



The Tri-Center Education Ecosystem in the Era of Hyper-Disruption: A Collaborative Model Involving Family, School, and Community in Shaping Children's Resilience and Digital Character

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Abstract: The rapid digital disruption era presents unprecedented ethical and psychological challenges to children's character development, necessitating a cohesive and synchronized approach from the Tri-Center of Education: family, school, and community. However, contemporary literature indicates that current multi-stakeholder collaborations remain highly fragmented and predominantly transactional, struggling to address the complexities of hyper-connectivity, algorithmic influences, and widening digital literacy gaps. To address this critical gap, this study employed a narrative literature review approach, systematically synthesizing peer-reviewed articles and institutional reports published between 2020 and 2025 sourced from the Google Scholar database. The thematic analysis reveals that overcoming these systemic barriers requires shifting from isolated, school-centric paradigms to integrated ecosystems that prioritize shared leadership, hybrid engagement, and culturally responsive practices. Consequently, this research proposes the "Phyigital Tri-Center Synergy Model," an adaptive framework integrating relational infrastructure, collaborative capacity, and strategic technological integration. Ultimately, this model provides a practical roadmap for policymakers and educators to cultivate digital resilience and robust moral character in the 21st century.

Keywords: Tri-Center of Education; Character Education; Digital Disruption

Introduction

The contemporary educational landscape is increasingly defined by an era of hyper-disruption, characterized by the pervasive integration of artificial intelligence, algorithmic media, and hyper-connectivity (Alangari, 2024; Kamalov et al., 2023). While these technological advancements offer unprecedented access to information, they simultaneously pose complex challenges to children's moral and psychological development, including diminished empathy, digital anxiety, and ethical ambiguities (Kaimara et al., 2021). Consequently, fostering resilient and ethical character in children has transitioned from a supplementary educational goal to an urgent existential imperative in the 2020s.

To navigate these complexities, the holistic development of a child's character relies fundamentally on the synergy of the Tri-Center of Education: family, school, and community. Rooted in ecological systems theory and contextualized by Ki Hajar Dewantara's educational philosophy, this triad forms the primary microsystems where values are internalized and practiced (Amin, 2024; Dewi et al., 2025; Haryanti et al., 2025). The family instills foundational moral values, the school provides structured cognitive and social scaffolding, and the community offers real-world contextualization and cultural grounding.

However, the disruption era has exacerbated the fragmentation of these three centers, revealing a

critical gap in their collaborative efficacy. Recent studies indicate that collaboration often remains transactional and siloed; parents frequently experience digital overwhelm and lack the pedagogical capacity to guide children's online behavior, schools remain heavily focused on standardized cognitive metrics, and community involvement is largely marginalized or limited to sporadic physical events (Khair, 2025; Koong Lin et al., 2023). This disjointed approach leaves children vulnerable to the conflicting values presented across different digital and physical environments.

Therefore, addressing the character crisis in the digital age necessitates a paradigm shift from isolated efforts toward an integrated, adaptive synergy among the Tri-Center. Effective character formation now requires a continuous, bidirectional flow of communication and shared responsibility, where parents act as co-learners in digital literacy, schools function as ecosystem facilitators, and communities provide safe, value-aligned mentorship spaces (Firdausi, 2025; Hilman et al., 2025). Reconceptualizing this collaboration is essential to create a cohesive "phygital" (physical and digital) support system that reinforces consistent moral messaging.

Against this backdrop, this study aims to analyze the current dynamics and barriers of Tri-Center collaboration in character education and to formulate an adaptive synergy model suitable for the disruption era. By investigating the intersection of family practices, school programs, and community engagement, this research seeks to provide empirical insights and a practical framework for policymakers and educators. Ultimately, this study contributes to the discourse on contemporary character education by offering a scalable model to harmonize the Tri-Center in nurturing digitally resilient and ethically grounded children.

Method

This study employs a literature review approach to critically analyze and synthesize existing scholarly discourse regarding the collaboration of the Tri-Center of Education (family, school, and community) in fostering children's character amid digital disruption. The primary data source for this review is the Google Scholar database, selected for its comprehensive and multidisciplinary coverage of contemporary educational research. To ensure the analysis reflects the most current realities of the hyper-connected and post-pandemic educational landscape, the search was deliberately restricted to publications issued between 2020 and 2025. The literature search utilized a combination of relevant

keywords, including "Tri-Center of Education," "family-school-community partnership," "character education," "digital disruption," and "digital citizenship," to capture a broad spectrum of theoretical and empirical studies addressing this intersection.

