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Character Education in Digital Society: A Scopus-Based Scoping Review, 2020-2026

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Abstract

Character education within digital society confronts a conceptual gap between the development of 21st-century competencies and the formation of moral character, while literature synthesizing these three domains in an integrated manner remains limited. This study maps the conceptualization of character education, the mechanisms of integration between 21st-century competencies and moral character, and the direction of character education reconstruction within the context of digital society, based on Scopus-indexed literature published between 2020 and 2026. This study employs a scoping review design guided by an established methodological protocol, with reporting following the PRISMA-ScR guidelines. The search was conducted in the Scopus database using a combination of the keywords character education, moral education, moral character, values education, virtue education, and 21st century competencies. Study selection applied the Population-Concept-Context (PCC) framework, with filters for publication years 2020-2026, English language, and the subject areas of Social Sciences, Arts and Humanities, Psychology, and Multidisciplinary. From the search results, seventeen articles met all inclusion criteria and were analyzed using a six-phase thematic synthesis approach. The mapping results identify three principal themes. First, character education is conceptualized through three patterns: character as universal moral value, as a component of 21st-century competency, and as contextual-cultural capacity. Second, the integration of 21st-century competencies and moral character occurs through integrated competency frameworks, holistic literacy, and school policy management, with empirical evidence indicating that moral character functions as an orientational prerequisite for competency. Third, the reconstruction of character education within digital society proceeds through the development of cyber virtue, digital citizenship, and digital literacy, although 53% of the articles do not address the digital dimension explicitly. This study concludes that moral character constitutes an orientational prerequisite for 21st-century competency, that the digital environment represents a distinct moral arena requiring new character capacities in the form of cyber virtue, and that effective implementation of character education requires multi-actor collaboration and contextual adaptation. Teachers' pedagogical capacity is identified as the principal determinant variable in achieving the authentic integration of character and competency within educational practice.

Keyword: Character education, 21st-century competencies, digital society, scoping review, cyber virtue

Introduction

Character education occupies an increasingly central position within contemporary educational discourse, reflecting growing recognition that the mastery of academic and technical competencies does not automatically produce individuals capable of acting ethically and responsibly within social life (Harrison & Laco, 2022).

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Educational systems across various countries confront a dual pressure: the demand to produce graduates adaptive to economic and technological change, while simultaneously responding to intensifying social problems that signal a weakening of moral orientation (OECD, 2024), ranging from declining public integrity and growing social polarization to the misuse of digital technology (UNESCO, 2024). These two pressures cannot be addressed separately, as both converge on the same question concerning the purpose of education.

The paradigm of 21st-century competencies dominates global education policy by positioning critical thinking, communication, collaboration, and creativity as principal learning outcomes. Belkbir (2024) develops a 6Cs framework encompassing communication, collaboration, critical thinking, creativity, character, and citizenship as an integrated guide for artificial-intelligence-based instructional design in higher education. Such frameworks indicate that character and citizenship have begun to be incorporated into the competency agenda, although the conceptual relationship between intellectual capacity and moral orientation continues to be expressed more often as a list of abilities than explained as a theoretically coherent whole. Zhao & Watterston (2021) reinforce the need to reexamine the orientation of contemporary education reform amid rapid social and technological change, emphasizing that education must move beyond uniform patterns of learning toward curricula that are developmental, personalized, and evolving, and toward pedagogy that is learner-centered, authentic, and meaningful. This perspective indicates that education reform cannot be directed solely toward competency mastery in response to demands for change, but must critically consider the human qualities and educational purposes intended to be formed.

