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Research Paper

The Internalization of Character Education in Learning for Generation Alpha: Fostering the Emergence of Indonesia's Golden Generation 2045

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ABSTRACT

Generation Alpha, born in the digital era, exhibits a high dependency on technology, which poses challenges to their social and emotional development. This study examines the importance of internalizing character education in the learning process to address these challenges. Using a literature review method, this study follows a systematic approach: topic identification, data collection, classification, analysis, and conclusion. Findings indicate that integrating character education into learning enhances social and emotional skills, supporting balanced development across cognitive, psychomotor, and affective domains. This integration is crucial for shaping Indonesia's Golden Generation 2045—individuals who are intelligent, competent, and morally grounded. However, the study is limited by its reliance on secondary sources without empirical validation. Future research should explore the practical implementation of character education and assess its long-term impact on Generation Alpha's development.

Keywords: Character Education, Generation Alpha, Indonesia's Golden Generation 2045

INTRODUCTION

Each generation has unique characteristics shaped by the social, economic, and technological conditions of its era. These characteristics influence their communication styles and interactions in various life contexts. Over time, generational classifications have become more diverse. Previously, only the categories of older and younger generations were recognized, but now, more specific classifications exist, such as Baby Boomers, Generation X (1961–1980), Generation Y (1990–1995), Generation Z (1995–2010), and Generation Alpha (2010–2025) [1].

Among these generations, Generation Alpha has garnered significant attention due to their upbringing in a rapidly evolving digital era interconnected through the internet. Rapid technological advancements have shaped their mindset and lifestyle from an early age [2]. Generation Alpha tends to access information quickly, adapt seamlessly to digital technology, and express their opinions more openly. However, this phenomenon also presents challenges, particularly in social and moral aspects. The ease of information access and intensive gadget use may reduce direct social interactions, potentially impacting their socio-emotional development [3].

Another challenge in educating Generation Alpha is the shift in moral values due to digitalization. Increased online interactions raise concerns regarding the decline of social ethics and weakened self-control. Therefore, character education is a necessary solution that must be internalized within the learning process for Generation Alpha [4]. Character education plays a crucial role in shaping individuals who are not only intellectually

capable but also possess strong emotional intelligence and moral integrity. This aligns with the vision of cultivating Indonesia's Golden Generation by 2045—a generation that excels academically while demonstrating integrity and social awareness [5].

This article focuses specifically on Generation Alpha, which is projected to constitute a significant portion of Indonesia's productive population by 2045. Generation Alpha includes individuals born between 2010 and 2025. This generation has grown up amidst significant advancements in science and technology, making them highly familiar with and reliant on modern technologies, including gadgets. As a result, Generation Alpha is deeply integrated with and often dependent on the technological advancements of the present era [6].

Recently, attention has shifted to the newer generations, particularly Generation Z and Generation Alpha, who are familiar with the internet (and digital technology). Generation Alpha is a generation born between 2010-2025. This generation was born amidst rapid scientific and technological advancements. This generation is growing up surrounded by technology and is highly familiar with gadgets, making them accustomed to and even attached to various digital tools available today [6].

Some of the challenges encountered in parenting and educating this generation concern moral declines that are very likely to occur. The heavy reliance on gadgets for daily interactions can limit direct interpersonal engagement, potentially impeding social and emotional development. Therefore, it is essential to establish proper parenting or learning [7]. Teachers As play a critical role in planning, implementing, and evaluating the learning process, including for Generation Alpha. Teachers must adapt their teaching strategies to suit the unique characteristics and needs of each student. This is particularly important as there are clear differences between children born in previous generations and those born in the present. Teachers are a key determinant of educational success for any generation, as they serve as the primary facilitators in the implementation of education [8].

