

## **The Role of Educational Philosophy in Student Character Formation for The Digital Age: A Systematic Literature Review**

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**Abstract:** The accelerating integration of digital technologies in education has reshaped learning environments while introducing complex challenges related to ethics, social behavior, and student character development. This study systematically examines how educational philosophy informs and supports character formation in the digital age. Employing a Systematic Literature Review (SLR) approach, 17 peer-reviewed studies published between 2020 and 2024 were identified through Scopus, screened using PRISMA procedures, and analyzed through thematic synthesis. The review identifies three major themes: (1) Foundational philosophical perspectives particularly perennialism, essentialism, and virtue ethics remain central in cultivating enduring moral values, discipline, and integrity; (2) Progressive and constructivist approaches offer dynamic pathways for fostering ethical reasoning, socio-emotional skills, multicultural understanding, and collaborative digital citizenship through dialogic and inquiry based learning; and (3) a persistent digital-philosophical gap, wherein rapid technological adoption in schools is not yet accompanied by adequate philosophical grounding, teacher preparedness, or ethical digital frameworks. The study contributes a synthesized conceptual lens linking philosophy, character education, and digital learning, demonstrating that effective digital moral formation requires harmonizing classical virtues with reflective, technologically responsive pedagogies. This review urges policymakers and educators to embed philosophical literacy and ethical reasoning into digital education reforms, teacher professional development, and curriculum design. Future research should empirically validate integrated philosophical-digital character models across diverse educational contexts.

**Keywords:** Character Education, Digital Age, Educational Philosophy, Moral Development, Systematic Literature Review

### **A. Introduction**

The rapid expansion of digital technology has transformed the ways young people interact, learn, and construct their identities in the 21st century. While digital platforms offer unprecedented access to information, collaboration, and personalized learning opportunities, they also present ethical and social dilemmas, such as

cyberbullying, misinformation, digital addiction, and declining face-to-face interaction (Ghosh et al., 2025; Shalaby, 2024). These changes have triggered global concern about the erosion of moral values and the weakening of student character in the digital era, positioning character education as an urgent educational priority.

Educational philosophy has long served as the moral and intellectual compass of schooling, offering foundational perspectives on human development, ethics, and the aims of education. Classical philosophies such as Perennialism and Essentialism emphasize the cultivation of universal virtues, moral discipline, and ethical norms, whereas Progressivism and Constructivism highlight learner autonomy, experience-based learning, and social-emotional growth. In contemporary contexts, these philosophical traditions provide theoretical grounding for character formation as education increasingly integrates digital tools, online communication systems, and technology-mediated learning environments (Mason, 2019). However, despite widespread interest in both digital education and character development, existing literature tends to address these areas separately. Many studies focus on digital learning innovations, while others examine character education approaches without considering their philosophical underpinnings in technologically mediated contexts (Dennis & Harrison, 2020; Dian et al., 2024; Harrison & Laco, 2022). There remains a lack of systematic synthesis that explores how educational philosophies explicitly inform character-building strategies within digital learning ecosystems. This gap is particularly critical as educational institutions adopt digital platforms faster than they articulate ethical and philosophical frameworks to guide their use. Therefore, this study conducts a Systematic Literature Review (SLR) to analyze how educational philosophy contributes to student character formation in the digital age. The review seeks to bridge conceptual, technological, and ethical dimensions and to provide a comprehensive understanding of the philosophical foundations necessary for moral and digital citizenship development in the modern learning environment. To guide the review, the following research questions are formulated RQ1: How do major educational philosophies conceptualize character formation in the context of digital learning? RQ2: What are the reported challenges and opportunities at the intersection of educational philosophy, digital technology, and character education? RQ3: What practical implications for educators and policymakers arise from this synthesis?