The gap between competency and moral character is not a novel phenomenon within the education literature. Rafikov et al. (2021) argue that modern education systems tend to orient toward academic achievement and labor-market demands, while education grounded in morality and universal values, historically the primary aim of education, receives comparatively limited attention, and recommend that schools and universities systematically integrate value-development programs into the curriculum. This condition becomes further complicated within digital environments that provide unrestricted access to information while simultaneously introducing new ethical challenges that cannot be addressed through technological mastery alone. Hu (2022) documents that robust moral identity mediates the relationship between moral culture and prosocial behavior among university students, with the implication that character formation requires internalization reflected in actual behavior, rather than the cognitive transmission of values alone. Dennis & Harrison (2020) add that digital environments present ethical challenges of a distinctive character not fully anticipated by character education frameworks developed prior to the digital era, such that the concepts of cyber-wisdom and cyber-virtues require explicit cultivation within formal education systems.

Other research moves toward the integration of values within the context of modernization and competency. Brown et al. (2023), through a meta-analysis of character education programs, affirm that the most effective programs combine explicit instruction, behavioral modeling, and reinforcement of the social environment, rather than the mere delivery of values within a single subject. Tadlaoui-Brahmi et al. (2022) demonstrate that the integration of technology within character education requires the

design of learning environments that enable learners to practice moral values in actual conduct, rather than merely receiving ethical instruction in declarative form. However, most existing research operates within relatively separate domains, namely competency and digital citizenship, moral education, or character development, without offering a conceptual framework that systematically explains the interconnection among these three domains. Prasetiyo et al. (2023) address digital citizenship and responsible online behavior without situating these within a broader framework of moral character formation. Wibisono et al. (2026) examine the management of character education without addressing the digital context. Belkbir (2024) develops artificial-intelligence-based instructional design with character as one of six competency components, rather than as the principal analytical focus. Research bringing together moral character and the digital context thus continues to develop in a fragmented manner, without adequate cross-domain synthesis.

Oldham & Mcloughlin (2026) mapped 222 empirical character education research articles into six themes: Conceptualisations, Measure Validations, Associations, Impact, Implementation, and Development. Their search employed the single term "character education" without restriction to a specific period or connection to 21st-century competencies, and their corpus is confined to empirical studies collecting primary data, thereby excluding conceptual research such as Rafikov et al. (2021) and Dennis & Harrison (2020). The digital dimension within their thematic map appears as a minor subtheme under Development, addressed only in terms of resource types such as animation software and computer games. This study restricts its search to the intersection of character education with 21st-century competencies, incorporates conceptual research as a source of epistemological understanding, and positions digital society as an analytical context shaping the direction of character concept reconstruction, rather than merely as one medium of delivery among others.

This study poses three research questions to address this gap: first, how character education is conceptualized within the Scopus literature for the period 2020-2026; second, how 21st-century competencies are integrated with the development of moral character within educational practice and research; and third, how character education is reconstructed within the context of digital society based on the available literature. These three questions are addressed through a Scopus-based scoping review covering the period 2020-2026, yielding a conceptual framework concerning the relationship among 21st-century competencies, moral character, and digital society as a contribution to contemporary character education discourse and as a foundation for subsequent research.

Metods

This study employs a scoping review design developed by Arksey & O'Malley (2005) and refined by Levac et al. (2010), with reporting following the PRISMA-ScR guidelines (Tricco et al., 2018). This design was selected because the study aims to map the scope, concepts, and gaps within the literature on character education in digital society, rather than to evaluate the effectiveness of a specific intervention. The Population-Concept-Context (PCC) framework was used to guide the formulation of research questions and the study selection procedure (Peters et al., 2020). Population

refers to research on character education, moral education, values education, or virtue education. Concept refers to the conceptualization of moral character and 21st-century competencies. Context refers to the educational environment within contemporary society as shaped by digital transformation.

The literature search was conducted in the Scopus database using the following string: TITLE-ABS-KEY ("character education" OR "moral education" OR "moral character" OR "values education" OR "virtue education") AND ("21st century" OR "21st century skills" OR "21st century competencies"). Digital society was not treated as a mandatory search term, but as an analytical context applied during the screening and thematic synthesis stages. Studies were included if they addressed character education or moral education in relation to 21st-century competencies, were published in Scopus-indexed journals, were written in English, and fell within the 2020-2026 period. Studies were excluded if they focused solely on the technical aspects of technology, took the form of conference proceedings or book chapters, constituted duplicates, or lacked accessible full text. Screening was restricted to the subject areas of Social Sciences, Arts and Humanities, Psychology, and Multidisciplinary. The selection process followed the four PRISMA-ScR stages of identification, screening, eligibility assessment, and inclusion, yielding a final corpus of seventeen studies.

