Character and Adab Education in Indonesia, Turkey, and Japan: A Comparative Study

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Abstract
Today's education standards have changed due to science and technology advancements. Technological developments such as the internet caused students' character development in the Industrial Revolution 4.0 to be remarkably different from the earlier generation. This study was conducted to analyze the factors of successful learning based on Auguste Comte's Law which focuses on character and adab education. This study involved comparing the education systems of three countries, Indonesia, Turkey, and Japan, to ensure successful socialization in the education system of the millennial generation. Data were collected through the observational method applied using questionnaires, interviews, and documentation from Indonesian, Japanese, and Turkey schools. This was followed by applying an analytical approach using Structural Equation Modeling (SEM) on the data obtained from the integration of questionnaire data processing and literature review. So that the method used in this study can be said to be a mixed method. Based on the study's results, obtained information and the suitability of the character education system between Indonesia, Japan, and Turkey. Character education that all parties observe, such as teachers, parents, and even school principals, can improve students' attitudes and good behavior and correlates with learning success in the Industrial Revolution Era 4.0. The success factor of character education based on the integration of schools from Japan, Turkey, and Indonesia (Pesantren Tebuireng) was found to be "cooperation between teachers, parents, and evaluation of school principals and attitudes of respect for others." In addition, the results of research on character education can be associated with other attitudes such as tolerance, respect and speaking (not playing on cellphones), and acting politely.

INTRODUCTION

Teachers in the Industrial Revolution 4.0 era are tasked with the responsibilities of providing professional quality education based on the Internet of Things (IoT) (Khan et al., 2019). It is important to note that professional teachers, as education personnel, are usually judged based on the perception of other people (Nuryana, 2019). In real life, the role of the teacher is crucial in education. They are expected to have high moral standards, but they face challenges such as lack of access to information and experiences from other people or countries

(Kusuma et al., 2019). This makes it difficult for teachers to meet the professional and moral responsibilities required in this global era.

Today's world education standards have changed due to the increasing literacy rate which is associated with the wide adoption of education in the process of developing the character of students in the Industrial Revolution 4.0 era (Agih, 2015). Additionally, the rapid advancement in technology, education, and other sectors has been found to influence certain factors such as the supply chain needed to integrate a proper education system in order to address global issues (Farah, 2013; Nuryana, 2019; Saputra et al., 2020; Almutawa, 2020; Brooks & Mutohar, 2018; Susanti, 2018; Agih, 2015; Al-Huneidi & Schreurs, 2012; Thai et al., 2017; Ramadhani, 2018).

Integration of the education system can be achieved by preparing infrastructure and other necessary elements to ensure a smooth teaching and learning process, identifying academic and non-academic issues faced by students, selecting and implementing appropriate solutions to these problems, and accommodating the differences in the needs of students based on teachers' ability (Roaini & Ansar, 2019; Sinaga et al., 2017). These needs can be associated with knowledge and infrastructure required for learning, as well as the attitude towards the process, such as the ability to set goals, reorient, review insight, and make students confident and motivated to achieve the goals (Diani et al., 2019; Munifah et al., 2019; Ramadhani et al., 2019).

A generic ability, or cognitive, core, essential, and basic skill, is another characteristic required of educators. This includes a teacher's speaking skills or techniques in communication, team work, problem solving, initiative, planning efforts, self-management, as well as learning and technology skills (Huda et al., 2019; Lestari et al., 2019; Sagala et al., 2019; Martineau & Harrison, 2000; Wilson, 2019). Communication skills are particularly important in minimizing potential conflicts and opening opportunities for success. Teachers are also expected to promote students to study harder and provide assignments according to their abilities and individual differences (Maskur et al., 2018; Roick & Ringeisen, 2018).Teachers in the Industrial Revolution 4.0 era are tasked with the responsibilities of providing professional quality education based on the Internet of Things (IoT) (Khan et al., 2019). It is important to note that professional teachers, as education personnel, are usually judged based on the perception of other people (Nuryana, 2019). In real life, the role of the teacher is crucial in education. They are expected to have high moral standards, but they face challenges such as lack of access to information and experiences from other people or countries (Kusuma et al., 2019). This makes it difficult for teachers to meet the professional and moral responsibilities required in this global era.

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The importance of conducting research on the comparison of character education in various countries can be a crucial step in advancing education and human resources. To gain new insights into character education learning techniques in the Industrial Revolution 4.0 era, this study analyzes the success factors of learning based on Auguste Comte's Law and compares the education systems of three countries: Indonesia, Turkey, and Japan. This ensures the successful socialization of the millennial generation's education system. The final analysis and new findings from this research can provide valuable information for addressing the current challenges of character education in the Industrial Revolution 4.0 era.