## **B. Methods**

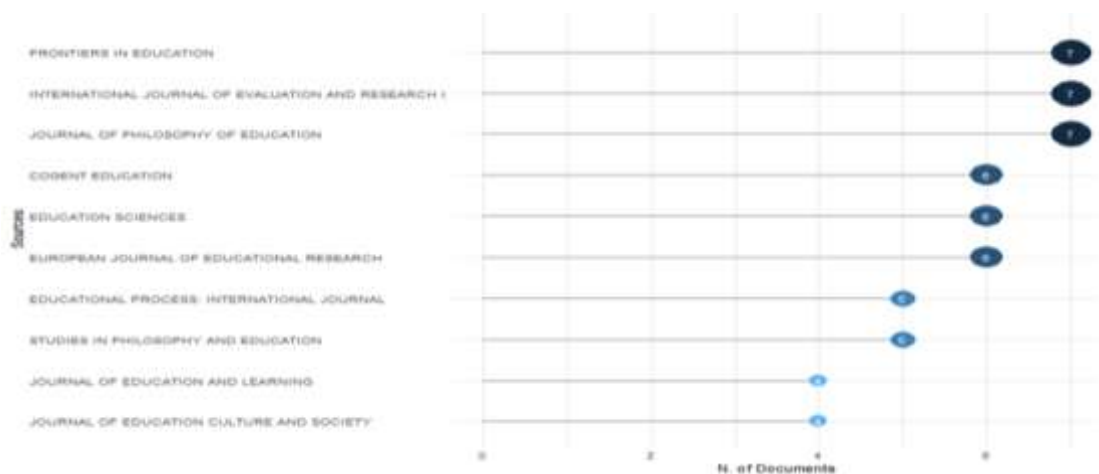
This study employed a Systematic Literature Review (SLR) following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure a comprehensive, transparent, and reproducible review process (Akl et al., 2024; Nyoko & Hanafiah, 2024). The review aimed to synthesize scholarly evidence on how educational philosophy informs student character formation in the digital era. Studies were eligible if they (a) discussed educational philosophy, (b) examined character or moral education, (c) related to digital-era or technology-enhanced education, and (d) were published between 2020–2025 in English. Conference papers,

opinion pieces, and non-academic sources were excluded. Searches were conducted in Scopus databases. Search strings included Boolean operators and key terms relevant to the study: ( "educational philosophy" OR "philosophy of education" ) AND ( "character education" OR "moral education" OR "values education" ) AND ( "digital era" OR "technology" OR "digital learning" OR "online education" ). The search covered articles published from January 2020 to October 2025. Additional backward-reference checks were performed to identify relevant studies cited in key papers. Data collected from Scopus data sources were visualized using R Studio. The main data is shown in Figure 1 below.