Data extraction employed a structured matrix encompassing author, year, country, method, conceptualization of character, 21st-century competencies, digital context, and principal findings. Data were analyzed using the six-phase thematic synthesis approach of Braun & Clarke (2006): data familiarization, initial coding, category development, theme generation, theme review, and conceptual synthesis. Analytical transparency was maintained through an audit trail documenting coding decisions and theme development throughout the research process.

Results and Discussion

The search of the Scopus database using the established search string yielded seventeen articles meeting all inclusion criteria. All articles were published within the 2020-2026 range, with the highest distribution occurring in 2021 and 2025, each accounting for four articles. Three articles dated 2026 were already indexed in Scopus at the time the search was conducted. The study selection flow diagram is presented in Figure 1.

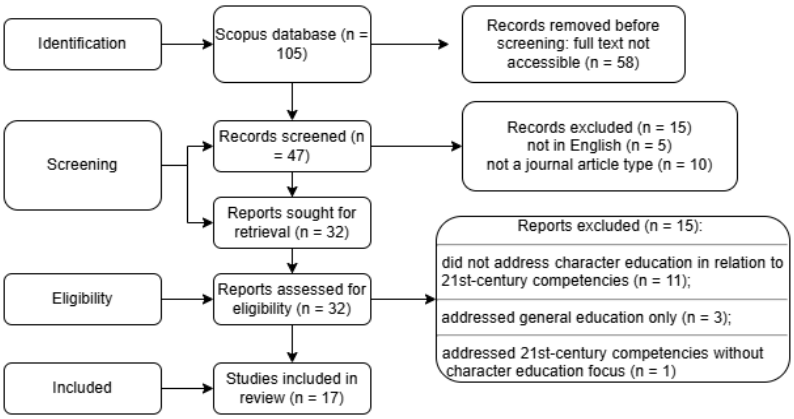


Figure 1. PRISMA-ScR Flow Diagram of Study Selection

Table 1. Distribution of Articles by Year of Publication

Year	Number of Articles
2020	2
2021	4
2022	1
2023	2
2024	1
2025	4
2026	3
Total	17

The articles originate from ten different countries distributed across nine research contexts, as two articles constitute cross-country collaborations (Indonesia-Malaysia and Malaysia-Oman). Indonesia represents the most extensively represented context, accounting for eight articles including the Indonesia-Malaysia collaboration, followed by China with three articles.

Table 2. Distribution of Articles by Country/Context

Country/Context	Number of Articles
Indonesia	6
China	3
Indonesia/Malaysia	2
Malaysia/Oman	1
Taiwan	1
Morocco	1
Chile	1
Spain	1
Netherlands/UK	1

With respect to methodological approach, qualitative research predominates with six articles, followed by quantitative research with five articles, mixed methods with

three articles, and conceptual research with three articles. Eight articles address the digital dimension explicitly, whereas nine articles do not directly connect character education with the digital context.