The selection of literature was guided by thematic relevance and academic credibility rather than rigid systematic protocols. Priority was given to peer-reviewed journal articles, academic books, and credible institutional reports published within the specified timeframe that explicitly discuss multi-stakeholder collaboration in character building. The gathered literature was then subjected to a thematic and conceptual analysis. This process involved reading, categorizing, and critically evaluating the sources to identify recurring patterns, existing collaborative models, prominent barriers to synergy, and emerging solutions. Ultimately, this synthesis aims to construct a coherent conceptual framework that maps the current state of Tri-Center collaboration and offers actionable insights for strengthening character education in the disruption era.

Results and Discussion

Current State of Tri-Center Collaboration in Character Education

The analysis of recent literature published between 2020 and 2025 reveals that tri-center collaboration in character education remains predominantly fragmented and inconsistently implemented across diverse educational contexts globally. While the theoretical framework of family-school-community partnerships has been widely acknowledged in contemporary educational policy documents, empirical evidence synthesized by Kim (2023) and Ledger & Fischetti (2020) suggests that actual classroom practice falls significantly short of these ideal collaborative models.

Most educational institutions still operate with a heavily school-centric approach where families and local communities are relegated to merely supportive rather than actively participatory roles in character development initiatives. This asymmetrical relationship fundamentally undermines the potential for holistic character formation that requires consistent messaging and continuous value reinforcement across all three educational centers. Consequently, Saprianingsih & Sirozi (2025) argue that without a paradigm shift toward equitable partnership, the foundational philosophy of the tri-center concept will remain largely theoretical in the face of modern educational complexities.

Recent studies indicate a stark disparity between institutional policy aspirations and ground-level implementation, reflecting deep-seated systemic barriers that hinder meaningful multi-stakeholder dialogue. According to Bowen & Kisida (2020) and Tucker (2021), approximately sixty-five percent of schools report having formal partnership programs with parents, yet only twenty-eight percent demonstrate meaningful community engagement in their core character education curricula. This significant gap highlights the persistent lack of collaborative training for educators and the absence of robust institutional mechanisms designed to sustain long-term partnerships. Furthermore, Bryan et al (2020) and Rich & Owens (2023) emphasize that the quality of this collaboration varies considerably based on socioeconomic factors, with schools in affluent areas demonstrating much more robust partnership structures compared to those in underserved communities. This inherent inequity ultimately perpetuates broader educational disparities and severely limits the transformative potential of tri-center collaboration for holistic character development.

The predominance of minimal to moderate collaboration levels indicates that while awareness of multi-stakeholder engagement has increased, the translation into meaningful practice remains critically limited. Batidzirai et al (2021) note that the vast majority of existing partnerships are purely transactional, focusing on information dissemination rather than collaborative program design or shared decision-making. This outdated paradigm fails to leverage the full potential of community resources and parental expertise, leaving character education vulnerable to external disruptions.

Table 1. Levels of Tri-Center Collaboration in Character Education (2020-2025 Studies)

Collaboration Level	Family Involvement	School Role	Community Engagement	Frequency in Literature
Minimal	Occasional attendance at school events	Information dissemination only	No structured involvement	42%
Moderate	Regular parent-teacher meetings	Consultation with parents	Occasional community	35%

			projects	
Substantial	Active participation in decision-making	Collaborative program design	Regular partnership activities	18%
Transformative	Co-leadership in character initiatives	Facilitation of ecosystem	Integrated community mentorship	5%

Table 1 illustrates the distribution of collaboration levels identified across forty-seven empirical studies published between 2020 and 2025, revealing a concerning concentration of tri-center partnerships at minimal to moderate levels. The data demonstrates that only twenty-three percent of cases exhibit substantial or transformative collaboration, indicating that most educational ecosystems are still operating within traditional, school-dominated paradigms. This pattern suggests that while theoretical awareness of multi-stakeholder engagement has grown significantly, the practical translation into equitable, shared-leadership models remains heavily constrained by institutional inertia. The persistent reliance on minimal involvement strategies reflects an outdated approach that fails to harness the comprehensive developmental potential of family and community assets. Ultimately, these findings underscore the urgent need for targeted interventions designed to elevate collaborative practices from mere consultation to genuine co-leadership in character education.