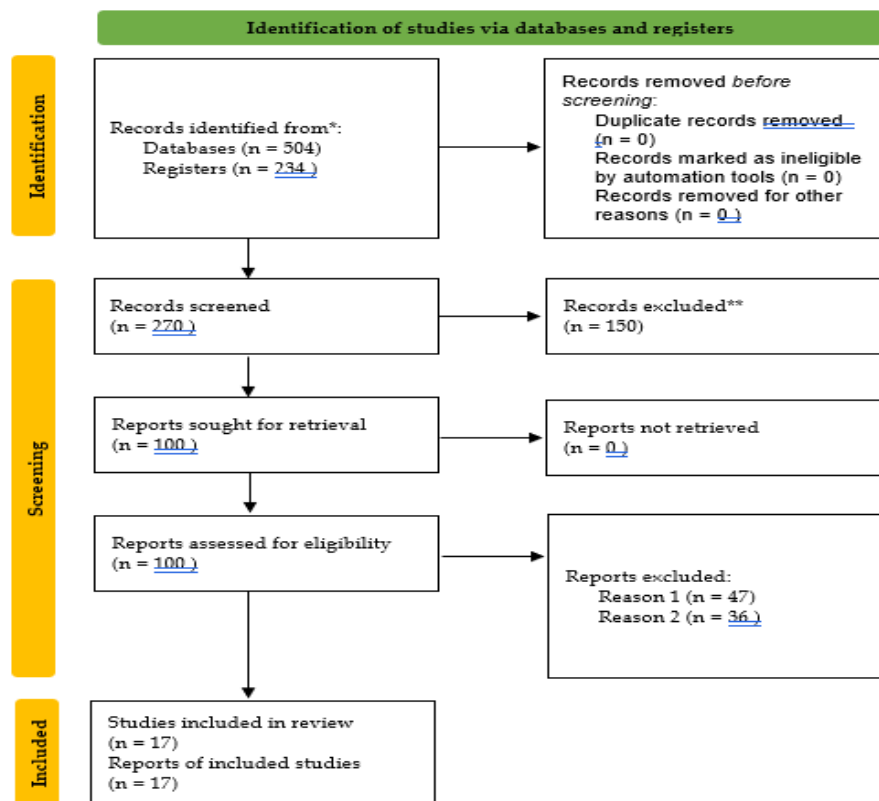
**Figure 1. Main Information**

The sources of the collected documents were obtained from several journal sources as shown in Figure 2.



**Figure 2. Most Relevant Sources**

The screening process followed four PRISMA stages: identification, screening, eligibility, and inclusion. The process involved removing duplicates, screening titles and abstracts, assessing full-text articles, and evaluating final inclusion based on PICOS criteria. A total of 13 studies met all criteria and were included for synthesis. A PRISMA flow diagram is provided in figure 3.



**Figure 3. A PRISMA Flow Diagram**

Data from the selected studies were extracted into a standardized data extraction sheet, including author, year, philosophical orientation, character-education focus, digital-learning context, and key findings. A thematic analysis was applied, involving: (1) Coding relevant concepts and statements, (2) Grouping codes into emerging thematic categories, (3) Reviewing and refining themes to represent major philosophical approaches and digital-era character-education implications. This process enabled the identification of convergent and divergent views across philosophical perspectives, as well as practical and ethical implications for modern character education.

### **C. Results and Discussion**

Based on the systematic data search and screening procedures, a total of 17 articles were ultimately included in this review for in-depth analysis. The selection process adhered to the PRISMA protocol to ensure methodological rigor, transparency, and replicability. These studies were examined to identify how educational philosophical frameworks inform character formation within digital learning environments. The following section presents the synthesized results and discussion, structured around emerging thematic categories derived from the final body of literature. The analysis highlights key philosophical orientations, conceptual patterns, challenges, and pedagogical implications relevant to fostering student character in the digital age.

**Table 1. Summary of the Core of The Search Results Article**

No	Title	Author	Research Purposes	Research Methods	Research Result	Conclusion
1.	The role of interactive technologies in improving the quality of learning and development of scientific competences in modern education	(Prykhodkina et al., 2021)	The main objective of this research is to identify the impact of interactive technology on activating the learning process, developing critical thinking skills, and improving communication skills.	The research uses a methodological approach that includes a comprehensive literature review.	Research results show that interactive technology encourages active learning, enhances critical thinking, and builds practical skills. The use of case studies in teaching "English for Professional Purposes" positively impacts understanding of theoretical concepts and improves communication skills.	This research underscores that interactive technology is an effective tool for improving the quality of education and developing essential skills.
2.	The role of teachers in a sustainable university: from digital competencies to postdigital capabilities	(Markauskaite et al., 2023)	This paper aims to examine everything from digital competence to post-digital capabilities.	This paper uses a literature review approach	A fundamental teaching skill is the teacher's awareness of how the digital world is interwoven with human practices within and across various levels of the educational ecosystem and the fluency to navigate and co-create a 'postdigital learning ecology'. Teachers need to cross boundaries between domains of knowledge and ways of knowing, and learn to navigate complex contexts; they need to be attuned to themselves and others, and co-configure hybrid environments in ways that enable shared, distributed activities	Digital technology and competencies cannot be understood separately from the broader mix of tools, practices, goals, people, etc. that constitute teaching; and the relationships between these various elements and their digital and non-digital modalities are crucial.

