

The Implementation of Character Education in Civic Education from the Perspective of Nel Noddings' Theory of Caring

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ABSTRACT

Character education has become an important concern in contemporary education because of increasing challenges in students' moral development and social behavior. Civic Education plays a strategic role in fostering responsible, ethical, and socially aware citizens. One theoretical perspective that offers valuable insights into character formation is Nel Noddings' Theory of Caring, which emphasizes interpersonal relationships, empathy, and attentiveness as the foundation of moral education. This article aims to examine the implementation of character education in Civic Education through the lens of Noddings' caring theory. The study employs a qualitative approach using a literature review method by analyzing books, journal articles, and other relevant academic sources. The findings indicate that the values of care, respect, empathy, responsibility, and mutual understanding can be effectively integrated into Civic Education learning activities. Furthermore, a caring-oriented learning environment encourages students to develop positive character traits and strengthen their civic responsibility. Therefore, educators are encouraged to incorporate caring principles into classroom practices to support holistic character development.

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INTRODUCTION

Education is not merely a process of transferring knowledge from teachers to students. More importantly, education serves as a means of developing individuals who possess intellectual competence, moral integrity, and social responsibility. In the twenty-first century, educational institutions face increasingly complex challenges due to globalization, technological advancement, and rapid social change. While these developments have provided numerous benefits, they have also raised concerns regarding the moral and character development of young people. Cases of bullying, cyberbullying, intolerance, violence among students, academic dishonesty, hate speech on social media, and declining empathy have become issues frequently discussed in educational settings. These phenomena suggest that cognitive achievement alone is not sufficient to prepare students for responsible participation in society. Students also need strong character values that can guide their decisions and behavior in various social contexts (Purwaningsih, 2021).

Growing concern about moral and social problems among students has increased attention to character education. Character education is generally understood as a deliberate effort to cultivate ethical values, positive habits, and responsible behavior among learners. It aims to help students distinguish between right and wrong while encouraging them to practice moral values consistently in their daily lives. Through character education, schools are expected to develop individuals who demonstrate honesty, responsibility, respect, discipline, empathy, cooperation, and concern for others. These values are considered essential not only for personal development but also for maintaining social harmony within diverse communities. In many educational systems, character education has become an integral part of curriculum development and educational policy (Cepi Ramadani et al., 2023). Schools are encouraged to integrate character values into learning activities, extracurricular programs, and school culture. However, the implementation of character education often encounters various challenges. In practice, character education is frequently delivered through lectures, moral advice, or the presentation of ethical concepts without sufficient opportunities for students to experience and internalize those values. As a result, students may understand moral principles at a conceptual level but struggle to apply them in real-life situations. This condition indicates that effective character education requires approaches that go beyond the transmission of moral knowledge and focus on meaningful human interactions and relationships (Sakti & Widodo, 2021).

One subject that has significant potential for fostering character development is Civic Education. Civic Education occupies a strategic position within the educational curriculum because it aims to prepare students to become responsible, active, and democratic citizens. Traditionally, Civic Education focuses on topics such as citizenship, constitutional principles, human rights, democracy, social justice, and civic participation. However, the goals of Civic Education extend beyond the acquisition of civic knowledge. The subject also seeks to develop civic dispositions, including responsibility, tolerance, respect for diversity, solidarity, and commitment to the common good. Therefore, Civic Education serves as an important medium through which character education can be implemented in a meaningful and practical manner. The relationship between character education and Civic Education has become increasingly important in contemporary society. Democratic societies require citizens who are not only knowledgeable about their rights and obligations but also willing to act ethically and contribute positively to their communities. Civic knowledge without moral commitment may result in passive citizenship, while moral values without civic understanding may limit individuals' ability to engage effectively in public life. Consequently, character education and Civic Education should be viewed as complementary processes that work together to support students' holistic development (Asshiddiqie, n.d.).

