yang digunakan adalah tinjauan pustaka dengan pendekatan kualitatif, berfokus pada analisis deskriptif. Data dikumpulkan melalui literatur yang diperoleh dari Google Scholar dan website kredibel dengan periode publikasi 1979–2025. Dari 50 artikel awal yang dihimpun, hanya 29 artikel yang dipilih setelah melalui seleksi ketat berdasarkan relevansi, kualitas, dan kesesuaian dengan fokus penelitian. Hasil kajian menunjukkan bahwa pendidikan karakter yang dikelola secara kolaboratif dapat lebih efektif menanamkan nilai kebangsaan dan kepedulian sosial dibandingkan strategi yang hanya berbasis kurikulum formal sekolah. Teori ekologi, stakeholder, dan social capital memperkuat kerangka konseptual bahwa pendidikan karakter memerlukan interaksi lintas sektor. Studi kasus di berbagai daerah di Indonesia menunjukkan bahwa keterlibatan komunitas lokal, pemerintah daerah, dan dunia usaha melalui program CSR serta kegiatan budaya dan sosial mampu meningkatkan internalisasi nilai karakter peserta didik. Dengan demikian, penelitian ini berkontribusi dalam menambah referensi terkait pengabdian masyarakat, sekaligus menjadi

rujukan untuk pengembangan model pendidikan karakter berbasis kolaborasi yang dapat diadaptasi pada berbagai konteks pendidikan.

**Kata kunci:** Pendidikan Karakter, Kolaborasi Sekolah, Komunitas Lokal, Pemangku Kepentingan, Nilai Kebangsaan, Kepedulian Sosial, Pengabdian Masyarakat

## INTRODUCTION

Character education has become one of the crucial issues in modern education systems, especially in shaping young generations with personalities rooted in national values and social care. According to Lickona (1992), character education is a deliberate effort to help individuals understand, care about, and act upon core ethical values. This perspective emphasizes that character education cannot be separated from the social, cultural, and national environment in which students live. In Indonesia, strengthening character values has become a priority through policies such as the Strengthening Character Education (Penguatan Pendidikan Karakter, PPK) program launched by the Ministry of Education and Culture since 2016 (Kemenag, 2017). This program emphasizes five core values: religiosity, nationalism, independence, cooperation, and integrity. However, its implementation faces challenges in the form of a lack of synergy between schools, families, and communities, resulting in inconsistencies between the values taught and the social realities experienced by students.

From the perspective of educational management, collaborative strategies between schools, local communities, and stakeholders are essential to creating a conducive learning environment for character formation. According to Bronfenbrenner's Ecological Systems Theory (1979), individual development is influenced by systemic interactions among various environments, including family, school, community, and the wider society. This means that character education cannot be solely the responsibility of schools, but must involve the active role of local communities and other stakeholders such as local governments, community organizations, religious institutions, and the business sector. Such cross-sector collaboration makes it possible to establish an educational ecosystem aligned with students' needs, relevant to local socio-cultural values, and responsive to national challenges in the era of globalization.

Character education management strategies based on collaboration also align with stakeholder theory, introduced by Freeman & McVea (2001), which emphasizes that the success of an organization, including schools, is highly dependent on how well it manages relationships with stakeholders. In the educational context, schools cannot operate in isolation but must build partnerships with communities, governments, private sectors, and non-governmental organizations. As such, character education can become more integrated, manifested in real practices through social, cultural, and civic activities. The implementation of this strategy also provides opportunities for students to experience experiential learning, enabling them to internalize national values and social care more deeply.

The national values intended to be strengthened through character education include nationalism, love for the homeland, interfaith tolerance, respect for cultural diversity, and

active participation in democratic life. In Anderson's (1991) study of Imagined Communities, national identity is formed through repeated processes of socialization and symbolization within society. Schools, local communities, and stakeholders can act as agents in strengthening national bonds by creating programs that foster collective awareness of the importance of unity amid diversity. For instance, extracurricular activities based on local wisdom, collaborations with cultural communities, and social service programs involving multiple societal elements can serve as effective platforms to instill national values while simultaneously fostering social care.