Literature Review

Cooperation in the process of building and implementing changes in the education system should focus on the abilities of teachers (Al-Huneidi & Schreurs, 2012; Becker et al., 2017; Hartati et al., 2019). These abilities include initiating and conducting creative activities, determining learning strategies such as new methods, concepts, or information obtained from media sources such as journals, television, and the internet from other parts of the world. In order to make the learning process meaningful and produce quality education, everyone involved in the education system, from the Minister of Education to parents, must take responsibility for guiding the development of students as future leaders by conveying information on various scientific advances, knowledge, and technology to society (Thai et al., 2017).

Mastery of science and technology, such as the use of gadgets and internet access, as well as a curious spirit about the development of the world's education system, are also important for professional teachers. If a professional teacher is always up-to-date with the latest information, then teaching and learning strategies can also make it easier for students to understand the development of education and technology in a highly competitive global literacy era (Pahrudin et al., 2019; Sharma, 2017). Some characteristics that need to be maintained and even developed by professional teachers include staying current with quality science and technology based on global developments, building a strong and good personality, and developing skills in generating interest or motivating students in the field of science and technology by showing videos of current technological developments (Capone et al., 2017; Morrar & Arman, 2017; Shah, 2013).

There are at least four prerequisites for teachers to be professional, such as conducting the teaching and learning process in accordance with the applicable curriculum, integrating curriculum material with the surrounding environment, motivating students to learn independently, and integrating several subjects into a unified whole (integrated concept) learning) (Maskur et al., 2018; Roick & Ringeisen, 2018).

In Indonesia, many schools focus not only on worldly knowledge, but also on the science of the hereafter (moral education) which are conducted in special schools such as Islamic boarding schools. This is based on Islamic teachings that studying should also be correlated with religious activities. So that in its application, students can easily do it without coercion, so that etiquette and morals will be well-formed. Polite social behavior can also lead students to have good habits in character and get used to it, so it becomes a good ethical term (Li et al., 2021; Nuryana, 2019; Huda et al., 2020; Maskur et al., 2019).

In Turkey, the national learning system is governed by the Ministry of Education (Milli Eğitim Bakanlığı-MEB), whose responsibilities include a wide range of services, from providing guidance and improving learning modules to building schools. Guidance prepared by the Learning Unit is reviewed and approved by the National Great Council for Learning (Dag, 2015). The National Learning Agency is responsible for provincial learning matters. According to the Constitution, no one can be deprived of the right to learning. In Turkey, all citizens, both men and women, must receive basic education and it must be free. However, for special permission and foreign bodies, the language of instruction in all teaching and nursery schools is Turkish (Erçek, 2021).

In Turkey, a good cooperative relationship between the school and the community (parents) is essential in understanding the character of the child. Turkey is a good example of the close relationship between the school and its parents and the community around the school (Dag, 2015). Even schools provide surveillance cameras, and parents can access these cameras directly from home. Parents can learn about their child's activities at school, their activities in class, etc. Therefore, parents participate in supervising the process of learning activities. Therefore, the teachers have very little autonomy. Teachers in Turkey are very kind to their students (Sugandi & Delice, 2014).

According to the Minister of National Education, Turkey was chosen as a role model for the business world that attaches great importance to education. They spend a significant portion of their income on education. This education system in Turkey shows us that only certain schools with a good education system will have the opportunity to showcase the intelligence of all students (Sugandi & Delice, 2014).

According to Güçyeter et al. (2017), the education system in Turkey is divided into three periods: modern, traditional, and transitional Turkey. Although it is divided into three periods, this education system is related to each other and has to do with the modernization process in Turkey. The current school education system in Turkey follows a pattern of education with the first level of four years designed for Elementary Schools (İlköğretim) or İlk Okulu and starting from the age of 7 to 10 years. In this first level of education, the most important thing is moral education and manners, as well as knowledge of the history of Turkish civilization. The next level is four years for Junior High School (Orta Okulu) for children aged from 11 to 14 years and Senior High School (Lycee) with four years from 15 to 18 years. Lycee is a public school whose educational target and focus is to prepare its students for college. Many parents in Turkey want their children to attend higher education. Not only that, many also go to school to take specialist programs such as in the field of medicine. Meanwhile, Lycee combines general, vocational, and technical education with some designed to have both sexes, while some are specifically designed to accommodate the different genders (Güçyeter et al., 2017; Ozsoy, 2019; Ata Aktürk et al., 2017; Yıldırım & Akamca, 2017). In general, the goal of the education system in Turkey is to provide knowledge about the culture in their country before they finally learn the education they like. The ultimate target of education in Turkey is a democratic society, respecting human rights, and achieving a prosperous life (Aslan & Zhu, 2015; Güçyeter et al., 2017; Huda et al., 2020).

