

The Innovation Urgency Of Sekolah Laboratorium Pancasila (Slp) To Overcome National Problems Among The Alpha And Z Generations In Indonesia

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ABSTRACT

Alpha and Z generation were facing challenges in national character values degradation, low comprehension of nutritious food and healthy lifestyles, moral degradation, low concern to environment, and low development of an entrepreneurial spirit. These various challenges could hinder the realization of Golden Indonesia 2045. This study purpose was to determine the urgency of national character education innovation for Alpha and Z Generation through Sekolah Laboratorium Pancasila (SLP). This study used a qualitative approach with observation, interview, and documentation techniques. The SLP Innovation was implemented in 3 wilayah, namely State Elementary School 013 Penajam and State Junior High School 5 North Penajam Paser in North Penajam Paser District, State Elementary School Lagoa 07 in North Jakarta Administrative City, and State Junior High School 28 Jakarta in Central Jakarta Administrative City. The research found that SLP Innovation supports 17 public policies related to national character development. The SLP program focused to strengthen the national character values in accordance with values of four basic consensus of nation (Pancasila, Indonesia Republic Constitution 1945, Bhinneka Tunggal Ika, and NKRI). The 18 values strengthen National Character; and value to defend the country. In addition, SLP also supports the Free Nutritious Meal Program and a healthy lifestyle, prevents moral degradation, preserves the environment, and fosters an entrepreneurial spirit in Alpha and Z Generation. This study recommends the formation of regulations from the Central Government in order SLP could be implemented widely and sustainably in Indonesia.

Keywords: Educational Innovation, National Character Values, Sekolah Laboratorium Pancasila.

1. INTRODUCTION

The national character development for Alpha and Z Generation through education was an urgent discourse in Indonesia (Munawir, et. al., 2024). Worldtop20 data showed that Indonesian education was ranked 67th out of 203 countries (Worldtop20, 2023). In fact, Indonesia was one of developing countries predicted to become a major industrial country in 2045 (Fathur, 2014). A book entitled Mega change 50 published by Economist predicts that Indonesia would become a developed country with a total income per capita around US\$ 24,000 in 2050.

Alpha and Z Generation become the main actors to welcome the Golden Indonesia 2045. Bencsik, Csikos, & Juhaz (2016) stated that Z Generation was born in 1995-2009, while Alpha Generation was born in 2010-2024. In other words, Alpha and Z Generation were the Indonesian hope in future. Therefore, they must pursue education to increase insight, improve knowledge, and expand skills (Abbas, 2020). However, there were challenges in implementing character education in Alpha and Z Generation.

A group discussion was held on January 8, 2024, to discuss various problems of national character education in Indonesia. This activity involved various cross-sectors, including representatives from BPIP RI, Ministry of Education, Culture, Research and Technology of Indonesia Republic, BPIP RI, Head of North Penajam Paser Region and OPD, representatives of academics from Brawijaya University, media, and community elements. This activity found 5 (five) problems of character education in Indonesia, namely: (1) the degradation in national character values comprehension in students (Wahyudi, 2016); (2) low comprehension of nutritious food and healthy lifestyles; (3) the moral degradation in students, such as bullying, intolerance, sexual violence, and other negative behaviors (Muhammad & Syarifah, 2024: 567) ; (4) the degradation environmental preservation comprehension in majority of students; and (5) many students come from underprivileged families. In fact, these five problems have been anticipated through 17 characters education policies. However, its implementation has not been integrated comprehensively and evenly, and still faces substantial and technical obstacles. It needs legal umbrella, as shown in table 1.