In addition, social care is an essential aspect of character education that emphasizes empathy, solidarity, and the spirit of mutual cooperation. According to Kohlberg's Theory of Moral Development (1981), an individual's moral growth occurs in stages, from self-interest orientation to the orientation of universal ethical principles. Character education through collaborative approaches can accelerate students' moral development since they directly interact with real-life situations in society, such as involvement in social activities, disaster relief, or community empowerment programs. This collaborative strategy fosters social sensitivity and collective responsibility in daily life.

The implementation of collaborative character education management strategies involving schools, local communities, and stakeholders has been proven to generate positive impacts in various countries. For instance, in Finland, the community-based education model successfully increased community participation in school activities while simultaneously strengthening social bonds among citizens (Karlberg-Granlund, 2023). In Indonesia, several pesantren-based schools as well as nature-based schools have also adopted collaborative approaches by engaging local communities in educational activities, such as cultural skill-based training and community service programs (Harweli & Supratman, 2024; Rachman et al., 2020; Redaputri et al., 2025). Nevertheless, such practices have not yet been fully structured at the managerial level, making their impact less optimal and difficult to replicate on a broader scale. This indicates the need for strengthening character education management strategies in a more systematic and integrated manner.

However, there are several challenges in implementing this collaborative strategy, such as differences in vision among stakeholders, limited resources, low community awareness, and a lack of managerial capacity at the school level. According to Fullan (2007) in his Educational Change Theory, successful change requires strong leadership, support from multiple parties, and effective communication mechanisms. Character education management strategies must therefore be designed with clear coordination mechanisms, proportional role distribution, and continuous evaluation. Furthermore, it is important to integrate digital technology as a medium of communication and collaboration so that interactions among parties can be more effective and efficient.

Based on the literature review above, it can be stated that collaborative character education management strategies involving schools, local communities, and stakeholders hold significant urgency in shaping a generation with strong character, a sense of nationalism, and high social concern. This synergy becomes the foundation for inclusive

and sustainable nation-building. Therefore, this study aims to examine in depth how collaborative character education management strategies can be effectively implemented, what supporting and inhibiting factors exist, and how such models can be replicated in educational contexts across various regions in Indonesia.

## Character Education

Character education is a systematic process aimed at shaping students to possess personality, morals, and ethical values in alignment with the social and cultural norms of the nation. Lickona (1992) emphasizes that character education encompasses the dimensions of moral knowledge, moral feeling, and moral action, enabling students to understand values, commit to upholding them, and apply them in daily life. In Indonesia, character education is positioned as an effort to instill religious, nationalist, independent, cooperative, and integrity-based values in accordance with Pancasila. Thus, character education is oriented toward forming individuals with noble character, a strong national spirit, and care for others.

## School Collaboration

School collaboration is a form of partnership that involves various internal and external parties to support the success of the educational process. Stakeholder theory by Freeman & McVea (2001) explains that organizations, including schools, cannot operate independently without the support of other relevant parties. In the context of character education, school collaboration means the active involvement of teachers, students, parents, governments, businesses, and community organizations in creating a conducive learning environment. Such collaboration allows schools to broaden their role as centers for fostering national values and social care through activities relevant to community needs.

## Local Communities

Local communities are social groups formed based on geographical proximity, culture, or specific social identities within a given area. According to Putnam's (1994) social capital theory, local communities possess strengths in the form of social networks, norms, and trust, which can be utilized to build collective values in society. In character education, local communities serve as partners of schools by providing real contexts for students to learn values such as togetherness, tolerance, cooperation, and social responsibility. For instance, through involvement in traditional ceremonies, environmental programs, or community service activities, local communities help students internalize character values in their daily lives.