The Japanese education system is built on principles of legalism and continues to uphold the rule of law. Additionally, the right of every individual to obtain education without discrimination based on ethnicity, religion, or race is implemented in the Japanese education system. Even foreigners studying in Japan do not experience discrimination (Aoki, 2010).

The advancement of the education system in Japan is also based on democratic administration, which requires the state to provide affordable education opportunities for all. This is evidenced by the fact that education in Japan is considered one of the most affordable and advanced according to the results of a world survey, thanks to scholarships provided for poor and intelligent students (Hofman & Hofman, 2011; Nzoka & Orodho, 2014).

Another principle of the Japanese education system is neutrality, which prioritizes equality and non-discrimination in providing education at every level. The system also adjusts the level of difficulty in the teaching process to the level of education being taken. The final principle is decentralization, which involves distributing education policies from the central government evenly to all schools in the country in order to ensure system development and progress (Druckman & Daniel, 2017; Garderen & Delinda Van, 2016).

Rationale of the Study

Education is one of the most important factors that determine a person's social status in any part of the world. In the modern era, research comparing education systems is crucial, particularly in understanding the current state of education systems in different countries. Each country has a unique education system, and evaluating and comparing these systems can lead to the creation of a new and improved system. Therefore, this research aims to observe and analyze the character education systems of developed countries such as Indonesia, Turkey, and Japan, which have been known to effectively preserve their cultures.

Previous research by Akın et al. (2014) has shown that there is often a lack of necessary input tools, which can hinder the learning process. As teachers are an essential input tool, moderate teacher income and poor learning facilities can negatively impact the performance of students (Akın et al., 2014). However, there is also a significant disparity in quality, as some schools in Indonesia provide all necessary input tools such as adequate learning facilities, experienced teachers, diverse teaching methods, and a student-centered approach (Sugandi & Delice, 2014). However, the focus on character education in Indonesia is limited, as it only concentrates on school facilities.

Aims and Hypotheses

The positive values of character education (adab) are crucial in shaping one's social life. Historical records show that educational institutions that prioritize character education have produced scholars or figures who have played a significant role in advancing science and technology in a country. Given the importance of character education, it is crucial to note that students will not only develop in terms of science, but will also determine the direction and purpose of their lives after applying the knowledge they have acquired. Therefore, it is important to observe and analyze the education systems of various institutions and countries in order to improve and adapt the education system to the current era. The most fundamental concept of education is to ensure that students become good human beings and abide by the relevant regulations.

This study observed and collected data directly using Forum Discussion Group (FGD) with school teachers, as well as local and international students from different countries. The data were collected from these two sources to mutually reinforce or integrate the results. A questionnaire survey with 5 questions was used as the research instrument, while data related to the main learning methods, physical attributes of the schools, and the phenomenon of students' life related to the educational process were obtained through observation. Furthermore, interviews were conducted to explore information not covered through observation and to connect it to the laws of Auguste Comte. The hypotheses proposed in this study are stated as follows (H1) There is a positive relationship between thinking ability and education system, (H2) There is a positive relationship between the curriculum chain and the education system, (H3) There is a positive relationship between the ability to receive information and the education system, (H4) Self-Organizing Skills have a positive mediating role in the social relationship between the ability to think, anticipate and the education system, (H5) Self-Organizing Skills have a positive mediating role in human relationships, and (H6)

Self-Organizing Skill has a positive mediating role in the cooperative relationship between the ability to accommodate and one's character.

METHODS

Research Design

This qualitative research uses case studies to deeply investigate and compare education systems from three countries, Indonesia, Turkey, and Japan. The findings were obtained chronologically using a study design and procedure which includes algorithms, pseudocode, and other methods for data acquisition and analysis (Li & Zheng, 2018; Pintrich et al., 1991; Zimmerman & Moylan, 2009). To ensure the scientific validity of the findings, references were used to support the study's processes (Roick & Ringeisen, 2018; Ocak & Yamaç, 2013). This led to the presentation of Figures 1-2 and Table 1, which are cited in the manuscript (Li & Zheng, 2018; Bandura, 1985; Cleary & Kitsantas, 2017; Dent & Koenka, 2015; Pintrich, 2000; Pressley & McCormick, 1995; Vonkova & Hrabak, 2015). The questionnaire, presented in Table 1, was randomly distributed to anonymous respondents who were required to indicate their status as teachers or students for correlation purposes with the results.