Table 3. Distribution of Articles by Methodological Approach

Approach	Number
Qualitative	6
Quantitative	5
Mixed methods	3
Conceptual	3

Thematic mapping of the seventeen articles yields three themes addressing the three research questions. The first theme concerns the conceptualization of character education within digital society, yielding three patterns: character as universal moral value (Rafikov et al., 2021; Tang & Wang, 2021; Zhang, 2022), character as a component of 21st-century competency (Belkbir, 2024; Hsiao, 2021; Latorre-Cosculluela et al., 2021; Saavedra et al., 2023), and character as contextual-cultural capacity (Thahir et al., 2026; Wibisono et al., 2026; Yusuf & Muchsin, 2025). The second theme concerns the integration of 21st-century competencies and moral character, identifying three mechanisms: integration through integrated competency frameworks (Belkbir, 2024; Latorre-Cosculluela et al., 2021; Sholeh et al., 2025), integration through holistic literacy (Dona et al., 2026; Nurbayan & Sanusi, 2025; Prasetiyo et al., 2023), and integration through school policy management (Saavedra et al., 2023; Thahir et al., 2026; Wibisono et al., 2026) The third theme concerns the reconstruction of character education within the context of digital society, yielding three directions of reconstruction drawn from the body of literature addressing the digital dimension explicitly: reconstruction through digital ethics and virtue (Dennis & Harrison, 2020; Li, 2025), reconstruction through digital citizenship (Hsiao, 2021; Prasetiyo et al., 2023), and reconstruction through digital literacy as character transformation (Dewi & Alam, 2020; Nurbayan & Sanusi, 2025).

Table 4. Mapping of Article Data

No	Author (Year)	Country	Method	Character Conceptualization	21st-Century Competency	Digital Context	Principal Findings
1	Rafikov et al. (2021)	Malaysia/ Oman	Qualitative-content analysis	Morality and universal values	Transdisciplinary education	Not explicit	Religion-based education builds a robust ethical foundation

2	Hsiao (2021)	Taiwan	Quantitative-experimental	*Core values; integrity*	*Online learning*	*Online character education*	Online character education enhances integrity
3	Belkbir (2024)	Maroko	Quantitative-descriptive	Character within the 6Cs	6Cs + AI learning	AI learning design	Teachers face challenges integrating AI-based 6Cs
4	Saavedra et al. (2023)	Chile	Qualitative-content analysis	Integral axiology: seven value categories	21st-century value formation	Not explicit	Social values dominate; aesthetic and ecological values absent
5	Prasetiyo et al. (2023)	Indonesia /Malaysia	Qualitative-case study	Digital citizenship	21st-century digital skills	Digital citizenship; PBL	Digital PBL supports preservice teachers' digital citizenship
6	Wibisono et al. (2026)	Indonesia	Qualitative-multisite	Pancasila Student Profile; moral knowing-feeling-action	Merdeka Curriculum	Not explicit	POISE model; two archetypes of character management
7	Dewi & Alam (2020)	Indonesia	Qualitative-phenomenology	Digital literacy as character transformation	Industry 4.0; digital-age literacy	Digital literacy	Digital literacy inseparable from modern character transformation

8	Li (2025)	China	Conceptual	Moral education as a facilitator of resilience	21st-century readiness	Digital content; psychological well-being	Moral education strengthens psychological resilience in the digital era
9	Dona et al. (2026)	Indonesia /Malaysia	Quantitative-DDR	H2C: HOTS + holistic character	HOTS	Not explicit	Teachers support the H2C module; HOTS-character integration deemed essential
10	Thahir et al. (2026)	Indonesia	Quantitative-PLS-SEM	Value internalization; school-family collaboration	21st-century life skills	Not explicit	Character internalization affects life skills (β = 0.440); parents mediate
11	Zhang (2022)	China	Qualitative-text analysis	Child-position-based CTCE; Rousseau-Montessori-Dewey	21st-century curriculum reform	Not explicit	Textbooks position children as active subjects of traditional culture
12	Yusuf & Muchsin (2025)	Indonesia	Mixed methods	Social intelligence; Islamic values and Acehnese local wisdom	Social-emotional competency	Not explicit	Contextual model enhances tolerance; participation rises from 42% to 88%