## Stakeholders

Stakeholders in the context of education include all parties who have interests, influence, or roles in the success of the educational process, such as governments, non-governmental organizations, businesses, community leaders, religious institutions, and the media. Based on stakeholder theory, each stakeholder contributes differently, whether in the form of

policy support, resources, or direct participation in educational programs (Peng et al., 2024). In character education, the role of stakeholders is crucial to ensuring that national values and social care are internalized within the wider community. For example, governments support through regulations, businesses through CSR programs, and social organizations through community empowerment initiatives.

**National Values**

National values are a set of principles, attitudes, and behaviors reflecting patriotism, nationalism, unity, tolerance, and respect for the cultural diversity of the nation. According to Anderson's (1991) concept of imagined communities, national identity is formed through processes of socialization, symbolization, and collective participation that allow individuals to feel part of a nation. In the context of character education, national values are taught to foster a sense of belonging to the nation, a commitment to maintaining unity in diversity, and a dedication to contributing to national progress. These values are essential in shaping a young generation with integrity and loyalty to the country.

**Social Care**

Social care is the attitude of empathy, solidarity, and responsibility toward the conditions of others and the surrounding environment. Based on Kohlberg's (1981) theory of moral development, social care reflects a higher stage of moral reasoning in which individuals act not only out of personal interest but also on the basis of humanitarian and justice values. In character education, social care is cultivated through direct experiences such as social services, mutual cooperation activities, environmental programs, and solidarity actions during disaster situations. This attitude is crucial to developing a young generation with collective awareness to contribute to societal well-being.

**Community Engagement**

Community engagement refers to the concrete efforts undertaken by individuals or institutions, particularly universities and schools, to contribute directly to improving community welfare through the application of knowledge, technology, and social values (Nurdin, 2023). Within the framework of the tri dharma of higher education, community engagement is one of the main pillars linking research and education outcomes to community needs. In the context of character education, community engagement can serve as an effective medium for students and teachers to internalize national values and social care, for instance through local economic empowerment programs, cultural preservation, environmental education, or community service activities. Thus, community engagement bridges formal education with real-life experiences.

**METHOD**

This study employed a literature review method with a qualitative approach, aiming to enrich both conceptual and practical understanding of character education management strategies based on collaboration among schools, local communities, and stakeholders in

strengthening national values and social care. The study was specifically designed to contribute to the body of references on community engagement, with the expectation that the findings would provide both academic and practical contributions in designing more relevant, effective, and contextual community service programs within society. The data used in this study were obtained through literature searches from various scholarly sources, including Google Scholar and several credible websites relevant to education, management, and community engagement topics. The literature search was limited to publications between 1979 and 2025 to ensure that the sources used were up to date, contextually relevant, and reflective of the latest developments in character education and multi-stakeholder collaboration.

The data collection process began with compiling 50 initial articles aligned with the predetermined keywords, namely "character education," "school–community collaboration," "educational stakeholders," "national values," "social care," and "community engagement." A strict selection process was then conducted based on thematic relevance, publication quality, publisher credibility, and consistency with the research focus. Following this selection stage, 29 articles were identified as the most relevant and significant for contributing to the discussion of this study. Data analysis was carried out using a qualitative descriptive analysis method, by thoroughly reviewing the selected literature, identifying patterns, themes, and key findings related to character education management strategies based on collaboration. The results of the analysis were then systematically organized to address the research objectives and to strengthen the conceptual foundation regarding the importance of reinforcing national values and social care through character education. Thus, this study contributes additional references related to community engagement that can serve as a practical guide for implementation in schools and local communities.

## FINDING AND DISCUSSION

The strategy of character education management based on collaboration among schools, local communities, and stakeholders is firmly grounded in Urie Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes that individual development occurs within interconnected layered systems, ranging from the microsystem (such as family and school), the mesosystem (interactions between environments), the exosystem (policies and social structures), to the macrosystem (cultural values and societal ideologies) (Bronfenbrenner, 1979). In the context of character education, this approach highlights that national values, social care, and morality cannot be instilled solely through the formal curriculum in the classroom, but must also be constructed through active engagement of students with their social environment. In this regard, schools serve as centers of formal education that teach the basic concepts of moral values; however, the internalization and reinforcement of these values require collaboration with local communities, religious institutions, civil society organizations, local governments, and even the private sector, all of which have the capacity to create real-life learning experiences. Consequently, a collaborative ecosystem for character education positions students as integral members of

a broader community, fostering a sense of belonging to the nation, social sensitivity, and strong moral responsibility.