Population and the Methods of Sampling

Participants or respondents for this study were selected from one school at each level in Indonesia, Turkey, and Japan. A total of 150 students and 30 teachers were surveyed from the three countries. All questionnaire sheets are included in the supplementary data. For schools in Indonesia, special schools that focus on adab were selected, specifically Islamic boarding schools (Pesantren Tebuireng, Jombang, Indonesia). Schools in Turkey and Japan were selected from public schools at each level. This research was conducted in 2018 by collecting data from various respondents in each country (Indonesia, Turkey, and Japan). In Indonesia, data was collected from the Tebu Ireng Islamic Boarding School, specifically from Madrasah Ibtidaiyah (Elementary School), Madrasah Tsanawiyah (Junior High School), and Madrasah Aliyah (Senior High School). In Turkey, data was collected from private schools, specifically from İlköğretim (Elementary School), Orta Okulu (Junior High School), and Lycee (Senior High School). In Japan, data was collected from public schools, specifically from Shūgakkō (Elementary School), Chūgakkō (Junior School), and Koutougakkou (Senior High School).

Instrumentation

Data collected through questionnaires were analyzed using Smart-PLS and SEM. It is important to note that this study analyzed the Anticipation Ability (AA) variable with 13 items. In addition, the Social Communication (SC) is made up of 10 items, while the Ability to Accommodate (AAC) analysis is composed of 4 items. The Self-Organizing Skills (SOS) analysis is made up of 6 items, and the Integration Education System (IES) analysis is composed of 4 items as shown in Figure 2.

Table 1. Questions in the questionnaire of this study

| Questions	Score
Has the teaching and learning process been carried out properly and efficiently in your country?	(1-5)
Has the teaching and learning process in your country been carried out in a timely manner?	(1-5)
Does the science and curriculum provided to students meet all current educational needs?	(1-5)
Is the assignment given in accordance with the material given?	(1-5)
Is the teaching and learning process conducted interactively and efficiently?	(1-5)
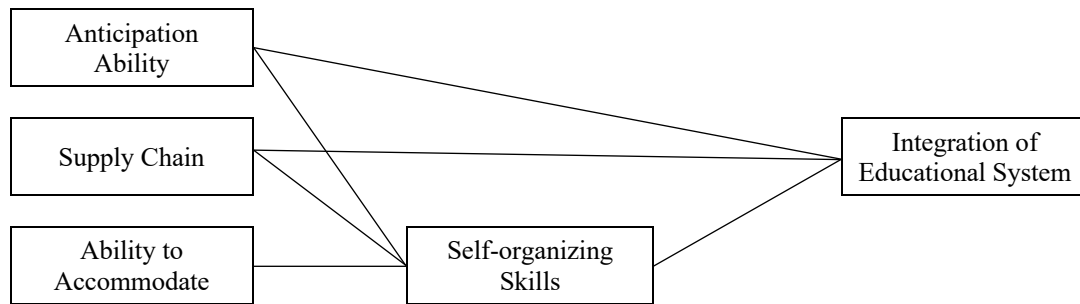
Figure 2. Theoretical Framework

Table 2. Convergent Validity

Items	Loadings	Alpha	CR	AVE
AA1	.674	.912	.934	.520
AA2	.745	-	-	-
AA3	.712	-	-	-
AA4	.692	-	-	-
AA5	.690	-	-	-
AA6	.709	-	-	-
AA7	.730	-	-	-
AA8	.742	-	-	-
AA9	.737	-	-	-
AA10	.744	-	-	-
AA11	.699	-	-	-
AA12	.773	-	-	-
AA13	.766	-	-	-
AAC1	.655	.646	.811	.590
AAC2	.847	-	-	-
AAC4	.790	-	-	-
IES1	.740	.792	.872	.631
IES2	.761	-	-	-
IES3	.793	-	-	-
IES4	.813	-	-	-
SC1	.728	.921	.921	.551
SC2	.683	-	-	-
SC3	.716	-	-	-
SC4	.749	-	-	-
SC5	.737	-	-	-
SC6	.711	-	-	-
SC7	.744	-	-	-
SC8	.771	-	-	-
SC9	.808	-	-	-
SC10	.698	-	-	-
SOS1	.897	.881	.917	.628
SOS2	.848	-	-	-
SOS3	.724	-	-	-
SOS4	.671	-	-	-
SOS5	.748	-	-	-
SOS6	.836	-	-	-

Note: AA = Anticipation Ability; AAC = Ability to Accommodate; IES = Integration of Educational System; SC = Supply Chain; SOS = Self-organizing Skills

RESULTS AND DISCUSSION

Results

SEM (Structural Equation Modeling) is a statistical analysis method that is multivariate which functions as a tool in processing research data. In the process, data processing using SEM has differences with regression data processing or path analysis. In general, SEM data

processing tends to be more complicated, because SEM is made with a structural measurement model. In the analysis using SEM there are 3 important points simultaneously, namely checking the convergent validity and reliability of the instrument (confirmatory factor analysis), then testing the relationship model between variables (path analysis), and finally getting an accurate structural model (structural model analysis and regression analysis) (Ghozali & Fuad, 2005). The model obtained from the SEM results basically consists of a measurement model and a structural model. In the measurement model, data analysis was carried out based on the assessment of validity and discriminant validity. While the structural model is done by describing the relationship between values or hypothesized results. For the validity test, it is carried out with a convergent validity test which will later show that the items are interconnected or strongly and validly related. This convergent validity test is shown by its Alpha and CR which are more than .70 as well as loading and AVE values which are higher than .50 as shown in Table 2.