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3.	Enhancing Ethical Reasoning in Science Education: A Technology-Driven Instructional Approach	(Mohamed, 2025)	This study provides a critical examination of traditional pedagogy and teaching ethics in science, advocating for the adoption of innovative teaching methodologies that utilize technology to accommodate the diverse learning preferences of contemporary learners.	This study uses the Fuzzy Delphi method to reach expert consensus.	This analysis reveals several important constructs, particularly the need to incorporate interactive simulations and enhance instructor training, with a particular emphasis on “technology-enhanced ethical reasoning.”	This study proposes a heuristic teaching approach designed to assist educators in strategically integrating technology into scientific ethics education, thereby fostering critical ethical reasoning skills essential for navigating the complex dynamics of our rapidly evolving digital society.
4.	Deliberate Ignorance and Myopic Intellectualist Understandings of Expertise: Are Philosophers of Education Epistemic Trespassers in Initial Teacher Education Programmes?	(Dunne, 2025)	This paper aims to conceptually examine the extent to which prospective teachers are separated from the philosophy of education.	The method used is a literature review approach.	Five of the major mistakes that prospective teachers might make have been identified and explained: (1) mistakenly labeling philosophers of education as epistemic offenders; (2) misunderstanding SE; (3) the false charm of rational ignorance; (4) assuming a crude intellectualist view of expertise; and (5) uncritically imitating the examples of TikTok teachers without fully understanding them, or understanding how those particularities may or may not align with the specific	Teachers engage in epistemically exclusionary practices that have the effect of excluding philosophers of education from expertise-based discourses.

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5.	The effect of Philosophy for Children (P4C) activities on the development of moral perception and social rules of preschool children	(Unal & Gunes, 2024)	The purpose of this study was to examine the impact of P4C implementation on children's perceptions of moral and social rules.	A quasi-experimental design was used in this study, and a fully mixed sequential equivalent state design, one of the mixed-state research typologies, was applied.	<p>circumstances of their own context.</p> <p>Substantial differences between children's perceptions of moral rules and social rules after the P4C sessions were found when the experimental group's moral and social rule perception scale scores were analyzed before and after implementation. Significant improvements in cognitive and socio-emotional development were observed. Positive behaviors, particularly in moral situations requiring tolerance, were found to increase in the experimental group.</p>	Teaching philosophy to children helps them improve their critical thinking skills
6.	The Long-Term Impact of Moral Education on College Students' Psychological Well-Being: A Longitudinal Study Revealing Multidimensional Synergistic Mechanisms	(Tian & Tang, 2025)	This study aims to address the gap between studies on moral education that focus on cognitive and affective effects and longitudinal studies on its long-term effects.	This research uses a survey method	<p>Basic moral education significantly predicted later psychological well-being, including higher psychological well-being, more positive emotions, and fewer negative emotions.</p> <p>Furthermore, gender moderated the relationship between moral education and psychological well-being: women reported significantly higher levels of well-being than men after receiving moral education.</p>	This study provides deeper insights into how moral education affects students' psychological well-being and offers theoretical and practical recommendations for improving emotion regulation and implementing psychological approaches.