Table 1. Legal Umbrella for National Character Education

No	Legal protection
Problem 1: The degradation of national character values in students	
1	Presidential Decree Number 24 of 2016 on Pancasila Birth Day
2	Presidential Regulation of Indonesia Republic Number 87 of 2017 on Strengthening the Character Education (PPK)
3	Regulation of Domestic Minister Number 29 of 2011 on Guidelines for Regional Governments in Framework of Revitalizing and Actualizing of Pancasila Values
4	Regulation of Domestic Minister Number 71 of 2012 on Guidelines for National Insight Education
5	BPIP Regulation Number 2 of 2022 on Basic Material for Pancasila Ideology Development
6	BPIP Regulation Number 4 of 2022 on Pancasila Value Indicators
7	Regulation of Defence Minister of Indonesia Republic Number 8 of 2022 on Guidelines to Foster National Defence Awareness
8	Minister of Education and Culture Regulation Number 13 of 2025 on the Curriculum for Early Childhood, Elementary, and Secondary Educations
Problem 2: low comprehension of nutritious food and healthy lifestyles among students	
9	Presidential Regulation Number 83 of 2024 on the National Nutrition Agency
Problem 3: The moral degradation in students, such as bullying, intolerance, sexual violence, and other negative behaviour.	
10	Regulation of Minister of Education, Culture, Research, and Technology of Indonesia Republic Number 46 of 2023 on the Prevention and Handling of Violence in Educational Unit Environments
11	Regulation of Minister of Women's Empowerment and Child Protection of Indonesia Republic Number 8 of 2014 on Child-Friendly School Policy
12	National Counterterrorism Agency (BNPT) Regulation Number 2 of 2023
13	Government Regulation Number 28 of 2024 on the Implementation of Health Law
14	Regulation of National Population and Family Planning Agency (BKKBN) of Indonesia Republic Number 15 of 2023 on the Implementation of Family Welfare Service Centre
Problem 4: Degradation in understanding of environmental conservation among the majority of students.	

15	Regulation of Minister of Environment and Forestry of Indonesia Republic Number P.52/MENLHK/SETJEN/KUM.1/9/2019 on the Environmental Care and Culture Movement in Schools (PBLHS)
Problem 5: Many students come from underprivileged families	
16	Law Number 20 of 2003 on the National Education System
17	Presidential Instruction of Indonesia Republic Number 4 of 2022 on the Acceleration of Eradication of Extreme Poverty

A comprehensive national character education solution was needed to solve these various problems. National character education was important to cover broad and multidimensional aspects (Pacinongi & Asrifan, 2020). This dimension refers to efforts to develop the nation's potential which was closely related to values of nation's character, which were still being developed.

Instilling the national character values through innovative education was an important step to support the vision of national development. This study uses theory of educational innovation to adopt the concept of innovation diffusion from Everett M. Rogers. Rogers (1995) stated that diffusion was a process to communicate an innovation through certain channels over a certain period of time among members of a social system.

The research location of SLP innovation is 4 schools in 3 regions, namely: (1) State Elementary School 13 Penajam; (2) State Junior High School 5 North Penajam Paser, in North Penajam Paser District, East Kalimantan Province (Nusantara Capital City); (3) State Elementary School Lagoa 07, North Jakarta Administrative City; and (4) State Junior High School 28 Jakarta, Central Jakarta Administrative City. These research locations were chosen because the area includes the prospective National Capital City and current National Capital City. These area would have rapid development dynamics and significant educational innovation. The infrastructure for national character education based on Pancasila in Nusantara Capital City needs to be prepared (Orinton Purban, et al. 2023). This provides an opportunity to evaluate the effectiveness of implementation of character education to solve urban and development challenges.

This study aims to analyse the urgency to establish the SLP. The purpose of SLP was to increase the comprehension of Alpha and Z Generation to the character of nation, comprehension of nutritious food and healthy lifestyles, prevent negative behaviour, preserve the environment, and foster an entrepreneurial spirit.

2. RESEARCH METHODS

This study uses a qualitative approach. The SLP innovation was implemented in stages, namely: (1) SLP at State Elementary School 013 Penajam and State Junior High School 5 North Penajam Paser, North Penajam Paser District for nine months (January - September 2024); (2) SLP at State Elementary School Lagoa 07 in North Jakarta Administrative City for five months (May - October 2024); and (3) SLP at State Junior High School 28 Jakarta, Central Jakarta Administrative City for five months (September 2024 - January 2025).

The research locations are four schools with different characteristics. State Elementary School 013 Penajam and State Junior High School 5 North Penajam Paser in East Kalimantan Province have the status of driver schools. This means the schools implement sustainable education practices and developing the character of students according to national education vision. In addition, both schools represent the education condition in IKN area development. Meanwhile, State Elementary School Lagoa 07 in Administrative City of North Jakarta was located in a dense population area with various urban challenges. State Junior High School 28 Jakarta in Administrative City of Central Jakarta reflects the education condition in a well-established centre of government and economy. These two schools have the status of non-driver schools. All the four were state schools under direct government supervision in terms of administration, curriculum, and implementation of educational programs. The

selection of different research locations aims to describe the variation of educational conditions in Indonesia.