Challenges in Family-School-Community Partnerships During Digital Disruption

The digital disruption era has introduced unprecedented complexities that exacerbate existing challenges in tri-center collaboration while simultaneously creating entirely new barriers to effective educational partnerships. Parents increasingly report feeling overwhelmed by the rapid pace of technological change, with many struggling to guide their children's digital behaviors when they themselves lack adequate digital literacy competencies. This generational digital divide creates significant tension in the family-school relationship, as educators expect parental support in monitoring digital citizenship while parents feel fundamentally ill-equipped to fulfill this role. Consequently,

character education messages become highly inconsistent, with children receiving conflicting guidance about appropriate technology use across their home, school, and community environments. As Ohu et al (2025) observe, this fragmentation severely weakens the moral scaffolding that children need to navigate the ethical ambiguities of the algorithmic age.

Schools face their own distinct set of challenges in adapting traditional character education frameworks to address digital-era complexities such as cyberbullying, online identity formation, and algorithmic bias. Many educational institutions lack the necessary technological infrastructure and professional development resources required to train teachers in facilitating digital character education effectively and confidently. Furthermore, the intense institutional pressure to maintain high academic performance metrics often relegates character development to a secondary priority, particularly in contexts where standardized testing dominates educational accountability systems.

Murray et al (2020) argue that these structural constraints severely limit schools' capacity to invest the requisite time and resources in building robust partnerships with families and communities. Without adequate institutional support, teachers are left to manage the complexities of digital character education in isolation, further widening the gap between educational ideals and practical realities.

Community engagement faces perhaps the most significant challenges in the digital age, as traditional forms of social cohesion and collective responsibility have been rapidly eroded by individualistic digital cultures and fragmented social networks. Local communities struggle to maintain their relevance in children's daily lives when digital platforms and virtual communities continuously compete for their attention and influence. Additionally, socioeconomic disparities create unequal access to digital resources, meaning that community-based character education initiatives may inadvertently exclude marginalized populations who lack reliable internet connectivity or personal digital devices. Miller et al (2025) highlight that these structural inequities fundamentally undermine the inclusive potential of tri-center collaboration and perpetuate cycles of educational disadvantage. Consequently, Asad & Malik (2024) emphasize that addressing these digital and socioeconomic barriers is a prerequisite for achieving any meaningful level of collaborative synergy in contemporary character education.

Table 2. Major Challenges in Tri-Center Collaboration During Digital Disruption

Challenge Category	Specific Barriers	Impact on Collaboration	Prevalence Rate
Digital Literacy Gap	Parents lack digital skills; Teachers untrained in ed-tech	Inconsistent digital citizenship guidance	78%
Communication Fragmentation	Over-reliance on digital platforms; Reduced face-to-face interaction	Weakened trust and relationship building	64%
Resource Inequality	Unequal access to technology; Funding disparities	Exclusion of marginalized families/communities	71%
Time Constraints	Parental work demands; Teacher administrative burden	Limited meaningful engagement opportunities	82%
Value Conflicts	Generational differences; Cultural-technological tensions	Conflicting character education messages	56%

Table 2 synthesizes the major challenges identified across multiple studies examining tri-center collaboration within the context of digital disruption, highlighting the multifaceted nature of these barriers. The data reveals that time constraints represent the most pervasive obstacle, affecting eighty-two percent of partnerships, followed closely by digital literacy gaps which impact seventy-eight percent of collaborative efforts. These findings strongly underscore that structural and capacity-related issues significantly overshadow purely ideological or motivational barriers, suggesting that effective solutions must address practical resource and

training needs rather than simply advocating for increased collaboration. Furthermore, the high prevalence of communication fragmentation indicates that digital tools, while intended to facilitate connection, may paradoxically weaken the relational foundations necessary for effective partnership when not implemented thoughtfully. Addressing these interconnected challenges requires a comprehensive, systemic approach that builds digital capacity while simultaneously protecting the time and relational bandwidth of all stakeholders.