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7.	Pedagogical Model Innovation Based on Ki Hajar Dewantara's Among System for History Learning in the Merdeka Curriculum	(Rosanawati et al., 2025)	This study explores the integration of the Among System into the Merdeka Curriculum framework to foster critical thinking, collaboration, and contextual understanding among senior high school students	A qualitative descriptive design was employed	The findings reveal that incorporating the Among System with project-based learning (PjBL) enables students to explore local historical narratives, critically evaluate sources, and connect these narratives to broader national contexts. Teachers were pivotal facilitators, guiding students toward active and reflective learning	Improving teacher competency and integrating digital tools is crucial for achieving sustainable educational practices within the Independent Curriculum.
8.	Epistemic decentering in education for responsibility: revisiting the theory and practice of educational integrity	(Hagège, 2023)	The purpose of this writing is to describe the definition of educational or academic integrity, and its philosophical relationship with the idea of responsibility.	This paper is written using a philosophical ethical approach, and the methods used involve various types of reasoning and complex thought modeling.	Theoretical findings lead to considering responsibility as a process involving the establishment of a dialogical relationship between one's inner and outer worlds, which relies on epistemic decentralization. Based on this, education for responsibility finds a new, broader definition of educational integrity.	New areas of research on EI can develop that complement research on AI and are broader in scope.
9.	Technomoral Resilience as a Goal of Moral Education	(Bauer & Hermann, 2024)	Describes moral resilience in relation to the development of new technologies.	An in-depth literature study approach was used in this writing	Philosophical accounts of moral education need to give due importance to moral resilience, and a specific form of moral resilience should be conceptualized as "techno-resilience" to emphasize the added value of developing moral	Moral education should focus on a triangle of capacities: (1) moral imagination, (2) the capacity for critical reflection, and (3) the capacity to maintain one's moral agency

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10.	Philosophical analysis of Mortimer J. Adler's Christian education and global education management	(Sanasintan i & Munte, 2024)	The research describes the absurdity of education, especially educational management, in a posthumanist scheme.	The research findings are based on qualitative research with data collection methods from literature studies.	resilience in light of techno-resilience change. Posthumanists seem to want to form their own group, but researchers note that posthumanism is nothing new, especially in education. Philosopher Mortimer J. Adler, within the framework of perennialism, points to educational structures, particularly in America, that researchers believe are relevant in Indonesia.	in the face of disruption. Mortimer J. Adler's philosophical thinking emphasizes the expansion of educational management, both deeply and fragilely, by and through students, parents, teachers, and related parties in the direction of an independent curriculum.
11.	A cross-cultural comparison of Chinese and Western philosophical practice: exploring new paths for philosophical healing and social harmony	(Li et al., 2024)	This study compares the development of philosophical practice in Western and Chinese contexts across theoretical cultures, practical applications, social impact, and professional development.	This study uses CiteSpace to analyze global research trends and focal points in the practice of philosophy using data from the Web of Science (WOS) and China National Knowledge Infrastructure	These findings reveal that Western philosophical practices, rooted in ancient Greek philosophy and modern schools such as existentialism and analytical philosophy, emphasize individual autonomy, critical thinking, and personal growth. In contrast, Chinese philosophical practices draw on Confucianism, Taoism, and Buddhism, focusing on harmony between the individual and society, moral development, and social cohesion.	This study highlights the potential for integrating Chinese and Western philosophical practices, demonstrating that a combination of methodologies and ethical frameworks can provide a more holistic and culturally sensitive approach.
12.	Learning for children in an educational enrichment: a	(Shih, 2024)	This study explores the concept of early childhood learning as conceptualized by	This type of research is a conceptual	Grounded in the philosophy of "virtue" education, recognizing that young children have the	This framework prioritizes maintaining the physical and

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	perspective derived from Taiwan's Early Childhood Education & Care Curriculum Framework		the Early Childhood Education & Care Curriculum Framework.	analysis, and is a study of a reflective model of curriculum implementation.	potential to develop, imagine, and be creative, this framework encourages young learners to engage with their environment, demonstrate curiosity, and explore through play. This curriculum framework highlights the diverse roles of teachers, including their role in shaping classroom culture and the learning environment, partnering in children's lives and learning journeys, guiding their educational development, and collaborating with families.	mental health and safety of young children and introducing them to the meaning of life and the phenomenon of multiculturalism.
13.	Care of the profession: teacher professionalism and learning beyond performance and compliance	(Diamond & Bulfin, 2025)	This paper aims to describe an intergenerational dialogic investigation of the careers of 12 long-serving English teachers, by presenting two cases from the project.	This study uses the life history method.	Professional learning is crucial in sustaining a generative career. Many of the professional engagement activities described by teachers in this project involve acts of stewardship or care for the teaching profession itself. 'Care for the profession' as a concept visualizes a range of professional engagement and learning actions that transcend individualistic and performative understandings of teaching, and that invest in education as a 'sustainable enterprise.'	Practices that constitute 'care for the profession' are a vehicle for democratic participation in the teaching profession and are an important element of critically engaged and agentic professionalism

