

TRANSFORMATION OF EDUCATION BASED ON COMPASSION THROUGH THE DEVELOPMENT OF A CURRICULUM OF LOVE AS AN EFFORT TO CREATE AN INCLUSIVE, CIVILISED, AND CONSCIENTIOUS LEARNING ECOSYSTEM: A THEORETICAL AND EMPIRICAL LITERATURE REVIEW

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Abstract

This study examines the transformation of education based on the value of compassion through the development of the Love Curriculum as an effort to create an inclusive, civilised, and conscientious learning ecosystem. The study was conducted theoretically and empirically using a literature review approach, integrating humanistic education theory, caring pedagogy, and character education in the context of the national curriculum. The results of the theoretical study confirm that the Love Curriculum prioritises the value of love as the foundation of holistic learning, focusing not only on cognitive aspects but also on affective and spiritual aspects. Empirical evidence shows that this curriculum is effective in increasing learning motivation, emotional intelligence, positive social behaviour, and reducing conflict and discrimination in the school environment. The Love-Based Curriculum has been proven to support the development of an inclusive and civilised character, which is the main asset towards a harmonious and civilised society. This study recommends strengthening cross-stakeholder collaboration in the implementation of the Love Curriculum so that it can become a strategy for sustainable national education transformation.

Keywords: Educational Transformation, Values of Love, Love-Based Curriculum, Learning Ecosystem, Inclusive Education, Civilised Education, Conscientious Education.

Introduction

Education, as the main foundation in shaping human character and civilisation, has undergone various transformations in line with the demands of the times. However, amid technological advances and globalisation, basic human values such as love and compassion often decline (Cahyono & Aslan, 2025) ; (Saputra et al., 2024) ; (Aslan & Rasmita, 2025) . This situation creates an urgent need to restore the value of compassion as the core of the educational process, especially in curriculum development that is not only oriented towards cognitive aspects but also affective and psychomotor aspects (Mezirow, 1991) . If this value of compassion can be systematically instilled from an early age, an inclusive, diverse, civilised, and conscientious learning ecosystem can be created.

The value of compassion in the context of education is not merely an emotional attitude, but a moral foundation that can build harmonious relationships between educators and students. This compassion reflects empathy, care, and respect for the diversity of students, so that learning becomes an enjoyable and meaningful experience

(Noddings, 2005). In this modern era, where competition and academic pressure often dominate, the application of the value of love is an innovative step to realign the purpose of education as a medium for character building. Love as a core value must be integrated into every aspect of the curriculum so that it is not only a transfer of knowledge, but also the formation of character (Munawwaroh, 2023).

The development of the Love Curriculum as a concrete manifestation of educational transformation has several important dimensions that must be understood comprehensively. First, this curriculum places the value of love as the main driver in various learning activities. Second, the Love Curriculum is designed to meet the holistic needs of students by considering intellectual, emotional, and social aspects in a balanced manner (Munir, 2006). Third, this curriculum is oriented towards creating an inclusive educational climate, which ensures that every student, including those with special needs, feels accepted and valued in the teaching and learning process. With the implementation of this kind of curriculum, it is hoped that a civilised and conscientious educational ecosystem will be realised as the main provision for students facing future challenges (Zaqiah, 2014).

An inclusive, civilised, and conscientious learning ecosystem is a concept that demands a paradigm shift from a mere transfer of knowledge to a holistic and humanistic educational environment. Inclusiveness here refers to the recognition and respect for the diversity of students, both in terms of abilities, social backgrounds, and cultures. Civilised education emphasises the importance of respect, manners, and noble values, which form the foundation of healthy social interaction in the school environment (Baok & Iskandar, 2021). Meanwhile, conscience emphasises moral awareness and responsibility, which involves the conscience of learners as the centre of decision-making and behaviour. The synergy of these three aspects in the curriculum creates a learning environment that is not only academically effective but also shapes individuals with noble character.