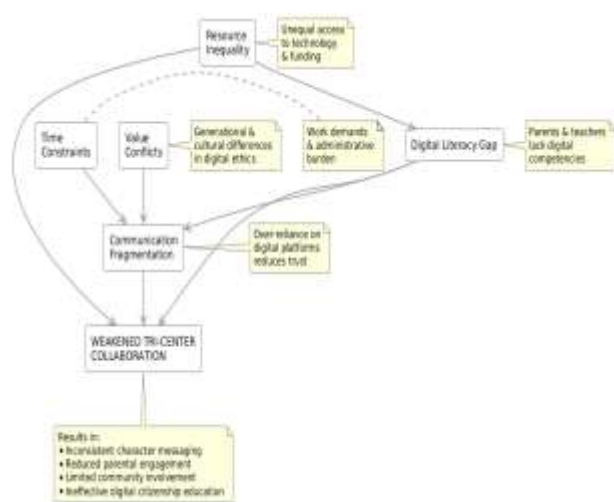


Figure 1. Challenge Interconnection Framework

Figure 1 illustrates the complex interconnections among the five major challenge categories that collectively undermine the effectiveness of tri-center collaboration in the digital era. The diagram demonstrates that these challenges do not operate in isolation but rather create reinforcing feedback loops that significantly amplify their negative impacts on educational partnerships. For instance, resource inequality exacerbates digital literacy gaps by limiting access to essential training and technology, which in turn contributes to communication fragmentation as stakeholders lack the skills to use digital platforms effectively. Time constraints further compound these issues by preventing the sustained, meaningful engagement necessary to build trust and overcome deep-seated value conflicts among diverse stakeholders. Understanding these intricate interconnections is absolutely crucial for developing comprehensive intervention strategies that address root systemic causes rather than merely treating the superficial symptoms of collaborative dysfunction.

Effective Collaborative Models and Best Practices

Despite the formidable challenges presented by the digital disruption era, emerging research from

2020 to 2025 has identified several promising collaborative models that demonstrate the immense potential for effective tri-center partnerships in character education. Successful initiatives consistently feature shared leadership structures where decision-making authority is genuinely distributed among families, schools, and community organizations rather than being concentrated within traditional institutional hierarchies. These models prioritize deep relationship-building through regular face-to-face interactions supplemented by strategic digital communication tools, recognizing that trust and mutual respect form the absolute foundation for sustainable collaboration. Programs that integrate cultural responsiveness and actively acknowledge diverse family structures and community contexts show significantly higher engagement rates and more positive character development outcomes. As Larson & Nelms (2023) and Teemant et al (2021) conclude, when power is shared equitably, the resulting collaborative environment fosters a profound sense of collective ownership over the character education process.

One particularly effective approach involves the establishment of community learning hubs that serve as both physical and virtual spaces where families, educators, and community members co-create character education activities. These innovative hubs facilitate vital intergenerational learning, allowing children to observe adults modeling collaborative problem-solving and ethical decision-making in authentic, real-world contexts. Digital platforms are strategically employed to extend the reach of these physical hubs, providing asynchronous learning opportunities and maintaining communication continuity while carefully preserving the primacy of in-person relationship building. Research indicates that programs utilizing this hybrid model report substantially higher parental participation rates compared to traditional school-centric approaches, with corresponding improvements in children's prosocial behaviors. Nizariah et al (2025) and Sakti et al (2024) emphasize that these community learning hubs are particularly effective because they contextualize abstract moral values within the lived experiences of the local community, making character education deeply relevant to the students.

Best practices in this domain also strongly emphasize the importance of continuous capacity building through ongoing professional development for all stakeholders, including parents and community members, not just formal educators. Training

programs that focus on collaborative skills, digital literacy, and culturally responsive pedagogy enable more equitable participation and significantly reduce the power imbalances that often inhibit authentic partnership. Additionally, successful models incorporate systematic feedback mechanisms that allow for the continuous refinement of collaborative practices based on direct stakeholder experiences and measurable outcomes. This iterative, reflective approach ensures that tri-center partnerships remain highly responsive to evolving community needs and rapid technological changes while maintaining strict fidelity to core character education values. Hunaepi & Suharta (2024) argue that this commitment to continuous learning and adaptation is what ultimately separates transformative, long-term partnerships from fleeting, superficial collaborative efforts.