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14.	Epistemological beliefs and values as predictors of preservice science teachers' environmental moral reasoning	(Tuncay-Yüksel et al., 2023)	The purpose of this study was to test the predictability of prospective science teachers' (PST) environmental moral reasoning patterns based on their epistemological beliefs and values.	the method used is to test environmental moral reasoning	The results showed a good fit between the study data and the tested path model for each environmental moral reasoning scenario. The statistical significance and direction of the tested relationships indicated changes depending on the context of the moral dilemma scenario and the focus of the environmental moral reasoning. constructive solutions, by proposing three conceptual pillars to repair the world and lay the foundation for a prosperous sustainable future: (a) Ecohumanism as a paradigm of values education – combining humanist concerns for human dignity, social justice, and democracy with ecological concerns for climate stability, biodiversity, and environmental sustainability; (b) education for democratic personality and democratic culture that is holistic and transformative; and (c) the three-layered idea of activist pedagogy that addresses the elements of developing personal agency, empowering literacy and political agency, and engaging	Path analysis consistently revealed a significant positive relationship between environmental moral reasoning categories and epistemological beliefs in omniscient authority and self-transcendence, as well as traditional values. Compared to previous conceptions of learning, personal development, environmental education, and democratic citizenship education, which are often presented as distinct fields of study, the activist pedagogy paradigm of Ecohumanism combines humanist concerns for democratic sustainability with ecological concerns for environmental sustainability and suggests achieving
15.	Ecohumanism, democratic culture and activist pedagogy: Attending to what the known demands of us	(Aloni & Veugelers, 2024)	The purpose of this paper is to describe five major interrelated and interdependent global risks that threaten the sustainable future of humanity and nature: environmental, political, social, health, and cultural.	An in-depth literature review approach was used in this writing		

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16.	Research in Moral Education: The Contribution of P4C to the Moral Growth of Students	(García-Moriyón et al., 2020)	This study aims to evaluate the contribution of this educational model to students' moral growth.	This study is an educational research project applied to a small sample, including two experimental and control groups in a typical classroom setting.	students in experiential, holistic, and active teaching and learning experiences. Moral education and moral growth are crucial topics, and have been discussed both in the fields of moral psychology and moral education, as well as in government policies and international institutions over the past few decades. A more global approach to moral growth, focused on capacity development, is needed. These capacities should be understood as virtues or personality traits that enable us to live a fulfilling life, that is, to become good people.	these goals through empowering activist pedagogies. Mastering a range of cognitive and affective competencies, in the right balance with each other, where weaknesses in some competencies are compensated for by strengths in others, all of this allows us to be good people.
17.	Teacher's Strategy for Implementing Multiculturalism Education Based on Local Cultural Values and Character Building for Early Childhood Education	(Suri & Chandra, 2021)	This study aims to determine the learning strategies used by teachers in implementing multicultural education based on local cultural values and character formation at the early childhood education level.	Research was conducted using a field approach	This study found that early childhood teachers use contribution, enrichment, transformation, and problem-based learning strategies. While these four strategies can foster a conducive learning environment that takes into account students' uniqueness, a teacher needs a clear vision and goals to facilitate multicultural education.	Early childhood education must provide knowledge and help develop attitudes and behaviors for all students and school members to foster and implement educational interactions based on multiethnic and multicultural values within the school environment.