13	Latorre-Cosculluela et al. (2021)	Spain	Quantitative-questionnaire	*Character building within the 6Cs*	6Cs; blended learning	Flipped classroom; COVID-19	Flipped classroom effectively develops the 6Cs, including character building
14	Tang & Wang (2021)	China	Qualitative-policy analysis	Morality and values as primary objectives	Moral curriculum modernization	Not explicit	China's MEC reform is open and modern yet distinctively Chinese
15	Dennis & Harrison (2020)	Netherlands/UK	Conceptual-neo-Aristotelian	Cyber-wisdom and cyber-virtues	Digital ethics; human flourishing	Online technology; cyber-wisdom	A cyber virtue model is required for 21st-century human flourishing
16	Sholeh et al. (2025)	Indonesia	Mixed methods-IRT	21st-century character values through multiple intelligences	21st-century literacy and character	Not explicit	MI-based reading instruction is effective without socioeconomic group bias
17	Nurbayan & Sanusi (2025)	Indonesia	Mixed methods-case study	Religious, nationalist, and integrity character values	Pedagogical competency; EdTech	EdTech: Kahoot, Quizizz, Google Classroom	82% of teachers do not use digital platforms despite integrating character values

Conceptualization of Character Education in Digital Society

The three identified patterns of character education conceptualization reflect differing epistemological assumptions regarding the position of character within

educational systems. The first pattern, which positions character as universal moral value, is rooted in the tradition of moral education that regards character as a stable disposition formed through habituation, exemplification, and reflection. Rafikov et al. (2021) argue that modern education systems have undergone a shift from moral orientation toward academic achievement and economic productivity, and recommend community-based transdisciplinary education as a response. Tang & Wang (2021) reinforce this position through an analysis of moral education curriculum reform in China, demonstrating that morality is maintained as a primary objective despite reform occurring within a context of intensive modernization. Zhang (2022) adds that the effectiveness of character education depends on the extent to which learners are positioned as active subjects who integrate values into their lived experience, rather than as mere recipients of value transmission.

The second pattern, which operationalizes character as a component of competency, carries pragmatic strength in that it allows character to enter dense curricula without requiring a dedicated subject. Belkbir (2024) demonstrates that the 6Cs framework facilitates the integration of character within AI-based instructional design, although teachers face substantial challenges in operationalizing all six components simultaneously. Latorre-Cosculluela et al. (2021) demonstrate that the Flipped Classroom model effectively develops all 6Cs components, including character building, within the context of Spanish higher education. Hsiao (2021) confirms that character, operationalized through the variables of integrity and learning motivation, exhibits measurable positive effects within a 20-week online character education program. This pattern carries the risk that character is treated as a competency trainable through procedure alone, without regard for its underlying value foundation.

The third pattern, which positions character as contextual-cultural capacity, indicates that character cannot be operationalized generically across contexts. Yusuf & Muchsin (2025) demonstrate that a social-intelligence-based model integrating Islamic values and Acehnese local wisdom enhances students' tolerance and problem-solving capacity, and increases participation from 42% to 88%. Wibisono et al. (2026) identify two archetypes of character management within Indonesian vocational schools, yielding differing patterns of moral knowing, moral feeling, and moral action depending on the school's cultural context. Thahir et al. (2026) demonstrate that the internalization of character values exerts a positive effect on students' life skills ($\beta = 0.440$; $t = 4.693$; $p < 0.05$), with parental involvement as a significant mediator ($\beta = 0.158$; $t = 4.201$; $p < 0.05$), and the model accounts for 40.6% of the variance in life skills ($R^2 = 0.406$). These three patterns reflect a tension between moral universalism and cultural particularism that remains unresolved within the contemporary character education literature.

Integration of 21st-Century Competencies and Moral Character

The three identified mechanisms of integration indicate that competency and character do not constitute two inherently separate categories, but rather two dimensions of education requiring integrated design. Empirical evidence from Thahir et al. (2026) demonstrates that the internalization of character values exerts a direct effect on life skills with a significant effect size ($f^2 = 0.138$), together with an indirect effect mediated by parental involvement ($f^2 = 0.080$). This finding indicates that character does

not function as an external complement to competency, but as an internal prerequisite that determines the direction in which such competency is employed. Sholeh et al. (2025) reinforce this position by demonstrating that a multiple-intelligences approach within reading instruction enhances 21st-century character values uniformly, without socioeconomic group bias, based on Differential Item Functioning and Bayesian IRT analysis.