Despite the recognized importance of character education in Civic Education, several studies have indicated that classroom practices often remain dominated by cognitive-oriented learning approaches. Teachers frequently prioritize the delivery of factual information and theoretical concepts, while affective and relational dimensions receive less attention. In many classrooms, success is

measured primarily through academic achievement, examination scores, and mastery of content knowledge. Although these aspects are important, they do not necessarily guarantee the development of empathy, compassion, social awareness, or moral responsibility. Such limitations highlight the need for alternative educational perspectives that place relationships and human care at the center of the learning process. One educational thinker whose ideas offer valuable contributions to this discussion is Nel Noddings. As a prominent scholar in moral education, Noddings developed the Theory of Caring, which emphasizes the importance of caring relationships in human development and moral formation. Unlike traditional ethical theories that focus primarily on rules, duties, or universal principles, Noddings argues that morality emerges through relationships characterized by care, attention, responsiveness, and mutual understanding. According to her perspective, individuals become moral not simply because they know ethical principles but because they experience and practice caring relationships with others (Aisyah et al., 2024).

Noddings proposes that caring should become a central aim of education. She argues that schools should create environments where students feel accepted, respected, understood, and valued. Teachers are expected to model caring behavior through their interactions with students, while students are encouraged to develop sensitivity toward the needs and feelings of others. Within such environments, learning becomes more than an academic activity; it becomes a relational process that contributes to moral growth and character development. The values embedded in the Theory of Caring, such as empathy, compassion, respect, attentiveness, and responsibility, are closely aligned with the objectives of character education and Civic Education (Luh Putu Swandewi Antari, 2020). Although a considerable body of literature has explored character education, Civic Education, and moral development, studies that specifically analyze character education in Civic Education through the framework of Nel Noddings' Theory of Caring remain relatively limited. Existing research tends to focus on civic competence, citizenship values, democratic participation, or general moral education without thoroughly examining the role of caring relationships in supporting character formation. Furthermore, many discussions of Civic Education continue to emphasize cognitive and political dimensions while paying less attention to interpersonal and emotional aspects of citizenship education. This gap indicates the need for a more comprehensive understanding of how caring-based educational approaches can strengthen character development within Civic Education (Iskandar et al., 2024).

The novelty of this article lies in its attempt to bridge the concepts of character education and Civic Education through the theoretical lens of Nel Noddings' Theory of Caring. Rather than viewing character formation as a process of moral instruction alone, this study highlights the importance of caring relationships as a foundation for developing ethical and responsible citizens. By integrating caring principles into Civic Education, students are not only expected to understand democratic values but also to embody these values through attitudes of empathy, respect, cooperation, and social responsibility. This perspective offers a more human-centered approach to character education that emphasizes the role of relationships in moral learning. Based on the issues discussed above, this study aims to examine the implementation of character education in Civic Education from the perspective of Nel Noddings' Theory of Caring. Specifically, the study seeks to analyze the fundamental principles of the Theory of Caring, explore their relevance to the objectives of character education, and identify their contribution to strengthening character formation within Civic Education. Through this analysis, the article is expected to enrich the existing literature on character education and provide practical insights for educators who wish to create learning environments that promote both civic competence and moral responsibility.

METHOD

This study employed a qualitative approach with a literature review design. The literature review method was chosen because the focus of the study was to explore, analyze, and synthesize theoretical perspectives and empirical findings related to character education, Civic Education, and Nel Noddings'

Theory of Caring. Rather than collecting data directly from participants, this study relied on existing academic literature to develop a comprehensive understanding of how caring-based educational principles can contribute to character development within Civic Education. The data used in this study consisted entirely of secondary data obtained from various academic sources. These sources included peer-reviewed journal articles, scholarly books, book chapters, conference proceedings, policy documents, and research reports relevant to the themes of character education, moral education, citizenship education, and caring theory. To maintain the quality and relevance of the review, the selected literature primarily originated from reputable national and international publications. Priority was given to sources that discussed the conceptual foundations of character education, the objectives and practices of Civic Education, and the educational philosophy developed by Nel Noddings (Sugiyono, 2020).

The researcher served as the primary research instrument. In qualitative literature studies, the researcher plays a central role in determining search strategies, selecting sources, evaluating the credibility of documents, extracting relevant information, and interpreting research findings. To support the analysis process, document review sheets and note-taking matrices were used to organize information according to the research focus. These instruments assisted in classifying literature based on publication details, theoretical perspectives, research findings, and their relevance to the study objectives. Data collection was conducted using documentation techniques. The process began with a systematic search for literature through academic databases such as Google Scholar, ERIC, Scopus-indexed journals, and other scholarly repositories. Several keywords were used during the search process, including "character education," "Civic Education," "citizenship education," "moral education," "Nel Noddings," "Theory of Caring," "ethics of care," and "caring pedagogy." After the initial search, the collected sources were screened according to predetermined inclusion criteria. The criteria included relevance to the research topic, academic credibility, publication quality, and conceptual contribution to the discussion of character education and caring theory. Sources that did not directly address the research focus or lacked sufficient academic rigor were excluded from the analysis.