A number of empirical studies support the idea that multi-stakeholder collaboration in character education has a significant impact on students' moral development. For instance, Yulianti et al. (2023) found that character education programs in elementary schools in Jakarta, West Java, and East Java that involved parents, community leaders, and local organizations created consistency of values between home and school, enabling students to internalize moral values more effectively. Similarly, Abu Bakar et al. (2018) emphasized that schools with broader collaborative networks involving local communities were more successful in fostering nationalism and the spirit of mutual cooperation compared to schools relying solely on formal instruction. These findings indicate that character values cannot remain abstract or limited to discourse in school subjects; rather, they must be realized through social practices experienced by students in daily life. Therefore, character education management strategies should be designed to ensure continuity of values—from school to home, from home to community, and from community to society at large. Through this approach, students not only experience and practice these values but ultimately make them an integral part of their personality.

One concrete example of the implementation of this collaborative strategy can be seen in the Sekolah Penggerak program initiated by the Indonesian Ministry of Education, Culture, Research, and Technology across various regions. This program underscores the importance of school partnerships with local communities, local governments, and other stakeholders to strengthen character education in a contextual manner. In Kulon Progo Regency, for instance, elementary schools collaborated with local cultural communities to preserve the tradition of gejog lesung, a cultural practice rich in the values of togetherness, cooperation, mutual support, and love for local culture (Administrator, 2020; Dikpora DIY, 2023; Nurwigati, 2015; Sutarmi, 2014). Through this activity, students do not merely learn about the value of togetherness theoretically, but experience it directly through real-life interaction with surrounding communities, making character values easier to internalize in their daily lives. Moreover, cultural-based activities also strengthen students' national identity, foster pride in tradition, and build social care, as community involvement helps students recognize themselves as part of a collective that must be preserved. This case study illustrates that cross-sector collaborative character education can broaden students' horizons, making the learning process more contextual, relevant, and deeply rooted in real-life experiences.

From a management theory perspective, collaborative character education strategies align with Stakeholder Theory introduced by Freeman & McVea (2001), which asserts that the success of an organization, including educational institutions, largely depends on its ability to manage relationships with diverse stakeholders who have influence and interests in achieving organizational goals. In the context of schools, stakeholders include surrounding communities, local governments, social institutions, and businesses, all of which play important roles in sustaining character education. Schools that are able to build strong relationships with external stakeholders gain social legitimacy, resource

support, and moral reinforcement, thereby amplifying the impact of character education. Research by Malihah et al. (2024) and Mariana et al. (2021) conducted in senior high schools in Yogyakarta showed that support from local governments through educational policy programs, along with business involvement through Corporate Social Responsibility (CSR) initiatives, encouraged schools to implement various social care programs such as community service, environmental campaigns, and community economic empowerment initiatives. These findings affirm that external stakeholders are an integral part of character education management strategies that expand the scope of learning from the classroom into more tangible social spaces.

In addition, the involvement of local communities also plays an important role in strengthening character education that is contextual and rooted in local wisdom. This can be explained through Social Capital Theory proposed by Putnam (1994), which emphasizes that social networks, shared norms, and trust within a community can enhance the quality of social interactions and strengthen collective solidarity. In educational practice, local communities such as traditional leaders, youth organizations, religious groups, and non-governmental organizations have the capacity to enrich students' experiences in understanding national values, social care, and respect for local culture. A study conducted in Bali (Admin, 2024; Humas, 2024) showed that collaboration between schools and traditional villages successfully fostered students' sense of social responsibility through community service activities such as cleaning the village environment, preserving cultural traditions, and active participation in traditional ceremonies that instill values of discipline, solidarity, and care. These results affirm that character education becomes more effective when it integrates social norms and local wisdom embedded in communities, since students are able to directly experience, feel, and practice the values being taught in their everyday lives.