A gap between conceptual frameworks and actual implementation is consistently identified across all three mechanisms. Dona et al. (2026) find that fourth-grade teachers in Depok support the development of the H2C module with a mean score of 4.28 out of 5, although the module remains at the needs-analysis stage and has not been systematically implemented. Saavedra et al. (2023) find an axiological imbalance within institutional educational projects across six Chilean schools: social values dominate the entirety of the documents, whereas aesthetic and ecological values are nearly absent. Nurbayan & Sanusi (2025) document that 82% of Arabic-language teachers have never used a digital platform as a vehicle for character integration, despite consistently integrating religious values and integrity across three stages of instruction. These three findings collectively indicate that the intervention point most urgently required lies not at the level of curriculum reform, but in the professional development of teachers capable of operationalizing the integration framework consistently within instructional practice.

Reconstruction of Character Education in the Context of Digital Society

Three distinct directions of reconstruction emerge among the articles that address the digital dimension explicitly, sharing a common premise: the digital environment presents moral challenges requiring an educational response that is deliberately designed rather than incidental. Dennis & Harrison (2020) construct cyber-wisdom as a moral capacity not yet represented within conventional character education frameworks, positioning an adaptive ethical vocabulary for unpredictable digital situations as an educational demand within this construction. Polizzi & Harrison (2022) direct learners' capacity to apply moral judgment to online interaction situations and dilemmas as the focus of virtue development within digital space; four components, namely reasoning, reflection, moral motivation, and action determination, are encompassed within the cyber-wisdom approach they develop. Harrison & Laco (2022) demonstrate that space for character development within online learning environments can form when educators deliberately facilitate interaction, reflection, and the application of practical wisdom within learning activities.

Students' psychological well-being and digital citizenship competency constitute impact variables within the second and third directions of reconstruction. Li (2025) records that exposure to complex digital content affects students' psychological well-being, positioning moral education as a facilitator of psychological resilience within the digital information ecosystem in this finding. Prasetiyo et al. (2023) establish that preservice teachers' autonomy and engagement in constructing understanding of digital citizenship are built through project-based learning grounded in digital issues. Learning motivation and perceptions of integrity are significantly enhanced through a structured online character education program, as demonstrated by Hsiao (2021) through a 20-week experimental design, with the digital medium in this finding identified as an

effective vehicle for character formation when designed with clearly defined affective components. Dewi & Alam (2020) find, through a phenomenological approach, that the internalization of digital literacy habits within and beyond the classroom constitutes a pathway of student character transformation, positioning digital literacy as a model of character transformation inseparable from the teacher's role within the Industry 4.0 era.

The digital dimension is not addressed explicitly among the remaining group of articles, including studies published after 2024 such as Wibisono et al. (2026), Thahir et al. (2026), and Dona et al. (2026). The dominant orientation within research from the post-pandemic period has not yet moved toward the integration of character education and the digital context, as reflected in the absence of the digital dimension within these contemporary studies. Literature connecting character education, 21st-century competencies, and digital society within a single analytical framework thus remains limited according to this pattern.

Conceptual Framework: Character Education in Digital Society

This study proposes a conceptual framework articulating the relationship among 21st-century competencies, moral character, and digital society as a single analytical unity. This framework is constructed upon three propositions derived directly from the mapped literature findings, and the relationship among these three propositions is visualized in Figure 2.