However, the implementation of the Love Curriculum also faces real challenges that need to be anticipated. These include a lack of understanding and training among teachers in consistently instilling values of love in learning, limited educational resources, and resistance to changes in the learning paradigm, which has been dominated by conventional instructional approaches. Therefore, the importance of developing the Love Curriculum is also in line with UNESCO's global vision of education, which emphasises lifelong learning based on social-emotional values and respect for diversity (Nurhidayati, 2012). Education that focuses on the value of love contributes to the development of a peaceful, just, and sustainable society. Therefore, this type of curriculum is not only relevant to the local Indonesian context but also forms part of a global education movement that aims to create a generation that is not only academically excellent but also morally and emotionally sound (Freire, 1970). Furthermore, the development of the Love Curriculum as a concrete manifestation of

educational transformation is highly relevant in the context of education policy in Indonesia. Several national policies have begun to adopt the concept of values and character education, but the exclusive and systematic integration of the values of love sayang still needs to be promoted more strongly. This curriculum transformation requires collaboration between various stakeholders, including the government, educational institutions, teachers, parents, and the wider community, so that the values of love and compassion are truly absorbed into all aspects of learning (Baok et al., 2025).

The Love Curriculum is also expected to address contemporary issues, including the increase in bullying cases, intolerance, and weak social relationships among students at school. By incorporating the value of compassion as the foundation of learning, it is hoped that tolerance, empathy, and civility will become an integral part of students' daily lives (Aslamiyah & Harsiwi, 2025). This will create a conducive, safe, and enjoyable learning environment for all parties, thereby contributing significantly to the creation of a truly inclusive educational ecosystem.

Thus, this study emphasises the importance of value-based education transformation as a strategic effort in building an inclusive, civilised, and conscientious learning ecosystem through the development of the Love Curriculum.

Research Method

The research method used in this study is a qualitative literature study method. This method involves the collection, reading, and critical analysis of various primary and secondary literature sources relevant to the topic of education transformation based on the value of compassion and the development of the Love Curriculum (Elijah & Aslan, 2025). The main data sources are scientific journals, books, policy documents, and research reports that provide a theoretical basis and empirical evidence related to the concept, implementation, and impact of compassion-based education. The data obtained is then synthesised thematically to construct a conceptual framework and answer the research questions. This approach is effective for conducting an in-depth review of previous theories and research findings without collecting primary data in the field, thereby maintaining focus on the theoretical and empirical literature review that forms the basis for inclusive, civilised, and conscientious educational transformation (Paré et al., 2015).

Results and Discussion

Theoretical Perspective on the Love Curriculum

The Love Curriculum is an educational concept that places the value of love at the core of character development and holistic learning for students. The main theoretical basis of this curriculum comes from a humanistic perspective that emphasises respect for the uniqueness and dignity of each individual in the process Education (Aslamiyah & Harsiwi, 2025). This concept adopts the principle that true

education is not only about transferring knowledge, but more about shaping personalities that are full of empathy, tolerance, and compassion for fellow human beings and the surrounding environment. Thus, the Love Curriculum seeks to address the challenges of modern education, which tends to neglect the affective and social aspects of formal learning (Muharrom et al., 2023) ; (Astuti et al., 2023) ; (Aslan, 2016) .

One theory that is highly relevant to the development of the Love Curriculum is the pedagogy of care (ethics of care) proposed by Nel Noddings. Noddings asserts that meaningful education must be rooted in caring and loving interpersonal relationships between educators and learners. In this context, teachers are not only providers of material, but also figures who build empathetic relationships and support the optimal emotional and moral development of students (Aslamiyah & Harsiwi, 2025) . This love-based curriculum explicitly places caring relationships at the core of learning, which generates intrinsic motivation and active involvement from students.

In addition to the pedagogy of caring, the Love Curriculum is also strongly rooted in humanistic education theory developed by figures such as Carl Rogers and Abraham Maslow. Carl Rogers emphasises the importance of unconditional acceptance and full attention to the personal development of students in a supportive and mutually respectful atmosphere (Nugraheni & Firmansyah, 2020) . This curriculum places students as unique active subjects with emotional and psychosocial needs that must be met in order for their best potential to develop. Thus, the Love Curriculum is oriented towards comprehensive individual development, from cognitive and affective aspects to psychomotor aspects (Dinata, 2025) .

Abraham Maslow's theory of basic human needs also provides an important foundation for the Love Curriculum, where love is seen as a fundamental psychological need and a prerequisite for self-actualisation. In a loving learning environment, students feel safe and valued, enabling them to develop self-confidence and critical thinking skills. By fulfilling these psychosocial needs, the learning process becomes more meaningful and students are encouraged to actualise their full potential in social and academic contexts (Jailani, 2015) .