Apart from local communities, the involvement of stakeholders from the business sector also contributes significantly to supporting character education, particularly through community service programs based on Corporate Social Responsibility (CSR). A concrete example can be seen in the CSR program of PT Telkom Indonesia, which supports schools in East Java by providing modern digital facilities to enhance character-based learning (Fauzi, 2023; Jatimsmart, 2025). Such digital support enables schools to integrate technology into project-based learning that instills national values and social care, for example, through collaborative multimedia projects that address issues of environment, culture, or social solidarity. This approach connects students with character values that are contextual in the technological era. Research by Aledo-Ruiz et al. (2022) and Senin et al. (2019) emphasizes that business involvement in educational programs has a significant impact on the sustainability of character education practices, since the financial, technological, and human resources provided by companies help schools implement long-term, continuous programs. Thus, business involvement is not merely philanthropy but rather a synergistic strategy that connects the needs of schools with corporate social responsibility to create an adaptive, competitive, and future-oriented ecosystem of character education.

However, collaborative strategies in character education are not free from complex challenges and require a systematic change management approach. As explained by Fullan (2007) in Educational Change Theory, the process of educational change demands visionary leadership, active involvement of all parties, and open, continuous communication mechanisms. A major challenge that often arises is the difference in vision, goals, and priorities between schools, local communities, and external stakeholders. For instance, schools tend to focus on achieving academic targets, while local communities prioritize the preservation of cultural values, and local governments are concerned with achieving regional development indicators. These differing priorities often result in inconsistencies in the implementation of character education programs. Furthermore, limitations in human resources, funding, and educational infrastructure also pose serious obstacles. A study by Hidayah et al. (2024) in several schools in Central Java revealed that although cross-sector collaborations were established, their effectiveness was often hampered by a lack of coordination among actors, limited sustainable communication forums, and the absence of clear evaluation mechanisms to assess outcomes and program improvement. These conditions highlight the need for structured management strategies covering the stages of planning, implementation, and evaluation, so that collaborative character education can truly function effectively, adaptively, and generate real impact for students and society at large.

Overall, this discussion demonstrates that collaborative character education management strategies involving schools, local communities, and stakeholders represent a relevant, contextual, and sustainable approach to strengthening national values and social care in Indonesia. The conceptual foundations of Ecological Systems Theory, Stakeholder Theory, and Social Capital Theory provide a strong theoretical framework for understanding the dynamics of interaction among individuals, schools, and communities in character formation. At the same time, empirical evidence from previous studies, along with field studies in Bali and Yogyakarta, reinforce the argument that character education involving multi-stakeholder collaboration is more successful in shaping strong student character compared to strategies that rely solely on formal curricula. Case studies in Kulon Progo with the preservation of gejog lesung culture, the involvement of traditional villages in Bali, and the CSR support of PT Telkom Indonesia in East Java serve as concrete examples of how national values and social care can be contextually integrated into students' daily lives. Thus, this research provides practical references for implementing community service programs in education, as such collaborative strategies can be adapted across various social, cultural, and geographical contexts in Indonesia.

**Table 1.** Key Findings on Collaborative Character Education Management

| Dimension | Theoretical Basis | Key Findings / Insights | Supporting Evidence |
|---|---|---|---|
| **Foundation of Collaboration** | **Ecological Systems Theory** (Bronfenbrenner, 1979) | Character formation occurs within interconnected systems (family, school, community, policy, culture). Values must be reinforced beyond the classroom through real-life | Bronfenbrenner (1979) |