The collected data were analyzed using thematic content analysis. This analytical technique was employed to identify recurring patterns, concepts, and themes within the selected literature. The analysis process consisted of several stages (Dinata, 2025). First, all selected documents were read repeatedly to obtain a comprehensive understanding of their content. Second, important information related to the study objectives was highlighted and coded. Third, similar codes were grouped into broader thematic categories. The main themes identified included the concept of character education, the goals and functions of Civic Education, the principles of Nel Noddings' Theory of Caring, caring relationships in educational settings, and the integration of caring values into citizenship learning. Fourth, the identified themes were compared and interpreted to determine their relationships and contributions to character formation. To enhance the trustworthiness of the findings, source triangulation was employed by comparing information from multiple academic references. This process enabled the researcher to identify similarities and differences among various scholarly viewpoints while minimizing subjective interpretation. In addition, literature from different periods and educational contexts was examined to obtain a broader understanding of the topic and strengthen the analytical depth of the study (Abdul Fattah Nasution, 2019).

The research procedure was carried out through five interconnected stages. The first stage involved identifying the research problem and determining the focus of the study. At this stage, the researcher examined contemporary issues related to character education and Civic Education and identified the relevance of Nel Noddings' Theory of Caring as a theoretical framework. The second stage involved conducting a systematic search and collection of relevant literature from various academic sources. The third stage consisted of screening and selecting literature based on established inclusion criteria. The fourth stage involved organizing, coding, categorizing, and analyzing the collected data through thematic analysis. Finally, the fifth stage focused on synthesizing the findings and drawing

conclusions regarding the implementation of character education in Civic Education from the perspective of Nel Noddings' Theory of Caring. Through this research design, the study sought to provide a comprehensive theoretical analysis of how caring values such as empathy, attentiveness, respect, responsibility, and responsiveness can be integrated into Civic Education practices. The findings generated from this literature review are expected to contribute to the development of character education discourse and offer practical insights for educators seeking to create more caring, inclusive, and character-oriented learning environments (Dinata, 2025).

RESULTS AND DISCUSSION

Conceptualizing Character Development through Nel Noddings' Theory of Caring

Character development has long been regarded as one of the primary goals of education. Traditionally, character education has focused on transmitting moral values such as honesty, responsibility, discipline, and respect. However, Nel Noddings offers a broader and more relational understanding of character development. According to Noddings, character is not formed merely by teaching students what is right and wrong. Instead, character grows through meaningful relationships in which individuals experience care, attention, trust, and emotional support from others. For Noddings, morality begins with human relationships rather than abstract ethical principles. The Theory of Caring emerged as a response to moral theories that emphasize universal rules, obligations, and rational decision-making. Noddings argues that moral education should not be limited to teaching ethical concepts because individuals often learn moral behavior through direct experiences in relationships. Students are more likely to develop positive character traits when they interact with people who genuinely care about their well-being. Therefore, caring relationships become the foundation upon which moral and character development is built (Surono & Mahfud Ifendi, 2021).

Within educational settings, character development is viewed as a continuous process that occurs through everyday interactions. Students observe how teachers treat them, how conflicts are resolved, and how respect is demonstrated within the classroom. These experiences shape their understanding of moral behavior more effectively than theoretical explanations alone. When students consistently experience care and respect, they begin to internalize these values and reproduce them in their interactions with others. Noddings emphasizes two important concepts in caring relationships: the one-caring and the cared-for. The one-caring refers to the individual who provides attention, understanding, and support, while the cared-for is the recipient of that care. In educational contexts, teachers often serve as the one-caring, while students become the cared-for. However, caring relationships are not one-sided. Students also learn to become caring individuals who show concern for classmates, teachers, family members, and members of their communities (Agustin et al., 2024).

From this perspective, character development involves the cultivation of empathy, compassion, sensitivity, cooperation, and social responsibility. These qualities emerge gradually as students participate in caring relationships within their educational environment. Consequently, character education should not be viewed as a separate subject but as an integral aspect of the entire educational experience. Every classroom interaction, school activity, and learning experience contributes to the formation of students' character. The relevance of Noddings' theory has become increasingly apparent in contemporary society. The rise of individualism, social polarization, cyberbullying, and declining interpersonal communication highlights the need for educational approaches that strengthen empathy and social connectedness. By placing caring relationships at the center of education, Noddings provides a framework that supports both moral development and social harmony (A Rellang et al., 2024).