Data were collected through observation, interviews, and documentation. The informants were 17 sources from Education Office Apparatus of North Penajam Paser District, and representatives of 4 schools, consisting of Principals, educators, students, and parents.

The data was analysed by Miles and Huberman data analysis through three stages, namely: data reduction, data presentation, and verification (Sugiyono, 2019). The first stage of data reduction was to determine and analysing the innovation urgency of SLP. The second stage was data presentation to collect various information from various primary and secondary data. The third stage was verification to provide the right meaning to conclusions (Prabowo et al., 2022).

3. RESULTS AND DISCUSSION

3.1 Purpose of Sekolah Laboratorium Pancasila Innovation

Sekolah Laboratorium Pancasila (SLP) is an innovative national character education program for elementary and secondary schools to internalizes national character values periodically and consistently, with various methods and supporting infrastructure, carried out collaboratively, and aimed to encourage changes in students' positive insights and behaviour, with accountable research results in each educational unit. Thus, SLP reflects an education place for research, innovation, and development as the implementation of national character values in real life.

There is no standard measure of national character values. Therefore, researchers have collected various references to show that national character values from: (1) four basic national consensuses based on Constitutional Court Decision Number 100/PUU-XI/2014, consisting of Pancasila, Constitution of Indonesia Republic 1945, Bhinneka Tunggal Ika, and Indonesia Republic; (2) eighteen value of Character Education Strengthening (PPK) based on Presidential Regulation Number 87 of 2017; and (3) national defence values, as stated in Regulation of Defence Minister of Indonesia Republic Number 8 of 2022 on National Defence. Table 2 shows the national character values in SLP innovation.

Table 2. Content of National Character Values in SLP Innovation

No.	Source	National Character Values	SLP Activities	Supporting Infrastructure
1	Pancasila	Religious	Community service cleaning places of worship	Providing a temporary place of worship according to the student's religion
		Family	Doing 6S to parents	Short Film on Character
		Harmony	SLP ToT for Educators	
		Democracy	Nutritional Food Education (MBG)	MBG Education Corner
		Justice	All students receive the same business capital	Pancasila Farm
2	The 1945 Constitution of the Republic of Indonesia	Democracy	Group discussion in working on SLP implementation & dissemination tasks	
		Equality of Degree	Socialization of Gender Equality and Sex Education	Short Film on Preventing Negative Behaviour
		Compliance with Law	Socialization of Management Optimization of Prevention of Negative Behaviour	
3	Unitary State of the Republic of Indonesia	Territorial Unity	National Défense Socialization	Pancasila Gallery
		United Nations	National Holiday Commemoration	Traditional Games
		Independence	Financial Education	
4	Unity in Diversity	Tolerance	Introduction to interfaith and intercultural activities	Traditional Indonesian Clothing
		Harmony	Systematic Socialization of Positive Habits	Positive Habits Poster
		Mutual cooperation	Nutritional Food Education with Moringa Leaf Cooking Practice	Healthy Lifestyle Corner

5	Strengthening Character Education (PPK)	Religious	Pray before and after learning	
		Honest	Student entrepreneurship project	Entrepreneurship Corner
		Tolerant	Respect other people's religions and beliefs	
		Discipline	SLP Task Force prevents negative behaviour	Bed SLP
		Work Hard	Entrepreneurship Education	Pancasila Fisheries
		Creative	Managing waste into compost, miniatures of traditional Indonesian houses & houses of worship for 6 religions, etc.	Organic and Non-Organic Waste Bank
		Independent	Saving practices and entrepreneurial practices	
		Democratic	Respecting differences of opinion during group discussions	
	Strengthening Character Education (PPK)	Curiosity	Optimizing Students' Talents and Interests	Arts and Culture Corner
		National Spirit	Singing the songs Indonesia Raya and Garuda Pancasila	
		Love for the Homeland	Salute the Red and White Flag	Red and White Flagpole
		Appreciating Achievements	SLP Audition	SLP PIN
		Communicative	The SLP Task Force reports if negative behaviour occurs	SLP Sign
		Love peace	Mediation of conflict between students	
		Love Reading	Movement to read books on national insight	Pancasila Gallery
Environmental care		Environmental conservation education	Environmental Conservation Corner	