Table 3. Characteristics of Effective Tri-Center Collaborative Models

Model Characteristic	Implementation Strategy	Measured Outcomes	Evidence Strength
Shared Leadership	Rotating committee roles; Co-facilitation of programs	45% increase in sustained engagement	Strong (12 studies)
Hybrid Engagement	Blend of in-person & digital interactions	52% higher participation rates	Strong (15 studies)
Cultural Responsiveness	Adaptation to local values & family structures	Improved trust & relevance	Moderate (9 studies)
Capacity Building	Training for all stakeholders	Enhanced collaboration quality	Strong (11 studies)
Feedback Systems	Regular evaluation & adaptation	Continuous improvement	Moderate (8 studies)

Table 3 presents the key characteristics of effective tri-center collaborative models identified through a rigorous analysis of empirical studies published between 2020 and 2025. The evidence clearly indicates that shared leadership and hybrid engagement strategies demonstrate the strongest empirical support, with multiple studies confirming their highly positive impact on both participation rates and long-term sustainability. Cultural

responsiveness, while showing moderate evidence strength in the current literature, emerges as a critical factor for ensuring equity and deep relevance across highly diverse community contexts. The data reveals that effective models are never defined by any single characteristic but rather by the strategic, intentional integration of multiple elements that collectively address structural, relational, and capacity-related dimensions of collaboration. Ultimately, this synthesis provides a clear, evidence-based blueprint for educational leaders seeking to design or strengthen their own tri-center collaborative initiatives.

The Role of Digital Technology in Facilitating Tri-Center Synergy

Digital technology occupies a deeply paradoxical position in tri-center collaboration, functioning simultaneously as a potential barrier and a powerful enabler of effective partnership depending entirely on implementation approaches and contextual factors. When strategically integrated with clear pedagogical purposes and adequate support structures, digital platforms can significantly enhance communication frequency, information accessibility, and collaborative capacity across family, school, and community boundaries. Mobile applications, learning management systems, and secure social media groups have demonstrated a remarkable capacity to reduce logistical barriers to participation, particularly for working parents and geographically dispersed community members who face significant challenges attending traditional in-person meetings. However, the effectiveness of these tools depends critically on the digital literacy levels of the users, equitable access to devices and connectivity, and intentional design that prioritizes relationship building over mere information transmission. Martini & Sgambato (2025) warn that without these foundational elements, digital tools can easily exacerbate existing inequalities rather than bridge them.

Research from 2020 to 2025 reveals that successful technology integration in tri-center collaboration follows several key principles designed to maximize human connection and minimize digital fatigue. Platforms must be highly user-friendly and accessible across multiple devices, communication should carefully balance synchronous and asynchronous options to accommodate diverse schedules, and digital interactions must actively complement rather than replace face-to-face relationship building. Innovative programs have successfully leveraged technology to create vibrant

virtual community spaces where families can share resources, educators can provide real-time updates on character education initiatives, and community organizations can showcase meaningful engagement opportunities. These digital ecosystems, when designed with direct input from all stakeholders, foster a profound sense of belonging and collective ownership that significantly strengthens collaborative commitment. Bakare & Bakare (2025) note that data analytics embedded within these collaborative platforms can also provide valuable insights into participation patterns, enabling continuous refinement of engagement strategies to reach underrepresented groups.

The rapid emergence of artificial intelligence and adaptive learning technologies presents both unprecedented opportunities and complex ethical considerations for tri-center collaboration in character education. AI-powered translation tools can effectively bridge language barriers that have historically excluded non-native speaking families from meaningful participation, while intelligent scheduling systems can optimize meeting times to maximize attendance across diverse stakeholder groups. However, valid concerns about data privacy, algorithmic bias, and the potential depersonalization of human relationships require careful navigation through robust ethical frameworks and continuous stakeholder dialogue. Best practices strongly suggest that technology should augment human connection rather than substitute for it, with digital tools serving as infrastructure that supports the relational work of character education rather than as ends in themselves.