Fundamental Principles of Nel Noddings' Theory of Caring in Character Education

The effectiveness of Noddings' Theory of Caring in character education is rooted in several fundamental principles that guide educational practice. These principles include relationality, engrossment, motivational displacement, dialogue, practice, confirmation, and trust. Together, they form a framework for fostering moral growth and character development in educational settings. The principle of relationality emphasizes that human beings develop morally through relationships with

others. Noddings argues that individuals do not become ethical in isolation. Instead, moral values emerge from interactions characterized by mutual respect, understanding, and concern. In schools, this principle encourages educators to prioritize relationships as an essential component of teaching and learning. Another key principle is engrossment, which refers to the ability to genuinely listen to and understand another person's experiences. Teachers who practice engrossment pay close attention to students' feelings, concerns, and needs. This attentiveness allows teachers to respond appropriately and create supportive learning environments. Students who experience such attentiveness often develop stronger emotional security and greater confidence (Benu & Mbuik, 2024).

Motivational displacement is another distinctive concept in Noddings' theory. It occurs when individuals temporarily set aside their own interests to focus on the needs of others. In educational settings, teachers demonstrate motivational displacement when they prioritize students' learning and well-being. Through observing these actions, students learn the importance of altruism, generosity, and social responsibility. Dialogue represents a central element of caring education. Open and respectful communication allows individuals to share perspectives, express emotions, and build mutual understanding. Through dialogue, students develop critical thinking skills while learning to appreciate differences in opinion. This process contributes significantly to character formation because it promotes tolerance, respect, and democratic participation (Safitri et al., 2023).

Practice is equally important because caring cannot be developed through theoretical instruction alone. Students need opportunities to engage in caring actions. Activities such as cooperative learning, peer mentoring, community service, and collaborative projects provide practical experiences through which caring values can be exercised and strengthened. The principle of confirmation involves recognizing and encouraging the positive qualities and potential within each student. Teachers who practice confirmation help students see themselves as capable individuals with valuable contributions to make. This positive reinforcement supports the development of self-esteem, confidence, and moral responsibility. Finally, trust serves as the foundation for all caring relationships. Students who trust their teachers are more likely to participate actively in learning, express their concerns openly, and develop positive attitudes toward school. Trust creates a safe environment in which character development can flourish (Nurul Harifah & Ainur Rofiq Sofa, 2024).

Integrating Caring, Empathy, and Responsiveness into Civic Education Learning

The integration of caring, empathy, and responsiveness into Civic Education is essential because citizenship involves more than understanding political systems and legal structures. Responsible citizenship requires individuals to care about the well-being of others, appreciate diversity, and actively contribute to society. Therefore, Civic Education should provide opportunities for students to develop both civic knowledge and caring dispositions. One strategy for integrating caring values is through collaborative learning. Group discussions, debates, and cooperative projects encourage students to interact with peers from different backgrounds and perspectives. These interactions help students learn how to listen respectfully, appreciate diversity, and work toward common goals. Such experiences foster both civic competence and character development (Muhammad Kalkautsar, 2023).

Empathy can be developed through the exploration of social issues and contemporary challenges. Topics such as poverty, discrimination, environmental degradation, human rights violations, and social inequality encourage students to consider the experiences of others. By examining these issues from multiple perspectives, students become more aware of the difficulties faced by different groups within society. This awareness contributes to the development of compassion and social responsibility. Case studies and problem-based learning can further strengthen empathy. When students analyze real-world situations involving social injustice or ethical dilemmas, they are encouraged to consider the emotional and social consequences of various actions. This process helps students connect civic concepts with human experiences, making learning more meaningful and relevant (I Nengah Widiarsa, 2020).