		Social Care	Social service to the community Maintaining the physical and mental health of yourself and your friends	
		Responsible	Maintain cleanliness and go green	Pancasila Park
6	Defending the Nation	Love for the Homeland	Playing Snakes and Ladders SLP Goal 4	Pancasila Gallery
		National and State Awareness	Read the SLP Declaration Text every day	SLP Declaration Poster installed in strategic locations
	Defending the Nation	Loyal to Pancasila as the State Ideology	Playing Snakes and Ladders SLP Goal 1	Pancasila Corner
		Willing to Sacrifice for the Nation and State	Planting Moringa Trees	Pancasila Garden
		Initial National Défense Skills	Social service distributing Moringa tree seeds	

The innovation of SLP was born from the gap between national policies and the implementation. The government has set 17 policies as a legal umbrella to build national character. However, implementation in various educational units still has challenges. The SLP acts as a bridge to connect regulations with practices in schools. This program was designed to align policies with character education needs. Table 3 shows how SLP integrates 17 legal umbrellas into one integrated system. This implementation aims to create an educational ecosystem to realize Golden Indonesia 2045.

Table 3. Correlation between 17 Legal Umbrellas and SLP Innovation Objectives

No	Legal protection	Legal Umbrella Contents	Relevance to SLP
The 1st objective of SLP: optimizing the application of national character values for students.			
1	Presidential Decree Number 24 of 2016 on Pancasila Birth Day	Establishing June 1, 1945 as Pancasila Birth Day and a national holiday	SLP holds activities in accordance with Pancasila Values and commemorates Pancasila Birth Day as part to internalize the Pancasila values to students.
2	Presidential Regulation of Indonesia Republic Number 87 of 2017 on Strengthening the Character Education (PPK)	Strengthening the character education to create students with noble morals	SLP implements 18-character education values by integrating them into every aspect of learning.
3	Regulation of Domestic Minister Number 29 of 2011 on Guidelines for Regional Governments in Framework of Revitalizing and Actualizing Pancasila Values	Regulating the implementation of Pancasila values in regional government policies and programs	SLP collaborates with local governments to implement Pancasila values in school curriculum and culture.
4	Regulation of Domestic Minister Number 71 of 2012 on Guidelines for National Insight Education	National insight education to create a young generation who loves their country	SLP includes national insight material and integrates practices such as social projects and mutual cooperation.
5	BPIP Regulation Number 2 of 2022 on Basic Material for Pancasila Ideology Development	Basic material to foster Pancasila ideology must be taught systematically	SLP develops Pancasila-based modules and uses a Project-Based Learning approach to strengthen the Pancasila ideology.
6	BPIP Regulation Number 4 of 2022 on Pancasila Value Indicators	Establishing indicators for application of Pancasila values in education	SLP uses Pancasila value indicators to evaluate the internalization of characters such as tolerance, mutual cooperation, and social justice.
7	Regulation of Defence Minister Number 8 of 2022	Guidelines to foster national defence awareness through education	SLP emphasizes the values of nationalism and awareness of national defence as part of character education.
8	Minister of Education and Culture Regulation Number 13 of 2025 on the Curriculum for Early Childhood, Elementary, and Secondary Educations	(1) Encouraging the implementation of in-depth learning approaches to improve the comprehension, application, and reflection of students (2) Require the provision of character-based extracurricular activities in every educational unit.	(1) SLP encourages students to understand, apply, and reflect deeply on national character education material. (2) SLP provides character-based extracurricular activities.
The 2nd objective of SLP: creating a success for Free Nutritious Meal Program (MBG) and healthy lifestyles for students			