The synthesis of 17 selected studies demonstrates a convergent emphasis on the pivotal role of educational philosophy in cultivating student character in the digital era, particularly through ethical reasoning, democratic values, and socio-emotional growth. Across the literature, technology-mediated learning is consistently framed as both an opportunity and a challenge: interactive and post-digital learning environments enhance critical thinking, communication, and ethical awareness (Markauskaite et al., 2023; Mohamed, 2025; Prykhodkina et al., 2021), yet they also require educators to navigate complex philosophical and ethical implications to prevent superficial or technocentric instruction (Dunne, 2025). Several studies underscore humanistic, perennialist, and virtue-based orientations such as Ki Hajar Dewantara's Among System and Adler's perennialism emphasizing student agency, moral cultivation, and holistic development grounded in cultural and ethical values (Rosanawati et al., 2025; Sanasintani & Munte, 2024). Meanwhile, philosophical frameworks like ecohumanism, epistemic decentering, and technomoral resilience highlight the urgency of forming responsible, critically aware learners capable of ethical action amid global and digital uncertainties (Aloni & Veugelers, 2024; Bauer & Hermann, 2024; Hagège, 2023).

A strong pattern emerges showing that philosophical approaches, such as P4C and character-virtue education, significantly enhance moral perception, socio-emotional skills, and ethical judgement from early childhood through higher education (García-Moriyón et al., 2020; Suri & Chandra, 2021; Unal & Gunes, 2024). Longitudinal findings reveal that moral education further contributes to long-term psychological well-being (Tian & Tang, 2025), while epistemological beliefs are shown to predict environmental moral reasoning (Tuncay-Yüksel et al., 2023). Cross-cultural and systemic views also point to the value of integrating Western critical traditions and Eastern harmony-based philosophies to foster balanced moral and civic character in plural societies (Li et al., 2024; Shih, 2024; Diamond & Bulfin, 2025). Collectively, these studies illustrate that character formation in digital education must be intentionally grounded in philosophical principles that integrate ethical reflection, cultural context, critical consciousness, and responsible digital engagement. The literature therefore highlights a critical imperative: technological innovation in education must be accompanied by explicit philosophical guidance to ensure that digital-age learners develop not only intellectual competencies but also moral resilience, social responsibility, and culturally rooted ethical identities.

The synthesis of the reviewed literature reveals a complex and evolving landscape in which classical philosophical traditions intersect with contemporary demands for digital learning and character development. The thematic analysis generated three major themes that illuminate how philosophical paradigms shape digital character education, the constraints that hinder their integration, and emerging possibilities for future pedagogical innovation.

Philosophical traditions provide foundational frameworks that influence how moral and ethical development is conceptualized in digital learning environments. Perennialism and essentialism emphasize universal, enduring moral values and structured teacher-led formation, suggesting that character is best cultivated through intellectual discipline, ethical contemplation, and stable value systems (Sanasintani & Munte, 2024; Dunne, 2025). By contrast, progressivist and constructivist approaches foreground dialogic inquiry, reflective autonomy, and experiential learning, supporting technology-enabled moral reasoning and collaborative digital engagement (Prykhodkina et al., 2021; Unal & Gunes, 2024; García-Moriyón et al., 2020). Meanwhile, more contemporary ethical frameworks, such as ecohumanism and technomoral resilience, argue for a convergence of humanistic and ecological imperatives with digital capabilities, implying that digital environments must cultivate agency, ethical imagination, and civic responsibility (Aloni & Veugelers, 2024; Bauer & Hermann, 2024). This convergence suggests that digital character education cannot rely on a single philosophical foundation; rather, it reflects a pluralistic orientation that integrates virtue ethics, critical pedagogy, and technological ethics.

Despite converging theoretical perspectives, practical tensions persist between philosophical ideals and technological realities. Several studies highlight teachers' insufficient digital pedagogical competence, conceptual gaps in moral philosophy application, and limited preparedness for constructing ethical learning ecologies (Markauskaite et al., 2023; Dunne, 2025). Cultural resistance and traditional expectations in local educational contexts also hinder implementation, particularly when digital autonomy conflicts with community-embedded moral norms (Suri & Chandra, 2021; Li et al., 2024). Furthermore, the rapid expansion of digital learning environments introduces risks of superficial engagement, performative learning, and loss of embodied moral dialogue issues amplified when educators rely on technology without philosophical grounding (Hagège, 2023; Mohamed, 2025). These challenges reinforce the existence of a digital-philosophical divide, where ethical frameworks and digital infrastructures develop at uneven speeds, limiting effective character formation and producing fragmented moral practices across institutions.