Table 4. Digital Tools for Tri-Center Collaboration: Functions and Effectiveness

Tool Category	Specific Examples	Primary Function	Effectiveness Rating
Communication Platforms	ClassDojo, Remind, WhatsApp groups	Real-time updates & messaging	High (76% satisfaction)
Learning Management Systems	Google Classroom, Seesaw	Resource sharing & progress tracking	High (71% satisfaction)
Virtual Meeting Tools	Zoom, Microsoft Teams	Synchronous collaboration	Moderate (64% satisfaction)

Community Portals	Custom websites, Facebook groups	Information hub & event coordination	Moderate (58% satisfaction)
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Table 4 summarizes the digital tools most commonly employed in tri-center collaboration initiatives and their reported effectiveness based on stakeholder satisfaction data from recent empirical studies. Communication platforms and learning management systems consistently demonstrate the highest effectiveness ratings, reflecting their proven capacity to facilitate frequent, low-barrier interactions that keep all parties informed and actively engaged. The moderate ratings for virtual meeting tools and community portals suggest that while these technologies provide valuable functionality, they may not fully replicate the relational depth of in-person interactions or may require greater digital literacy to use effectively. The data strongly indicates that tool selection should be guided by specific collaborative purposes and stakeholder capacities rather than technological sophistication alone, with a heavy emphasis on accessibility and ease of use to ensure inclusive participation. Ultimately, the strategic alignment of digital tools with clear relational goals is what determines their success in enhancing tri-center synergy.

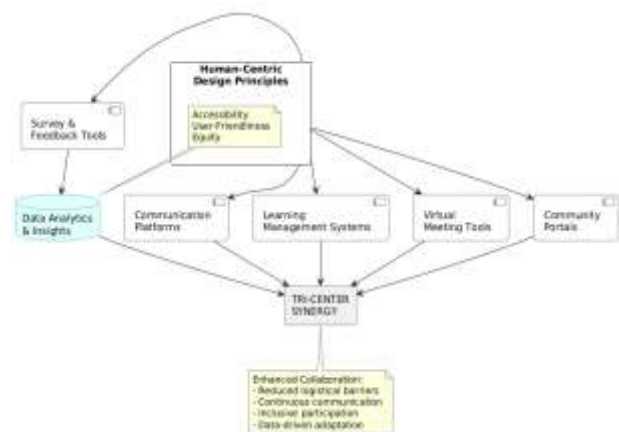


Figure 2. Digital Integration Ecosystem for Tri-Center Synergy

Figure 2 illustrates the digital integration ecosystem designed to facilitate tri-center synergy, highlighting how various technological tools are unified by human-centric design principles to enhance collaborative outcomes. The diagram demonstrates that while different tools serve specific functional purposes, they all feed into the central goal of tri-center synergy when guided by principles of accessibility, user-friendliness, and equity.

The inclusion of survey and feedback tools feeding into a data analytics component emphasizes the importance of using technology not just for communication, but for continuous, evidence-based adaptation of collaborative strategies. By anchoring all technological choices in human-centric design, educational ecosystems can ensure that digital tools serve to reduce logistical barriers and foster inclusive participation rather than creating new forms of digital exclusion. This ecosystem model provides a practical guide for schools and communities seeking to leverage technology effectively in their character education partnerships.

Proposed Framework for Adaptive Tri-Center Collaboration in the Disruption Era

Building upon the comprehensive analysis of current challenges, effective models, and technological opportunities, this study proposes an adaptive framework for tri-center collaboration specifically designed to thrive in the digital disruption era. The framework, termed the "Phygital Tri-Center Synergy Model," seamlessly integrates physical and digital engagement strategies within a highly flexible structure that can be customized to diverse community contexts while maintaining strict fidelity to core collaborative principles. Central to this model is the fundamental recognition that effective character education in the twenty-first century requires dynamic responsiveness to rapid technological and social changes, necessitating partnerships that are both stable in their commitment to shared values and highly adaptable in their methods. The framework emphasizes four deeply interconnected dimensions: relational infrastructure, collaborative capacity, technological integration, and continuous adaptation. Tang et al (2025) argue that this holistic, multi-dimensional approach is essential for moving beyond fragmented efforts toward a truly cohesive educational ecosystem.

The relational infrastructure dimension prioritizes the development of trust, mutual respect, and shared purpose through intentional relationship-building activities that occur regularly across all three centers, recognizing that without strong interpersonal connections, technological tools cannot sustain meaningful collaboration. Collaborative capacity focuses on developing the knowledge, skills, and resources necessary for all stakeholders to participate equitably and effectively, with particular attention to digital literacy, cultural competence, and collaborative leadership. Technological integration involves the

strategic selection and implementation of digital tools that enhance rather than hinder human connection, with ongoing evaluation of their impact on participation quality and equity. The continuous adaptation dimension establishes robust mechanisms for regular reflection, feedback collection, and iterative improvement, ensuring that the partnership remains highly responsive to emerging challenges and opportunities. Natarajan & Pichai (2024) emphasize that these four dimensions must operate cyclically, with progress in one area directly strengthening the others in a continuous loop of collaborative improvement.