Responsiveness can be cultivated through community engagement activities. Service-learning programs, volunteer initiatives, environmental campaigns, and social action projects allow students to apply classroom knowledge in real-life situations. Through these experiences, students learn that citizenship involves active participation and a commitment to improving society. Teachers play a crucial role in integrating caring values into classroom practices. Caring-oriented teachers demonstrate empathy, fairness, patience, and respect in their interactions with students. By modeling these behaviors, teachers provide students with concrete examples of how caring values can be expressed in daily life. Students often learn moral behavior not only from instructional content but also from observing the attitudes and actions of their teachers. Furthermore, classroom environments should be structured to promote mutual respect and inclusion. Students should feel safe expressing opinions, asking questions, and sharing personal experiences. Such environments encourage meaningful dialogue and foster a sense of belonging, both of which are essential for character development (Hidayat et al., 2019).

The Role of Civic Education in Promoting Character Development from a Caring Perspective

Civic Education occupies a strategic position in promoting character development because it addresses both individual responsibilities and collective well-being. While many subjects focus primarily on academic knowledge, Civic Education directly engages students with questions of ethics, citizenship, democracy, social justice, and community participation. These themes provide a natural context for character education. From a caring perspective, Civic Education should not be limited to teaching constitutional principles, governmental structures, or legal frameworks. Instead, it should encourage students to understand the human dimensions of citizenship. Democratic societies depend on citizens who are capable of respecting differences, cooperating with others, and contributing to the common good. These qualities are closely connected to caring values (Nurlita et al., 2024).

Civic Education provides opportunities for students to examine social problems and consider their responsibilities as members of society. Through discussions about inequality, environmental sustainability, human rights, and public welfare, students learn that citizenship involves ethical obligations toward others. These discussions encourage moral reflection and strengthen character development. The Theory of Caring suggests that civic engagement should be grounded in genuine concern for others. Students who care about the welfare of their communities are more likely to participate in civic activities, volunteer initiatives, and democratic processes. Caring therefore becomes a motivational force that encourages responsible citizenship (Shofwan, 2021).

Another important contribution of Civic Education is its ability to foster a sense of belonging. Students who feel connected to their schools and communities are more likely to develop positive civic identities. Caring relationships within educational environments help students understand that they are valued members of a broader social community. In addition, Civic Education supports the development of ethical decision-making skills. Students frequently encounter situations that require balancing individual interests with collective needs. Through reflective discussions and collaborative problem-solving activities, they learn how to make decisions that consider the welfare of others. These experiences strengthen both moral reasoning and civic responsibility. Consequently, Civic Education serves as a bridge between personal character and public citizenship. By integrating caring principles into citizenship learning, educators can help students become individuals who not only understand civic concepts but also embody the values necessary for democratic and harmonious societies (Mahmudah et al., 2025).

Teacher-Student Relationships as the Foundation of Character Education

One of the most significant contributions of Nel Noddings' Theory of Caring to educational practice is its emphasis on the importance of teacher-student relationships. Noddings argues that meaningful relationships are not simply supportive elements within education; rather, they constitute the very foundation of moral and character development. According to this perspective, students are more likely to develop positive character traits when they feel valued, respected, and understood by

their teachers. Character education, therefore, begins not with curriculum documents or moral lessons but with the quality of interactions that occur within the classroom. Traditional educational approaches often position teachers primarily as transmitters of knowledge. While academic instruction remains important, Noddings suggests that education should also involve genuine care for students as individuals. Teachers are expected to recognize students' emotional, social, and developmental needs alongside their academic needs. When students perceive that teachers care about their well-being, they are more likely to develop trust, confidence, and a sense of belonging. These conditions create a positive learning environment that supports both academic success and character formation (Dalila Turhusna & Saomi Solatun Universitas Muhammadiyah Tangerang, 2020).

Teacher-student relationships contribute to character education through the process of modeling. Students learn not only from what teachers say but also from how teachers behave. A teacher who consistently demonstrates respect, patience, empathy, honesty, and fairness provides students with concrete examples of positive character. Through daily observation, students gradually internalize these values and begin to apply them in their own interactions with others. In this sense, teachers serve as moral role models whose actions often have a greater influence than formal instruction. The Theory of Caring also emphasizes the importance of dialogue within teacher-student relationships. Open communication enables teachers to understand students' perspectives, concerns, and aspirations. At the same time, dialogue encourages students to express their thoughts respectfully and listen to others with empathy. Such interactions contribute to the development of interpersonal skills that are essential for both character education and democratic citizenship (Yani et al., 2024).