Based on the results of the convergent validity test, it can be seen that the constructs or validity results are not strongly related to each other. This is because the Heterotrait Monotrait ratio has a value that is not higher than .90 as presented in Table 3.

Table 3. Heterotrait Monotrait Ratio

	AA	AAC	IES	SC	SOS
AA	-	-	-	-	-
AAC	.251	-	-	-	-
IES	.712	.351	-	-	-
SC	.579	.287	.742	-	-
SOS	.552	.421	.771	.712	-

Note: AA = Anticipation Ability; AAC = Ability to Accommodate; IES = Integration of Educational System; SC = Supply Chain; SOS = Self-organizing Skills
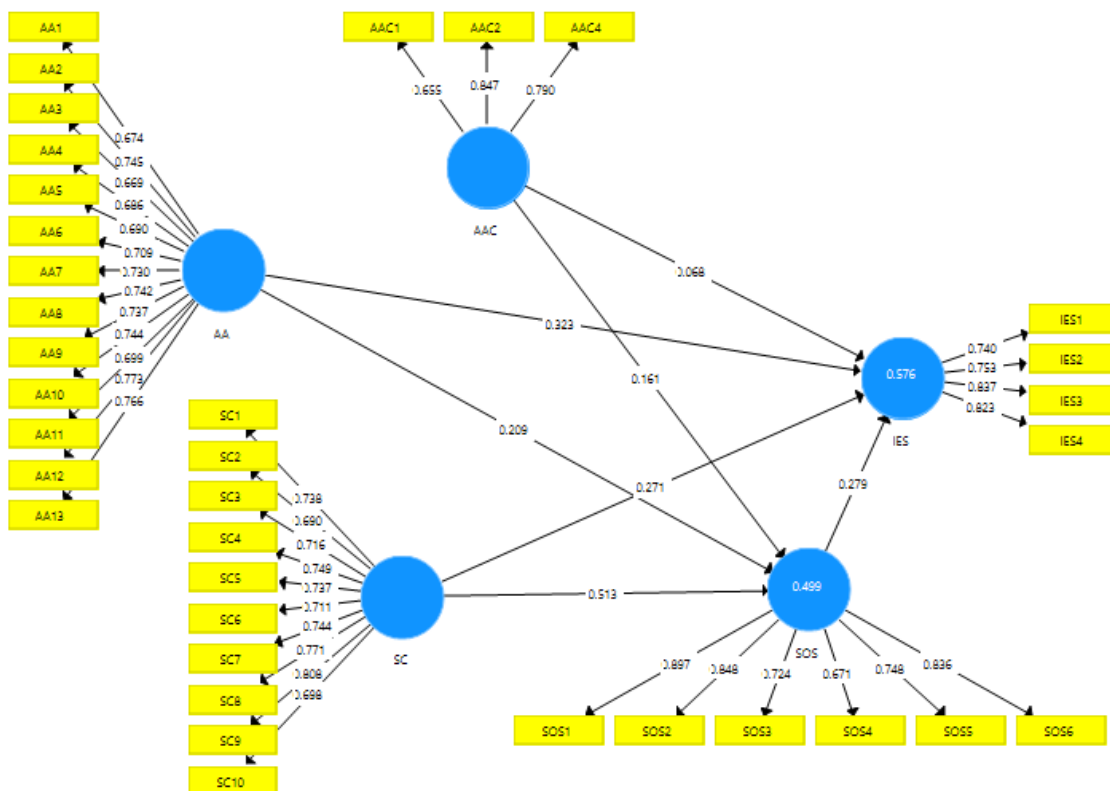

Figure 3. Measurement Model Assessment

Figure 3 shows factor loading above .5 for all items (AA, AAC, SC, SOS and IES). Table 2 shows the results of measurement models such as the outer model. In the outer model we can find out the value of the loading factor which shows the correlation between the indicator and its construct. An indicator with a low loading value indicates that the indicator does not work on the measurement model, so the expected Composite Reliability (CR) loading value in the study is usually > .7. The results of the SEM analysis clearly show that all constructs have CR above .8. All constructs had a mean extracted variance (AVE) above .5. In addition, convergent validity was assessed using the cross-loading given in Table 2. In addition, the structural model for hypothesis testing is shown in Figure 4.