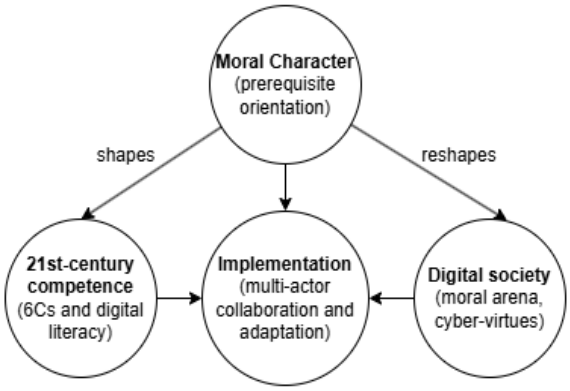


Figure 2. Conceptual framework of character education in digital society

Moral character constitutes an orientational prerequisite for competency, not merely a complementary component. Empirical evidence from Thahir et al. (2026) and Sholeh et al. (2025) indicates that the internalization of character values exerts a measurable formative effect on the capacities required in real-life contexts. This proposition implies that curriculum designs positioning character as one equivalent component within the 6Cs framework require reconsideration, so as to recognize character's position as the orientation that directs all other competencies.

The digital environment constitutes a distinct moral arena requiring new character capacities. Dennis & Harrison (2020) demonstrate that cyber-wisdom remains unrepresented within conventional character education frameworks; Harrison, Polizzi, Mcloughlin, & Moller (2024) demonstrate that cyber virtue must be cultivated through

practice; and Li (2025) demonstrates that the psychological impact of the digital environment requires an active moral response from educational systems. These three findings indicate that the reconstruction of character education within the digital era requires an expansion of the character concept to encompass the dimensions of cyber virtue and moral resilience within digital ecosystems.

The implementation of character education within digital society requires multi-actor collaboration and contextual adaptation. Thahir et al. (2026) establish the significant mediating role of parental involvement, Yusuf & Muchsin (2025) demonstrate the effectiveness of approaches grounded in local wisdom, and Nurbayan & Sanusi (2025) document gaps in teachers' digital pedagogical capacity. These three findings indicate that the character education framework within digital society cannot be operationalized as a single model applicable across contexts, but requires adaptation that takes into account teachers' capacity, family involvement, and community cultural values.

Conclusion

Character education within digital society is conceptualized through three patterns: character as universal moral value, as a component of 21st-century competency, and as contextual-cultural capacity. These three patterns reflect an unresolved tension between moral universalism and cultural particularism within the literature. The integration of 21st-century competencies and moral character occurs through integrated competency frameworks, holistic literacy, and school policy management, with empirical evidence indicating that moral character functions as an orientational prerequisite for competency. A gap between conceptual frameworks and actual implementation is consistently identified across all three mechanisms, with teachers' pedagogical capacity constituting the most critical determinant variable. The reconstruction of character education within digital society proceeds through the development of cyber virtue, digital citizenship, and digital literacy, although 53% of the articles do not address the digital dimension explicitly.

Based on these three findings, this study proposes a conceptual framework articulating three propositions: moral character as an orientational prerequisite for competency, the digital environment as a distinct moral arena requiring new character capacities, and effective implementation as a function of multi-actor collaboration and contextual adaptation. This framework provides a conceptual foundation for curriculum development, teacher education, and subsequent research on character education within digital society.

This study is subject to three limitations. First, the search was restricted to a single database, Scopus, such that relevant studies indexed in Web of Science, Springer, Cambridge, Emerald, ERIC, and Wiley may not be represented. Second, the search was restricted to English-language articles, such that relevant contributions in Indonesian, Arabic, and Mandarin concerning character education grounded in local values are not accommodated. Third, quality assessment consisted of basic screening against four criteria rather than a full methodological appraisal, such that findings from studies of varying methodological strength were treated equivalently within the thematic synthesis.

Future research is recommended to extend the search to Web of Science, Springer, Cambridge, Emerald, ERIC, and Wiley with broader language coverage. Empirical testing of the proposed conceptual framework within concrete curriculum implementation contexts is needed, particularly at the level of teacher professional development. Comparative research across cultural contexts on the mechanisms of integration between moral character and 21st-century competencies within digital society should be developed to address the gap between moral universalism and cultural particularism. The development of digital character measurement instruments encompassing the dimensions of cyber-wisdom and cyber virtue constitutes an urgent research agenda, given the absence of valid and reliable measurement tools for this domain within the mapped literature.

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