Another important aspect of teacher-student relationships is emotional support. Students often face various academic, social, and personal challenges that influence their learning experiences. Caring teachers provide encouragement, guidance, and reassurance during difficult situations. This support helps students develop resilience, self-confidence, and emotional stability. As a result, character development becomes a natural outcome of positive educational relationships. Within Civic Education, teacher-student relationships play a particularly important role because citizenship values are closely connected to interpersonal behavior. Students who experience respect, inclusion, and fairness in the classroom are more likely to practice these same values in broader social contexts. Therefore, caring teacher-student relationships can be viewed as the starting point for cultivating responsible and ethical citizens.

Character Values Developed through Civic Education Based on Caring Theory

The integration of Nel Noddings' Theory of Caring into Civic Education contributes to the development of various character values that are essential for both personal growth and responsible citizenship. These values extend beyond academic achievement and focus on the formation of ethical attitudes and social behaviors that support harmonious community life. One of the primary character values fostered through caring-based Civic Education is empathy. Empathy enables students to understand and appreciate the experiences, emotions, and perspectives of others. Through discussions of social issues, community problems, and human rights concerns, students learn to recognize the challenges faced by different groups within society. This understanding encourages compassionate responses and reduces prejudicial attitudes (Hanafiah et al., 2023).

Respect is another fundamental value developed through caring-oriented learning. Civic Education frequently addresses topics related to diversity, cultural differences, democratic participation, and social inclusion. By engaging with these themes, students learn to appreciate the dignity and rights of all individuals regardless of their background, beliefs, or social status. Respect serves as an important foundation for peaceful coexistence in multicultural societies. Responsibility also emerges as a central character value. Students are encouraged to recognize their obligations not only to themselves but also to their families, schools, communities, and nation. Through caring-based learning activities, students come to understand that responsible behavior involves considering the

consequences of their actions on others. This awareness strengthens their commitment to ethical decision-making and civic participation (Irawati & Ratna, 2022).

Tolerance represents another important outcome of caring-based Civic Education. Exposure to diverse viewpoints and collaborative learning experiences helps students develop openness toward differences. Rather than perceiving diversity as a source of conflict, students learn to view it as an opportunity for mutual learning and cooperation. Such attitudes are particularly important in democratic societies characterized by cultural and social diversity. Cooperation and solidarity are also strengthened through caring theory. Civic Education often involves group activities, community projects, and collaborative problem-solving tasks. These experiences teach students the importance of working together to achieve common goals. Students learn that social problems cannot always be solved individually and that collective action is often necessary to create positive change. Additionally, caring-based Civic Education promotes honesty, fairness, compassion, and social concern. These values contribute to the development of individuals who are not only knowledgeable about civic concepts but also committed to ethical behavior. Consequently, character education becomes an integral component of citizenship education rather than a separate educational objective (Uliartin, 2021).

CONCLUSION

This study demonstrates that Nel Noddings' Theory of Caring provides a meaningful framework for understanding and implementing character education within Civic Education. Character development, from Noddings' perspective, is not primarily achieved through the transmission of moral rules or theoretical knowledge, but through caring relationships that encourage empathy, attentiveness, responsiveness, and mutual respect. The findings reveal that the fundamental principles of caring theory—including caring relationships, dialogue, trust, confirmation, and responsiveness—are highly relevant to the objectives of character education. Their integration into Civic Education can support the development of essential character values such as responsibility, honesty, respect, tolerance, cooperation, compassion, and social concern. Furthermore, Civic Education serves as an effective medium for fostering these values because it connects moral development with citizenship learning, democratic participation, and community engagement. The study also highlights the central role of teacher-student relationships in creating caring learning environments that facilitate both moral growth and civic development. Although the implementation of caring-based character education may face challenges such as curriculum demands, limited instructional time, and the dominance of cognitive-oriented assessment systems, it also offers significant opportunities to create more inclusive, human-centered, and socially responsive educational practices.

Based on these findings, it is recommended that educators integrate caring principles into Civic Education through interactive learning activities, collaborative projects, reflective discussions, and community-based experiences that encourage students to practice empathy and social responsibility in authentic contexts. Schools should also cultivate a caring school culture by strengthening positive relationships among teachers, students, and the wider educational community. In addition, curriculum developers and policymakers are encouraged to incorporate caring-oriented approaches into character education programs so that moral and civic learning can be developed in a more holistic manner. Future researchers may further examine the practical implementation of Nel Noddings' Theory of Caring in different educational settings to enrich the understanding of its contribution to character formation and citizenship development in contemporary education.

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