Path analysis showed that AA, AAC, and SC are positively related to IES and this leads to the acceptance of H1, H2, and H3. Moreover, SOS was observed to have a positive mediating role in the relationship between AA and IES, SC and IES, as well as AAC and IES, thereby, leading to the acceptance of H4, H5, and H6 as indicated in Table 4.

Table 4. Path Analysis

| Variables	Beta	S.D.	t-values	p-values
Anticipation Ability ↔ Integration Education System	.314	.042	7.512	.000
Ability to Accommodate ↔ Integration Education System	.072	.041	1.979	.051
Social Communication ↔ Integration Education System	.312	.049	5.223	.000
Anticipation Ability ↔ Self-Organizing Skills ↔ Integration Education System	.058	.016	3.594	.000
Ability to Accommodate ↔ Self-Organizing Skills ↔ Integration Education System	.045	.015	3.020	.003
Social Communication ↔ Self-Organizing Skills ↔ Integration Education System	.152	.038	4.281	.000
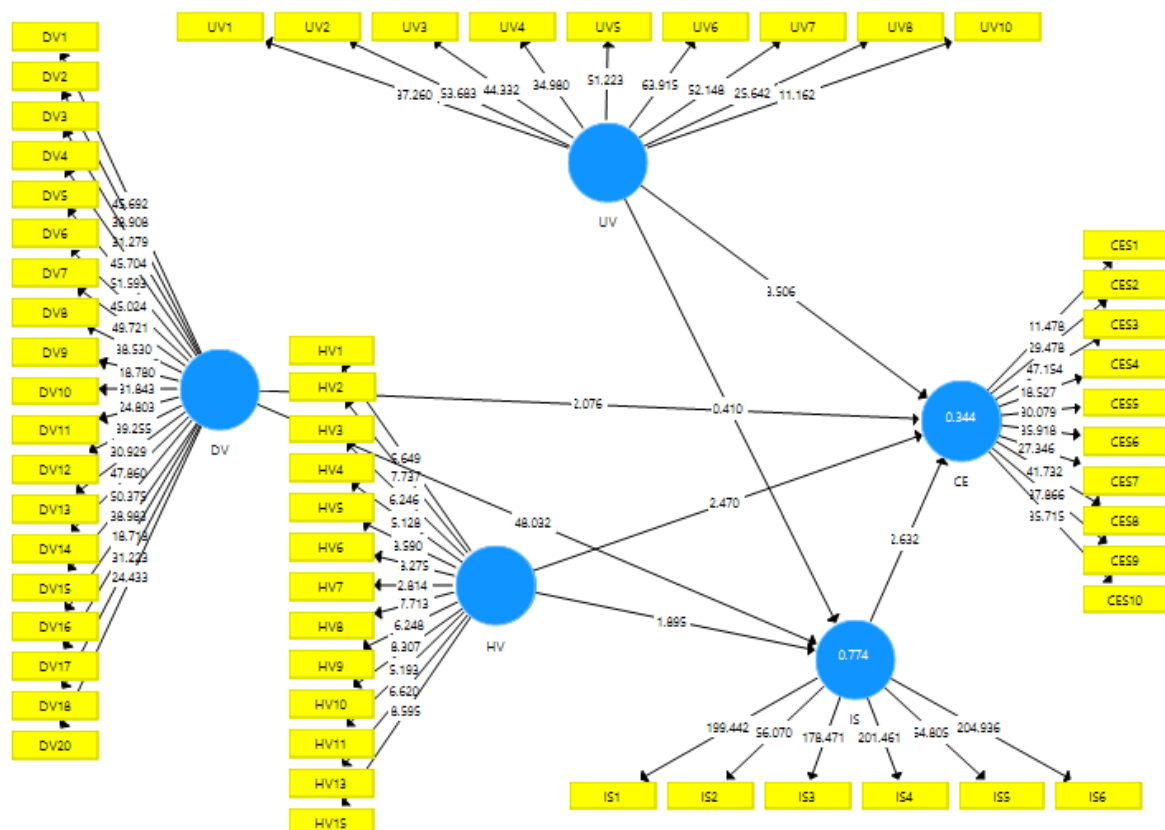
Figure 4: Structural Model Assessment

The observation on the educational information showed that Japan has very good information in all aspects with the answers provided to the 5 questions observed to have very high average scores. This means the education system of the country is developed to meet current needs and also indicates the preparedness for the next era of Industrial Revolution 5.0.