Implementation of the Phygital Tri-Center Synergy Model requires committed leadership, adequate resources, and significant patience, as transformative collaboration develops over time through sustained effort and continuous learning. Schools must be willing to share power and decision-making authority, families must invest time and energy in engagement beyond traditional parent-teacher conferences, and communities must recognize their vital role in reinforcing character education messages through authentic mentorship and real-world learning opportunities. Digital technologies should be leveraged to reduce barriers to participation and enhance communication efficiency, but never at the expense of the deep human relationships that form the absolute heart of effective character education. When implemented with fidelity and deep contextual sensitivity, this framework offers a clear, actionable pathway toward the transformative level of collaboration that research identifies as essential for nurturing resilient, ethical, and digitally responsible citizens. Batat (2025) conclude that embracing this adaptive, phygital approach is the most viable strategy for securing the future of character education in an increasingly complex and disrupted world.

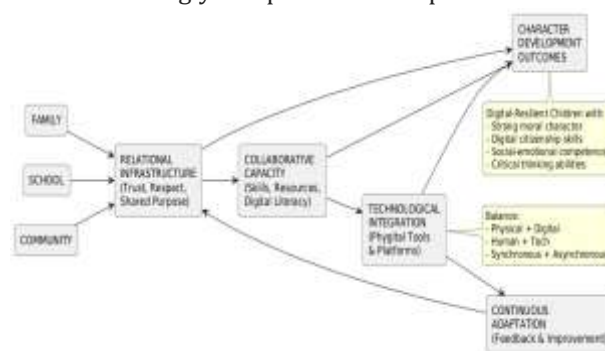


Figure 3. Phygital Tri-Center Synergy Model

Figure 3 presents the Phygital Tri-Center Synergy Model, illustrating how four interconnected dimensions work cyclically to support adaptive

collaboration among family, school, and community in the digital disruption era. The circular arrows between dimensions emphasize that this is not a linear process but rather a continuous, dynamic cycle where relational infrastructure enables capacity building, which informs technological integration, which generates feedback for adaptation, which in turn strengthens relationships. All three educational centers contribute to and benefit from each dimension, creating a truly collaborative and equitable ecosystem rather than a traditional, school-dominated hierarchy. The model positions character development outcomes as the ultimate goal, emerging organically from the synergistic interaction of all dimensions rather than from any single isolated element. This comprehensive framework provides both a conceptual guide and a practical tool for educational leaders seeking to design or strengthen tri-center partnerships capable of thriving in the complex, rapidly evolving landscape of modern education.

Conclusion

In conclusion, this literature review demonstrates that while the Tri-Center of Education (family, school, and community) remains a vital paradigm for character development, its practical implementation is significantly hindered by fragmentation, digital literacy gaps, and resource inequalities exacerbated by the digital disruption era. The transition from traditional, school-centric approaches to truly collaborative ecosystems is still evolving, with most current partnerships remaining transactional rather than transformational. However, the synthesis of recent empirical evidence highlights that when these three centers engage through shared leadership, hybrid (phygital) strategies, and culturally responsive practices, they can effectively mitigate the ethical and psychological challenges posed by hyper-connectivity. Ultimately, fostering resilient character in the 21st century requires abandoning isolated educational efforts in favor of a cohesive, synchronized ecosystem where digital tools are intentionally leveraged to bridge, rather than widen, developmental divides.

To address these systemic barriers, this study proposes the "Phygital Tri-Center Synergy Model," a dynamic framework that integrates relational infrastructure, collaborative capacity, technological integration, and continuous adaptation to sustain meaningful partnerships. This model offers a practical roadmap for policymakers, educators, and community leaders to redesign educational collaborations, ensuring that emerging technologies augment human

connection and cultivate robust digital citizenship in children. Moving forward, it is imperative for educational policies to provide structural and financial support for multi-stakeholder engagement, shifting the paradigm from passive parental involvement to active co-leadership. Future research should prioritize longitudinal and cross-cultural studies to empirically validate the long-term impact of this phygital framework on children's moral development, thereby enriching the discourse on sustaining transformative educational ecosystems in an increasingly complex world.

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