Although character education has been incorporated into national policies, its implementation still faces challenges, particularly in adapting to the learning styles of Generation Alpha, who are accustomed to technology. Consequently, gaps remain in research regarding effective strategies for internalizing character education within the learning process of Generation Alpha to prepare them for Indonesia's Golden Generation in 2045. This study focuses on exploring effective ways to integrate character education into Generation Alpha's learning process while considering existing challenges and opportunities. Therefore, this research aims to identify appropriate approaches to fostering a generation that is not only technologically literate but also possesses strong character to navigate the challenges of the future.

MATERIAL AND METHODS

The research method employed in this article is a literature study, which is a data collection method based on literature relevant to the researched topic [9]. The literature study was conducted through several stages, including determining the main topic, searching for and collecting relevant literature sources, selecting the appropriate references, analyzing the content of the sources, and drawing conclusions based on the obtained data [11].

The main topic of this article is the internalization of character education in learning for Generation Alpha to foster the emergence of Indonesia's Golden Generation in 2045. To obtain data relevant to this topic, three main keywords were utilized: "Character Education," "Generation Alpha," and "Indonesia's Golden Generation 2045." These

keywords were employed in the literature search to identify how character education can be implemented in the learning process of Generation Alpha to support the vision of Indonesia's Golden Generation 2045.

In selecting the reviewed articles, inclusion and exclusion criteria were applied to ensure that only relevant, valid, and high-quality sources were utilized. The inclusion criteria in this study encompassed articles published within the last six years to maintain the relevance and up-to-date nature of the data used. The selected articles were available in both Indonesian and English and discussed character education, Generation Alpha, or the concept of Indonesia's Golden Generation 2045 within an educational context. Furthermore, the articles were sourced from nationally and internationally indexed journals, such as SINTA, Scopus, Web of Science, or DOAJ, ensuring their academic validity. The exclusion criteria applied in this study included articles that were not directly related to character education or Generation Alpha, articles that were purely opinion-based or conceptual studies lacking empirical data, and articles that had not undergone a peer-review process or were not published in academic journals.

The data utilized in this study are secondary data, which were obtained through reading, listening, or viewing rather than direct observation. The scientific articles and journals used in this study were collected from the Google Scholar database. Google Scholar was chosen due to its ease of access to a wide range of scientific articles relevant to this research topic. To ensure the validity and reliability of the sources, a selection process was conducted on the obtained articles by considering several aspects, including the citation rate of the articles, as higher citation counts tend to indicate greater credibility. Additionally, the quality of the journal was assessed by verifying whether it was indexed in reputable academic databases such as SINTA, Scopus, or Web of Science. The selected articles were also analyzed based on the research methods employed to ensure the validity of the scientific approach, whether qualitative or quantitative, with clear analysis.

Following the search and selection process, 11 articles were identified that met the inclusion criteria and were relevant to this research topic. The collected articles were then analyzed based on theoretical alignment, research findings, and their relevance to character education in learning for Generation Alpha. The final stage of this literature study involved drawing conclusions from the conducted analysis. The obtained conclusions served as the foundation for formulating recommendations regarding strategies for internalizing character education for Generation Alpha to support the realization of Indonesia's Golden Generation in 2045.
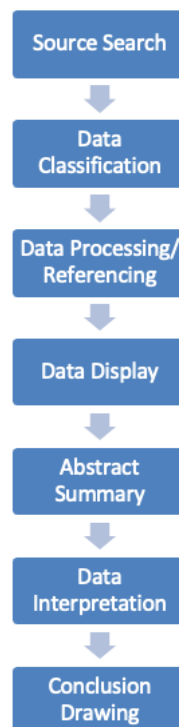
Figure 1. Research Flow using the Literature Study Method

RESULTS AND DISCUSSION

This study was conducted using a literature review method. Based on an examination of relevant sources, 11 articles were identified that discuss the theme of character education internalization in learning for Generation Alpha to support the realization of Indonesia's Golden Generation 2045. The classification of previous studies was based on key terms such as "Generation Alpha," "Character Education," and "Indonesia's Golden Generation 2045." The data from the reviewed articles were then analyzed and synthesized to gain deeper insights into the interconnections among previous research.