9	Presidential Regulation Number 83 of 2024 on the National Nutrition Agency	Regulating the establishment of National Nutrition Agency to formulate, implement, and monitor the fulfilment of nutrition systematically through governance, provision, promotion, supervision, and cross-sectoral cooperation.	SLP supports the objectives of National Nutrition Agency through the implementation of Pancasila values in MBG and facilitation of participatory-based nutrition education in the school environment.
The 3rd objective of SLP: optimizing the moral degradation prevention of students, such as bullying, intolerance, sexual violence and other negative behaviour.			
10	Regulation of Minister of Education, Culture, Research, and Technology of Indonesia Republic Number 46 of 2023 on the Prevention and Handling of Violence in Educational Unit Environments	Prevent sexual violence in educational environments by forming a Violence Prevention and Handling Team (TPPK)	SLP supports prevention of sexual violence through Negative Behaviour Prevention Management to SLP Task Force
11	Regulation of Minister of Women's Empowerment and Child Protection of Indonesia Republic Number 8 of 2014 on Child-Friendly School Policy	Child Friendly School Policy to create a safe and comfortable learning environment	SLP supports the Child-Friendly School policy, by creating an environment free from discrimination and violence, and building national character.
12	National Counterterrorism Agency (BNPT) Regulation Number 2 of 2023	Prevention of radicalization and spread of extremism among students	SLP educates students about the dangers of radicalism and importance of ideological resilience through Pancasila-based learning.
13	Government Regulation Number 28 of 2024 on the Implementation of Health Law	Implementation of Health Law, especially Article 103 paragraph 4 on reproductive health efforts for school age and adolescents.	SLP supports reproductive health with character education and awareness of negative impacts of destructive behaviour.
14	Regulation of National Population and Family Planning Agency (BKKBN) of Indonesia Republic Number 15 of 2023 on the Implementation of Family Welfare Service Centre	Implementation of Family Welfare Service Centre	SLP strengthens the family-based character education and educating parents about healthy parenting patterns and importance of harmonious relationships within family.
The 4th objective of SLP: to optimize the implementation of environmental conservation for students.			

15	Regulation of Minister of Environment and Forestry of Indonesia Republic Number P.52/MENLHK/SETJEN/KUM.1/9/2019 on the Environmental Care and Culture Movement in Schools (PBLHS)	Environmental Care and Culture Movement in Schools (PBLHS)	SLP implements PBLHS with real action-based activities such as waste processing and recycling, as well as instilling cultural values and responsibility towards the environment.
The 5th objective of SLP: to optimize the development of an entrepreneurial spirit in students.			
16	Law Number 20 of 2003 on the National Education System	National education aims to develop the cognitive, affective, and psychomotor aspects of students, and prepare them to become independent, creative, and productive citizens.	SLP implements the objectives of this law by fostering an entrepreneurial spirit in students, developing practical skills and an entrepreneurial mentality through activities such as chicken farming, fish farming, and marketing local products. SLP also teaches financial management and independent business, which were important aspects in building an entrepreneurial spirit that was in line with national education vision.
17	Presidential Instruction of Indonesia Republic Number 4 of 2022 on the Acceleration of Eradication of Extreme Poverty	Accelerating the eradication of extreme poverty through improving entrepreneurial skills	SLP fosters an entrepreneurial spirit through entrepreneurship education programs and group-based entrepreneurship such as chicken farming and catfish cultivation.

3.2 RESEARCH RESULTS OF SEKOLAH LABORATORIUM PANCASILA INNOVATION

The innovation of SLP at State Elementary School 013 Penajam, State Junior High School 5 North Penajam Paser, State Elementary School Lagoa 07 in North Jakarta, and State Junior High School 28 Central Jakarta has advantages in strengthening the instillation of national character values. These values were taught in theory and applied in daily lives of students. The benefits of SLP for innovation research could be stated below.

1. Optimizing the Implementation of National Character Values

The informants, an educator at State Junior High School 5 North Penajam Paser, Penajam Pancasila District, East Kalimantan Province, said:

“The innovation of SLP helps schools to overcome the degradation moral and national character values by getting students used to respect the flag, sing the national song, love the environment, and managing waste into valuable items.” (Interview, August 18, 2024)

A similar statement was also stated by Principal of State Elementary School Lagoa 07, North Jakarta Administrative City:

“SLP integrates national character values into all aspects of learning. Students learn character values in depth and applying them in everyday life.” (Interview, October 15, 2024)

Students of State Junior High School 28 Jakarta feel the benefits of SLP program to increase their comprehension to national character education:

“The SLP program helped me understand Pancasila and concept of nationality.” (Interview, November 26, 2024)

2. Optimizing the prevention of moral degradation in students, such as bullying, intolerance, sexual violence, and other negative behaviour.

