

## **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