Table 1. Results of the Study on the Topic of Internalization of Character Education in Learning for Generation Alpha to Foster Indonesia's Golden Generation by 2045

No	Article	Aspect	Details
1	(Purnama, 2018)	Generation Alpha	Generation Alpha consists of children born after 2010, who are highly familiar with technology but have their own challenges in their social-emotional skills. To ensure optimal growth and development, adult supervision and guidance—particularly from teachers and parents—are essential in helping children use technology in a balanced, supportive way [12].
2	(Simanjuntak, 2019)	Character Education, Indonesia's Golden Generation by 2045	A character education-based curriculum encourages the realization of national potential, particularly in Indonesia, which possesses significant potential and requires a generation with strong character traits to lead. Character education is crucial for realizing Indonesia's Golden Generation by 2045—with the implementation

No	Article	Aspect	Details
			of the values of Pancasila and nationalism, aligning with national aspirations of equitable development, quality education, and poverty alleviation Therefore, there needs to be synergy between the government, society and schools in implementing character education so that it becomes a comprehensive and essential understanding in students [13].
3	(Yasir & Susilawati, 2021)	Character Education in Generation Alpha	One significant challenge faced by Generation Alpha is related to the character/morals they have. While they tend to be intellectually capable, they often require guidance to strengthen their social-emotional skills. Character education, implemented in everyday life starting from the surrounding environment, is a potential solution. By encouraging character education, it is hoped that Generation Alpha will have good values within themselves (independence, responsibility, and discipline), complementing their cognitive abilities [14].
4	(Yulianti, 2021)	Character Education, Indonesia's Golden Generation by 2045	Character education is crucial for preparing Indonesia's Golden Generation by 2045, especially in an era of rapid technological advancement. Character education is expected to be able to create intelligent, competent and morally upright individuals by focusing on five main values: religiousness, nationalism, independence, mutual cooperation, and integrity. Families, schools, and communities each play a vital role in integrating character education into both learning environments and everyday life [15].
5	(Anwar, 2022)	Generation Alpha	Generation Alpha, born from 2010 onward, is defined by its deep connection to rapidly advancing technology, making them the most accustomed to today's digital world. Key characteristics of Generation Alpha include a desire for freedom, a preference for instant solutions, and familiarity with technology from a young age. To maximize the potential of Generation Alpha, teachers should develop proficiency in technologies relevant to Generation Alpha's lives, making learning to be essential (meaningful) [6].
6	(Hale, 2022)	Generation Alpha	As a generation born in the digital era, Generation Alpha possesses the advantage of mastering various technologies that are close to their lives. This causes Generation Alpha to have vast amounts of information compared to other generations. However, they face challenges related to underdeveloped social-emotional skills, as the convenience and instant nature of the digital era can limit interpersonal skills. There needs to be proper care from adults and the surrounding environment [16].
7	(Hamdani et al., 2022)	Character Education, Indonesia's Golden Generation by 2045	To achieve the vision of Indonesia's Golden Generation by 2045, it is crucial to provide an