The SLP program encourages students to become more responsible to the school environment and peers. This was expressed by Principal of State Elementary School 013 Penajam:

"The activities in SLP make the students more concerned and aware to the impact of negative actions, such as

bullying, sexual violence, and so on." (Interview, August 17, 2024)

The principal of State Junior High School 28 Jakarta revealed that since the SLP introduction, there have been significant changes in students' attitudes.

"SLP increases students' awareness to prevent negative behaviour. The SLP Task Force successfully prevented brawls through quick coordination." (Interview, November 26, 2024)

3. Optimizing the implementation of health lifestyles for students

Various SLP activities were integrated into curriculum to provide new understanding of health lifestyles to students. A student of State Junior High School 5 North Penajam Paser shared his new experience after participating in SLP program:

"I just found out that moringa leaves could be processed into delicious vegetables and were beneficial for health." (Interview, August 18, 2024)

A student at State Elementary School Lagoa 07 in North Jakarta Administrative City also expressed his enthusiasm in trying a variety of healthy foods at school:

"Moringa vegetables were delicious. This was the first time my friends and I have cooked moringa vegetables at school." (Interview, November 26, 2024)

4. Optimizing the implementation of environmental conservation for students

SLP also provides educational facilities that were applicable in environmental conservation, such as waste management into useful items. This was stated by one of educators of State Elementary School 013 Penajam:

"The school community has utilized the SLP facilities to train waste management skills into useful items, such as ecobricks, eco enzymes, and fashion shows." (Interview, August 18, 2024).

Parents of State Junior High School 28 Jakarta students realized that there had been changes in their sons regarding environmental conservation:

"The school has an Environmental Corner today. My child processes cardboard waste into a Balinese traditional house in SLP program." (Interview, November 26, 2024)

5. Optimizing the growth of entrepreneurial spirit in students

This entrepreneurial spirit development program provides practical skills in entrepreneurship and encouraging students' creativity to create products with economic value. The Head of Education, Youth, and Sports Service of North Penajam Paser District emphasized that SLP could foster an entrepreneurial spirit from an early age:

"The SLP program teaches entrepreneurship in practice, encourages students to create local products, to understand the marketing, and to build independence." (Interview, August 18, 2024)

The principal of State Junior High School 28 Jakarta also revealed the positive impact of SLP in fostering an entrepreneurial spirit:

"SLP has increased security, SLP junior task force has become the driving force behind anti-brawls, so that brawls have decreased drastically, and improving students' creativity in entrepreneurship ..." (Interview, November 26, 2024)

5. CONCLUSION

The research was done by SLP in four schools spread across in North Penajam Paser District, North Jakarta Administrative City, and Central Jakarta Administrative City. The findings show that SLP Innovation implementation was important in order to realize the Students with National Character and achieve Golden Indonesia 2045. There were urgency to implement national character education innovation for Alpha and Z generations through SLP. First SLP innovation supports the implementation of 17 policies related to strengthening national character. Second, the SLP program focuses on strengthening national character values in accordance with values of four basic consensus of nation (Pancasila, Constitution of Indonesia Republic 1945, Bhinneka Tunggal Ika, and Indonesia Republic); 18 values of Strengthening National Character; and value of Defending the State. Third, SLP implementation was important to instil national character values, success in the Free Nutritious Meal Program (MBG) and a healthy lifestyle, prevents moral degradation, preserves the environment, and fosters an entrepreneurial spirit in Alpha and Z Generation.

SLP innovation was tested in four schools and showed positive impacts. Therefore, researchers recommended its implementation in various schools in Indonesia. The government could formulate regulations to support the implementation of SLP more widely to make implementation of SLP in schools would be more focused and effective.

This study was an initial study of innovation of national character education in Alpha and Z Generation through the SLP. Therefore, this study should become a foothold for Ministries, Institutions, and Regional

Governments to create a program to improve the comprehension to national character values for Alpha and Z Generation as the influence of globalization.

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