While tensions exist, promising pedagogical models demonstrate pathways toward meaningful integration of philosophy and digital practice. Approaches such as Philosophy for Children (P4C), hybrid moral resilience training, and project-based learning rooted in cultural and ethical frameworks illustrate synergistic models that leverage technology to deepen ethical agency (Unal & Gunes, 2024; García-Moriyón et al., 2020; Rosanawati et al., 2025). These innovations emphasize interactive inquiry, simulations for ethics learning, collaborative digital dialogues, and localized cultural grounding thus balancing universal moral principles with contextual character formation. Longitudinal evidence further reinforces the enduring benefits of morally grounded digital experiences on learners' well-being and socio-emotional stability (Tian & Tang, 2025). Collectively, these models indicate that effective digital character

education arises when philosophical clarity, technological fluency, and sociocultural alignment operate in tandem.

The findings challenge binary assumptions that place philosophy and technology in opposition. Instead, they demonstrate that philosophical frameworks remain essential for guiding ethical agency in digital ecosystems. The tension between essentialist and constructivist paradigms serves as a generative dialectic: fixed values offer moral anchors, while inquiry-based digital practices cultivate adaptive ethical reasoning necessary for navigating complex technological environments. For educators, this implies that digital character education should not merely digitize traditional values nor adopt technology without ethical foundations; it requires integrative pedagogical competence that unites critical reflection, dialogic ethics, and technology-enhanced moral practice. Practically, institutions must invest in sustained philosophical-digital professional development, curricular alignment that embeds ethical reasoning into digital learning, and culturally responsive design that bridges global philosophical ideals with local identity and values. Future educational ecosystems will depend not only on technological advancement but on the philosophical maturity with which educators and institution's structure moral experiences in digital spaces.

#### **D. Conclusions**

This systematic review analyzed 17 peer-reviewed studies to explore how philosophical perspectives inform character education in digital learning environments. The review found that classical philosophical traditions such as perennialism, essentialism, and virtue-based models continue to influence digital moral development by emphasizing enduring virtues, self-discipline, and moral consistency. Meanwhile, progressive, constructivist, and culturally grounded approaches increasingly highlight dialogic learning, ethical reasoning, multicultural values, and digital collaboration as mechanisms for character formation. These findings demonstrate that digital education requires not only technological competency but also a robust philosophical grounding to cultivate critical, ethical, and socially responsible learners. A key contribution of this review is the synthesis of philosophical orientations into a conceptual understanding of the philosophy-character-digital nexus, showing that digital character education succeeds when it integrates (1) foundational moral virtues, (2) reflective and dialogical reasoning, and (3) digital citizenship practices. This work advances current literature by bridging philosophical traditions with contemporary digital pedagogies, offering a structured lens for educators and policymakers to understand how ethical development can be intentionally embedded in digital ecosystems. Practically, the findings underscore that teacher development must extend beyond technical skill training to include philosophical literacy and ethical facilitation competencies. Schools should adopt learning models that combine classical moral teachings with inquiry-based digital practice (e.g., P4C, project-based inquiry, culturally contextualized digital character activities). Policymakers should support frameworks that embed ethical reasoning,

cross-cultural understanding, and moral resilience training into digital education policy and professional standards. This review acknowledges limitations, including potential language restriction to English-language literature, database scope, and the predominance of conceptual rather than empirical studies. Future research should empirically test the blended philosophical-digital character models identified, explore diverse cultural contexts particularly in non-Western educational systems and develop measurable indicators of digital moral growth and technomoral resilience.

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