The Love Curriculum is also supported by the theory of emotional intelligence introduced by Daniel Goleman. Goleman emphasises that emotional intelligence—the ability to recognise, manage, and express emotions positively—is an important factor for success in life and social interactions. The love-based curriculum aims to develop students' emotional intelligence through learning that instils empathy, self-control, and social skills (Jailani, 2019) . This is in line with the goal of character education, which focuses not only on intellectual aspects but also on strengthening moral and social values.

From a curriculum theory perspective, the Love Curriculum can be viewed as a transformative curriculum that not only changes the content of learning but also the educational paradigm itself. Jack Mezirow, a figure in transformative education theory,

explains that learning must be able to fundamentally change the framework of thinking and perspective of students. Through the internalisation of values of compassion, the Love Curriculum seeks to shape individuals who are not only academically intelligent but also socially and spiritually sensitive, capable of contributing positively to a Society of Compassion (.

The humanitarian crisis, intolerance, and social conflicts that are still rampant in society are a strong backdrop for the development of the Love Curriculum. This curriculum integrates the values of diversity, inclusiveness, and compassion as a solution to build an educational climate that respects differences and fosters peace. Education oriented towards respect and love is expected to produce a young generation with conscience who are able to live harmoniously in a pluralistic society (Anggraini, 2022) .

The development of the Love Curriculum also refers to Ki Hadjar Dewantara's educational philosophy, which places education not merely as a transfer of knowledge but as a process of humanising humans as a whole. Noble values such as politeness, manners, and empathy in social interactions are an integral part of learning. This curriculum emphasises that education must be built on universal human values that foster compassion and social responsibility (Qamariah, 2025) .

Constructivist learning theory is also relevant to the Love Curriculum, where learning is centred on the learner and emphasises meaningful learning experiences. The love-based curriculum provides space for learners to interact positively, building knowledge through dialogue that is full of empathy and appreciation. This approach strengthens social relationships and an inclusive classroom climate, as well as strengthening learners' self-confidence and social responsibility (Maslow, 1943) .

The Love Curriculum seeks to overcome dominant paradigms that have prioritised cognitive aspects by integrating affective and spiritual dimensions into learning. This is in line with the concept of holistic education, which views humans as perfect beings with intellectual, emotional, and spiritual needs that must develop in balance. Through the integration of the value of compassion, this curriculum encourages the formation of civilised, conscientious individuals who care for others and the environment .

The Love Curriculum approach is not only relevant to the context of religious education, but can also be integrated into various disciplines and subjects. By instilling the value of love in every aspect of learning, this curriculum facilitates the formation of a harmonious and sustainable character. This is an important educational strategy in building a peaceful and civilised society in the future (Noddings, 2005) .

The Love Curriculum is also closely related to the concept of inclusive learning, which emphasises acceptance and appreciation of student diversity. The aspect of inclusivity in this curriculum ensures that every child, regardless of background, ability, and other differences, has the same rights and opportunities in a loving learning

process. This is in line with the principles of social justice in Education (Munawwaroh, 2023).

Furthermore, the Love Curriculum encourages educators to develop their role as facilitators and role models of compassion in learning. Teachers are required to show empathy, care, and respect towards students, thereby creating positive relationships that support optimal development. This role is crucial in building trust and psychological comfort for students in the learning process (Munir, 2006).

Overall, the Love Curriculum offers a new educational paradigm that focuses on humans as social and spiritual beings with the need for love as the main foundation of learning. Through the understanding and application of love-based, humanistic, and transformative educational theories, this curriculum is poised to become a solution in addressing contemporary educational challenges and realising an inclusive, civilised, and conscientious learning ecosystem that is expected to shape a future generation that is academically competent as well as faithful and virtuous.

Empirical Evidence of the Effectiveness of the Love-Based Curriculum

Various empirical studies show that the implementation of the Love-Based Curriculum has a significant impact on improving the quality of the learning process and outcomes. Studies in a number of schools that have implemented this curriculum report an increase in students' intrinsic motivation, as evidenced by their activity and involvement in daily learning. A warm and supportive learning environment contributes to students' psychological security so that they are able to learn optimally and develop their full potential (Zaqiah, 2014). In addition, empirical evidence shows that this curriculum improves students' emotional intelligence. Quantitative and qualitative research indicates that students who learn in places that instil values of compassion have better self-management, empathy, and social interaction skills than students in conventional schools. This is in line with the positive relationship between emotional intelligence and academic achievement found in various educational literature (Baok & Iskandar, 2021).