This study observed and analyzed the character education systems of several developed countries, such as Indonesia, Turkey, and Japan, which have been proven to be able to maintain their culture. The study found that Turkey has a good average score, despite its education system having the longest level of 4 years for elementary school, 4 years for junior high school, and 4 years for senior high school. It is important to note that Turkey is a developed country in the European region and is close to Asia, making it easy to absorb various cultures. In addition, Turkey has a rich history of education with several scientific texts from both Asia and Europe contained in major libraries in the country (Hofman & Hofman, 2011; Nzoka & Orodho, 2014). The study also found that the education system in Turkey is well-suited to prepare its students for college, and it is a goal of many parents in Turkey for their children to attend higher education. Furthermore, the study used a case study approach, data was collected using FGD and questionnaires, analyzed using Smart-PLS and SEM and the results were validated with convergent validity test.

Table 5. Results of observation data (general) education in Japan, Turkey, and Indonesia.

No	Questions	Survey Value				
		1	2	3	4	5
	Questions are given to Students, Teachers, and Academic Curriculum Staff					
1	Has the teaching and learning process been carried out properly and efficiently in your country?				TI	J
2	Has the teaching and learning process in your country been carried out in a timely manner?				J	TI
3	Does the science and curriculum provided to students meet all current educational needs?				I	JT
4	Is the assignment given in accordance with the material given?				JTI	
5	Is the teaching and learning process conducted interactively and efficiently?				JTI	
	Questions are given only to the teacher					
6	Do school facilities meet the needs of teachers in teaching?				I	JT
7	Are the academic staff's efforts in developing the curriculum good?					JTI
8	Is the student's response in the teaching and learning process good?				JI	T
9	Are the study hours provided for students sufficient and effective?				I	JT
10	Are the students' ethics and manners good?				TI	J
	Questions are given only to students					
11	The material prepared by the teacher is described in a structured manner and helps me understand the material being explained?				TI	J
12	The teacher designs a series of learning activities that prioritize student activities and participation?				JTI	
13	Does the teacher apply the same set of learning activities for each meeting?				TI	J
14	The learning steps designed by the teacher are effective in achieving the learning objectives using e-learning?				I	JT
15	Does the teacher provide clear and relevant learning resources (such as modules)?					JTI

Note: J = Japan; T = Turkey; I = Indonesia

Discussion

The results of observations obtained from various schools in different countries have the same goal: to implement moral education. One such Islamic-based school, the Tebuireng Islamic Boarding School, has received good grades. When compared to Japan and Turkey, Indonesia is considered a developing country that is heading towards an internet-based technology system or the fourth industrial revolution. The Indonesian government has provided solutions and suggestions for schools to improve their education system, particularly in the application of technology, including Islamic boarding schools. However, the geographical shape of Indonesia, being an archipelago, poses obstacles to the equitable distribution of facilities, infrastructure, and human resources (teachers). Nevertheless, it is important to note that the Tebuireng Islamic Boarding School represents the Indonesian education system, which has advanced in terms of facilities, infrastructure, and human resources (teachers). Therefore, it can be concluded that the Tebu Ireng Islamic Boarding School is one of the best schools or a reflection of the quality of education in Indonesia.

Boarding schools for Islamic education have been reported in several studies to have a positive influence on the development of students. Several studies have shown that some of the success factors achieved by students studying in Islamic schools include respect and tolerance (Nuryana, 2019). Furthermore, it was discovered that character education is highly significant in the global and developed world due to its contribution to the success factors associated with the integration of the education system. Some private institutions in different countries that lack management and prioritization abilities were also observed to lack character education and an integrated education system, while some other Islamic boarding schools were reported to have the capability to develop students (Alkouatli, 2018; Brooks & Mutohar, 2018; Sahin, 2018).

Based on the goal of the education system created by the Turkish government, which is to educate individuals to be more productive and happy by prioritizing manners and integrating them into the life of the world and the hereafter, students can more easily raise national awareness. In addition, the nature of their nationalism was directed from childhood and began to form at the elementary school level. This result made them inseparable from their country. Awareness and willingness to contribute to the state and the welfare of society is carried out through their skills. This result is the hope of the Turkish government in forming a creative nation and distinguishing it from its contemporaries in the modern world. In addition, the education system in Turkey is also regulated by a national system that was formed based on Ataturk's reforms to produce skilled professionals needed in the nation's social and economic institutions. So that not all past systems are abolished, but still adhere to a system that is considered good to be implemented.

It is important to note that Turkish society and companies (stakeholders) in Turkey are very concerned about education. Not only that, they have a very important role in the world of education by setting aside some of their income to build education in Turkey. This is highly correlated with the focus and goal of Turkish education, which is to build the value of nationalism since they are educated in elementary school. Another reason for giving donations to schools is to do good deeds in accordance with the teachings of Islam. This evidence is the success of the Turkish government in its efforts to advance the education system in its country so that citizen awareness automatically leads to the progress and prosperity of the country.