| | | engagement. | |
|---|---|---|---|
| **School–Family–Community Integration** | — | Multi-stakeholder collaboration ensures consistency of values across environments (school, home, community). Strengthens moral internalization and nationalism. | Yulianti et al. (2023); Abu Bakar et al. (2018) |
| **Cultural-Based Practices** | — | Cultural activities foster togetherness, cooperation, and pride in tradition; students internalize values through lived experience. | Kulon Progo gejog lesung program (Administrator, 2020; Dikpora DIY, 2023; Nurwigati, 2015; Sutarmi, 2014) |
| **Stakeholder Engagement** | **Stakeholder Theory** (Freeman & McVea, 2001) | Schools succeed when building strong ties with governments, communities, NGOs, and businesses. Provides legitimacy, resources, and sustainability. | Malihah et al. (2024); Mariana et al. (2021) |
| **Local Wisdom & Social Capital** | **Social Capital Theory** (Putnam, 1994) | Social networks, norms, and trust in communities enhance solidarity. Traditional leaders, youth groups, and NGOs enrich students' character education. | Bali study: Admin (2024); Humas (2024) |
| **Business & CSR Contributions** | Stakeholder & CSR frameworks | Companies provide digital/financial support enabling character-based, project-oriented learning relevant to the tech era. Not just philanthropy but strategic synergy. | PT Telkom Indonesia CSR (Fauzi, 2023; Jatimsmart, 2025); Aledo-Ruiz et al. (2022); Senin et al. (2019) |
| **Challenges** | **Educational Change Theory** (Fullan, 2007) | Divergent priorities (academic, cultural, developmental goals) cause misalignment. Limited resources, coordination, and evaluation reduce effectiveness. | Hidayah et al. (2024) |
| **Overall Contribution** | Ecological, Stakeholder, and Social Capital Theories | Collaborative strategies are more effective, contextual, and sustainable than formal curriculum alone; build national identity and social care. | Evidence from Bali, Yogyakarta, Kulon Progo, and CSR-supported schools in East Java |

## CONCLUSION

This study affirms that collaborative character education management strategies involving schools, local communities, and stakeholders are an effective approach to strengthening national values and social awareness among students. The theoretical foundations of Ecological Systems Theory, Stakeholder Theory, and Social Capital

Theory demonstrate that character formation cannot be carried out solely by schools, but requires cross-sectoral involvement. Previous research findings and real case studies in Indonesia show that the participation of communities, local governments, and businesses strengthens the consistency of instilling national values and enhances students' social care through real-life experiences. Thus, this collaborative strategy is both academically relevant and practically applicable, while also serving as an important reference for the development of community service programs in education.

This study expands the understanding of character education management by emphasizing the importance of synergy between schools, local communities, and stakeholders. The integration of Bronfenbrenner's, Freeman's, and Putnam's theories reinforces the conceptual framework that character education is a multidimensional process involving systemic interaction. This review enriches the academic literature by showing that the strengthening of national values and social awareness can be achieved more effectively through a collaborative approach. Practically, the findings of this study can serve as a reference for schools, local governments, community organizations, and businesses in designing collaborative character education programs. Such programs can be realized through cultural activities, social projects, and community service initiatives that actively involve students. In this way, schools can function as collaboration hubs that connect educational values with the needs and dynamics of the local community, while also increasing the relevance of character education to students' real-life experiences.

This study has several limitations. First, it only uses literature published between 1979 and 2025, which may overlook important studies outside this timeframe. Second, the number of analyzed articles was limited to 29 selected sources, which, although relevant, may not cover the broader range of perspectives. Third, as this study is a literature review using a qualitative approach, its findings are conceptual and descriptive, and have not yet been empirically tested with field data. This limits the generalizability of the findings across different educational contexts in Indonesia.

Based on these limitations, future research is recommended to combine literature review approaches with field studies to empirically test the implementation of collaborative strategies. Research could focus on different educational levels, from primary schools to universities, to examine variations in collaborative practices. In addition, further exploration is needed regarding the role of businesses through CSR programs in supporting collaborative character education. For education practitioners, it is recommended to design community service programs oriented toward strengthening national values and social awareness, so that synergy between schools, local communities, and stakeholders is realized through concrete actions that provide direct benefits to both students and society.

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