No	Article	Aspect	Details
			education that supports cognitive, affective, and psychomotor development. Character education should be part of the curriculum and extended into community life. Achieving a widespread impact requires collaboration among the government, schools, and the community [4].
8	(Purba & Bety, 2022)	Indonesia's Golden Generation by 2045	To create Indonesia's Golden Generation by 2045, school-based learning should nurture intellectual (IQ), emotional (EQ), and spiritual (SQ) intelligence. The curriculum needs to be designed to develop these three areas, with character education reinforced and embedded throughout. In addition, in its implementation it must be supported by all stakeholders, extending beyond schools to include government and community involvement [17].
9	(Jenuri, 2023)	Character Education	Integrating character education into Islamic religious education aims to cultivate a generation that excels both intellectually (good brain) and morally (good moral) [18].
10	(Parai, 2023)	Character Education	In the digital era, children are facilitated with various access to information technology in everyday life, but sometimes this is not accompanied by supervision from parents. This lack of supervision makes it possible for the character values in children to decline/fade. The decline of good values is caused by many factors. Therefore, character education must be upheld—starting from the environment closest to the student, namely in the family. Parents play a crucial role in guiding and supervising their children to prevent deviations in their life journey [19].
11	(Putri & Madiun, 2024)	Generation Alpha, Education for Generation Alpha	Generation Alpha, having been exposed to technology from birth, is characterized by quick learning, curiosity, creativity, and independence. However, the real challenge for Generation Alpha is that their social-emotional development often lags behind their cognitive growth. To meet the educational needs of Generation Alpha, learning should integrate technology, adopt project-based approaches, include role modeling, and integrate moral education. Instilling moral values is crucial for helping Generation Alpha develop balanced social-emotional skills so that Generation Alpha can excel both intellectually (good brain) and morally (good moral). This moral instillation can also be done by integrating character education into the curriculum/learning [20].

Data Analysis Results

Generation Alpha is a generation born with a strong attachment to digital technology. This is supported by data from studies indicating that 12% of children begin using the internet as early as age five, 4% at age four, and 1% at age three, illustrating how deeply integrated

digital technology and the internet are in the lives of Generation Alpha [21].

Early exposure to technology impacts multiple developmental areas, including motor skills, physical health, moral reasoning, social-emotional skills, language, and cognition. According to [22], children who frequently use gadgets in their daily lives tend to experience challenges (obstacles) in affective development. In this case, one of them is social-emotional development. Signs of these challenges include reduced interest in socializing with peers, a preference for screen time over other activities, difficulty accepting mistakes, and tendencies to lie or take extra time to use gadgets.

Character education plays a critical role in supporting children's social-emotional development, as its aim is to cultivate individuals who are moral, intelligent, rational, innovative, hardworking, optimistic, confident, and patriotic [23]. The task of educators across all levels of education is not limited to science. But rather a comprehensive task in which the child's social-emotional development is one of the points that must also be considered and honed within the child.

Based on the literature review, Generation Alpha is defined as individuals born after 2010 who grow up in an environment deeply integrated with digital technology [12], [6], [16]. Technology has become an inseparable part of this generation's life, providing advantages in information access and learning but also posing challenges in their socio-emotional aspects. Studies by Yasir & Susilawati [14] and Putri & Madiun [20] indicate that although Generation Alpha demonstrates high cognitive intelligence, they tend to face limitations in social and emotional skills, such as reduced social interactions and increased dependence on technological devices. This aligns with findings by Mahfuji & Lastriani [22] which suggest that children who frequently use gadgets in their daily lives tend to experience social-emotional developmental barriers, such as a lack of interest in interacting with peers and difficulty accepting mistakes.

In the educational context, research by Simanjuntak [13], Yulianti [15], and Hamdani et al. [4] emphasizes that character education is a key factor in building Indonesia's Golden Generation 2045. Character education does not solely focus on intellectual intelligence but also strengthens moral values, nationalism, and excellent personal qualities. This is further supported by the concept proposed by Sahroni & Malang [23], stating that character education aims to shape individuals who are not only intellectually intelligent but also moral, innovative, confident, and patriotic.

Although various studies support the importance of character education, differences exist in the approaches and implementations. Some studies [17], [18], [19] highlight the significance of integrating character education into formal education, such as through a curriculum based on moral values and religious-based character reinforcement. Meanwhile, other studies [12], [14] emphasize the role of the environment in shaping Generation Alpha's character, including the role of parents and society in providing proper guidance so that children do not solely rely on technology but also develop strong social skills

These differences indicate that there is no single universal approach to internalizing character education. A more holistic approach is needed, involving various educational elements, both through formal curricula and social environmental influences. Additionally, several studies [24], [25], [26] suggest concrete strategies for integrating character education into learning for Generation Alpha. These strategies include (1) integrating character values into all subjects, (2) implementing character education in student development activities, and (3) fostering synergy between schools, families, and

communities in creating a learning environment that supports character development.