Next is the education system in Japan. Japan is not included in the European region like Turkey. Japan is also not a country that has a population with a Muslim majority like Indonesia and Turkey. However, it should be noted that Japan is one of the most developed countries in Asia. In Japan, education is a priority for the government. Especially for character education, the Japanese government is very concerned about it up to the university level. This is why Japanese culture is famous for its manners and discipline. Although it is not an Islamic country, education in Japan has a correlation with the teachings of Islam, namely etiquette and manners

towards others. Education in Japan is aimed at ensuring that students have the full development of personality, preserve the minds and bodies of citizens, and integrate the qualities necessary to form a peaceful and democratic country and society within it.

The education system in Japan places a strong emphasis on character education and moral development. This is evident in the integration of doutoku-kyoiku, or moral education, into the curriculum and the emphasis on manners and discipline in Japanese culture. The doutoku-kyoiku is divided into four aspects, including self, relations with others, relations to nature and the sublime, and relations to group and society. It includes values such as moderation, diligence, courage, sincerity, freedom and order, self-improvement, love for truth, courtesy, consideration and kindness, friendship, thank and respect, modesty, respect for nature, respect for life, aesthetic sensitivity, nobility, public duty, justice, group participation and responsibility, industry, respect for family members, contribution to society, respect for tradition and love of nation, and respect for other cultures. This education system has helped create a distinctive nation with disciplined, tenacious, honest, hard-working, high-tolerant characters.

Implications

The results of the comparative analysis of education systems in various worlds, especially referring to moral education/character education, are found to be related in terms of practice and goals. Although each country has its own way, the goal remains the same, namely to build good character and maintain the cultural values of each country.

Although the countries of Japan, Turkey and Indonesia have many differences, the goals of each government are in an effort to maintain the good character of the nation. Turkey with a strategic location and a complex history of mixed cultures makes its education system always updated and takes positive values from the previous system. Meanwhile, Japan has set up its education system based on its culture since ancient times. Even so, Japan still strives to keep up with current technological developments and observe other countries. Indonesia, which adheres to the religion of Islam, has become a country that is strong in manners and manners. Advances in technology today have made special religious schools in Indonesia apply technology as a medium to facilitate the delivery of knowledge. Even so, religion remains the main basis in maintaining the character of the nation.

Limitations and Suggestions for Further Research

The comparative analysis of education systems in various countries, particularly in terms of moral education or character education, reveals similarities in terms of practice and goals. Although each country has its own approach, the goal remains the same: to build good character and maintain cultural values. Islam teaches adab, or good manners and etiquette, not just in Turkey and Indonesia, but also in Japan. The education system in Japan is based on its culture and history, and includes moral education in the form of doutoku-kyoiku, which emphasizes self-improvement, respect for others, respect for nature, and civic responsibility. In terms of technology integration, all three countries, Japan, Turkey and Indonesia, have adapted their education systems to keep up with technological advancements. This includes the use of technology in the classroom and the shift towards e-books. It is also noteworthy that all three countries involve the role of parents in providing information on the character of their children. Cooperation between teachers and parents and daily evaluations by the principal are also important aspects in character education. In the context of Islamic education, research has shown that the ability to anticipate and accommodate are crucial in the supply chain of Islamic education. Self-organizing skills, while not having a significant effect on the supply chain, have a positive impact on the ability of students in Islamic boarding schools to memorize education better than in general schools. Overall, these results demonstrate that the integration of

technology and adab/moral education/character education continue to be important in the education systems of Japan, Turkey, and Indonesia.

CONCLUSIONS

The conclusions of observations obtained from various schools in various countries have the same goal: to improve the education system and build good character. The Indonesian government has provided solutions and suggestions to improve the application of technology, including Islamic boarding schools, despite geographical challenges. Meanwhile, the Turkish government aims to educate individuals to be more productive and happy by prioritizing manners, which leads to increased national awareness. Japan places a strong emphasis on character education and manners, even though it is not an Islamic country. Islamic boarding schools in Indonesia have been shown to have a positive impact on student development, and the education system in Turkey is based on Ataturk's reforms to produce skilled professionals. Japan's education system is deeply rooted in its culture and instills moral education through doutoku-kyouiku, which emphasizes manners and courtesy.

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AUTHOR CONTRIBUTION STATEMENT

SH was responsible for conceptualization, design, analysis, and writing. NT was responsible for data analysis. AH was responsible for interpreting research results. KC were responsible for collecting data in Turkey and editing and reviewing the manuscript.

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