In its implementation in madrasahs and primary schools in Indonesia, the Love Curriculum has been proven effective in shaping positive character traits such as tolerance, honesty, responsibility, and mutual cooperation (Baok & Iskandar, 2021). Field research in several schools shows that a learning approach that emphasises compassion can reduce bullying behaviour and improve harmony among students. This confirms that the value of compassion can be a powerful strategy for overcoming social conflicts in the school environment (Nurhidayati, 2012).

Survey results from teachers who implement the Compassion-Based Curriculum reveal that teachers who consistently display empathy and attention are able to build positive relationships with students, which has an impact on improving student learning outcomes and discipline. Teachers also report that this approach helps them manage

their classes more effectively and create a pleasant learning atmosphere for all students (Freire, 1970) .

Research findings in early childhood education reinforce the effectiveness of love as the foundation for children's social and emotional development. Case studies in kindergartens show that learning conducted with a loving approach improves children's ability to adapt, share, and communicate positively with their peers. The application of love language and teachers' attention to children's emotional needs are the keys to this success (Baok et al., 2025) .

Longitudinal research in several junior high schools shows that students who receive love-based education tend to have lower stress levels and higher resilience. This allows students to focus more on learning and adapt to changes and challenges that arise during their growth and development. This good psychological well-being directly contributes to improved academic quality and positive behaviour (Baok et al., 2025) .

In the context of local culture in Indonesia, the Love Curriculum bridges traditional values such as mutual cooperation and respect with modern educational needs. Research in areas implementing this curriculum shows that integrating values of love with local culture enhances students' sense of social belonging and collective identity, strengthening solidarity in the school community and beyond (Aslamiyah & Harsiwi, 2025) .

Several studies also highlight the important role of teacher training in the successful implementation of the Compassion-Based Curriculum. Teachers who receive special training in empathetic learning methods and moral values demonstrate improved pedagogical competence and confidence in educating students. These results show that investment in teacher professional development is a determining factor in the successful implementation of this curriculum (Nugraheni & Firmansyah, 2020) .

Empirical studies from several countries show that similar curricula that instil values of compassion and caring pedagogy are also effective in improving the quality of education. In Finland and New Zealand, for example, similar approaches have succeeded in creating inclusive and supportive school environments, producing students who are not only academically excellent but also emotionally and socially mature (Dinata, 2025) .

The effectiveness of the Love-Based Curriculum is also demonstrated through its influence on the development of learning communities in school environments. The participation of parents and the community in supporting the value of love in schools increases engagement and synergy in shaping students' character. Field studies prove that strong connections between schools and communities reinforce the practice of love in a sustainable and tangible way (Jailani, 2015) .

At the policy level, the integration of the Compassion-Based Curriculum into the national education system has been proven to reduce educational disparities and strengthen inclusivity. Policy evaluation research in several regions shows that this

curriculum helps unite various social groups and provides fair educational opportunities for all students, including those with special needs (Jailani, 2019) .

Overall, the available empirical evidence shows that the Love-Based Curriculum is not only capable of improving academic achievement but also shaping the character of students to be conscientious, inclusive, and civilised. These research results reinforce the urgency of transforming education towards a more humanistic and caring direction, where the love-based curriculum becomes the driving force for positive change in the national learning ecosystem.

Conclusion

The transformation of education based on the value of love through the development of the Love Curriculum is a very important strategic step in responding to contemporary educational challenges. Theoretical studies show that the Love Curriculum is rooted in humanistic education theories, caring pedagogy, and transformative education that places love at the core of learning and character building. This curriculum not only develops cognitive aspects but also balances affective and spiritual aspects, resulting in inclusive, civilised, and conscientious individuals who are able to live harmoniously in diversity.

Empirical evidence reinforces the superiority of the Love-Based Curriculum in increasing learning motivation, emotional intelligence, and positive social behaviour. Its implementation at various levels of education in Indonesia has shown significant results in the form of a reduction in negative behaviours such as bullying, increased tolerance, and more harmonious teacher-student relationships. Furthermore, this development helps students manage stress and build resilient and conscientious character, in line with the needs of the 21st century.

Thus, the Love-Based Curriculum presents itself as an educational solution that not only strives for intellectual advancement but also builds the spirit and conscience of students as the foundation of a peaceful and civilised society. Strengthening this curriculum through synergy between the government, educational institutions, teachers, and the community is crucial so that the vision of an inclusive, civilised, and conscientious learning ecosystem can be optimally realised in the national education system.

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