However, despite substantial research supporting the internalization of character education in learning, challenges in its implementation remain. One major challenge is ensuring that character education does not remain merely a theoretical concept but is genuinely applied in everyday educational practices. Several studies [19], [20] highlight that without proper supervision and active involvement from all stakeholders, character education risks becoming merely a formality without a tangible impact on Generation Alpha's development.

Thus, it can be concluded that Generation Alpha has significant potential to become Indonesia's Golden Generation 2045 if character education is effectively internalized into their learning process. Character education plays a crucial role in balancing intellectual intelligence (IQ), socio-emotional intelligence (EQ), and spiritual intelligence (SQ), ensuring that this generation is not only technologically adept but also possesses strong and virtuous character. To achieve this, collaboration among various parties—including the government, educational institutions, families, and communities—is essential to ensure that character education is effectively and sustainably implemented in Generation Alpha's lives.

CONCLUSION

The realization of Indonesia's Golden Generation in 2045 requires collaboration and support from all stakeholders to achieve this goal. It is not only cognitive aspects that need to be honed but also the social-emotional dimensions of Generation Alpha that must be nurtured to ensure their development into individuals who are intellectually, socially, and emotionally superior. Based on the literature review conducted on the internalization of character education in learning for Generation Alpha to support the emergence of Indonesia's Golden Generation 2045, several key conclusions can be drawn.

Generation Alpha is highly interconnected with digital technology, which allows them to access information quickly and extensively. However, this also presents unique challenges, particularly in their social-emotional development. Dependence on technology can reduce direct social interactions, potentially hindering the development of essential social and emotional skills necessary for community life. Therefore, a balanced strategy is required that integrates technology use with the strengthening of social and character-building aspects for Generation Alpha.

Character education plays a crucial role in shaping individuals who are intelligent, competent, and morally upright—characteristics that are prerequisites for Indonesia's Golden Generation 2045. With the demographic bonus projected to place 70% of Indonesia's population in a productive age range by 2045, character education becomes essential to ensure that the younger generation excels not only in academics and technology but also in strong moral and social values to build an advanced Indonesian civilization.

The internalization of character education in learning for Generation Alpha can be achieved by integrating character values into the existing curriculum. This approach ensures that character education is not only taught theoretically but also applied practically in all aspects of learning. Such an approach fosters meaningful and essential learning experiences, embedding moral values that support Generation Alpha in

becoming well-rounded individuals in terms of intellectual intelligence (IQ), social-emotional intelligence (EQ), and spirituality (SQ).

The success of character education internalization requires support from all parties. The government plays a role in formulating policies to ensure that character education becomes an integral part of the national education system. Schools are responsible for implementing curricula that integrate character education with other subjects. Additionally, society and families have a crucial role as supervisors and supporters in creating an environment conducive to children's character development.

This study has limitations regarding the scope of the literature used, which primarily consists of previous research without direct empirical studies. Furthermore, it has not specifically explored the effectiveness of various teaching methods for character education implemented in different educational contexts. Therefore, further research is needed to empirically evaluate how specific strategies in character education impact the development of Generation Alpha across various learning environments. Future research directions could also explore the role of technology in character education, particularly how digital media can be optimized to instill moral values without hindering children's social-emotional development. Additionally, further studies could focus on analyzing character education policies in various countries as a reference for implementation in Indonesia.

Based on the findings of this study, several concrete recommendations can be implemented in character education policies and practices for Generation Alpha. These include strengthening character education policies through more explicit regulations in the national curriculum, providing training for educators on effective strategies for instilling character values, and leveraging technology positively by developing digital platforms that can serve as character education media. Moreover, closer collaboration between schools, parents, and communities is necessary to build an environment that supports character development in Generation Alpha. The government and educational institutions should also conduct periodic evaluations of character education implementation to ensure its effectiveness and make improvements based on evaluation results

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