

Grand Design of Values Education Approach and Strategy for the Golden Generation

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Abstract

Effective character education for the younger generation is crucial in facing global challenges in the future. By integrating local and global values, education can shape students who not only understand their cultural roots but are also ready to contribute positively to the global community. This study aims to explore innovative approaches in character education that combine local and global values to form a competent generation. The method used is a literature review, examining various educational strategies such as project-based learning, service learning, arts-based education, and technology. The results of the study show that the synergy between local and global values in education helps students develop social skills, empathy, and social justice. Additionally, this approach also prepares students to collaborate internationally, develop critical and creative thinking skills, and build adaptable character traits, making them ready to become responsible future leaders. Integrating these values in education will ensure a competent, open-minded, and globally prepared younger generation.

Keywords: Character Education, Golden Generation, Innovative Educational Strategies

INTRODUCTION

Indonesia has a grand vision to become one of the developed nations by 2045, coinciding with the 100th anniversary of its independence (Hadiningrat & Silalahi, 2024). Achieving this vision requires a golden generation that excels not only intellectually but also in moral values. Education is a key element in building this generation, especially with the increasing challenges posed by globalization, digitalization, and social transformation. Value education emerges as a strategic solution to shape individuals who are not only intelligent but also ethical and responsible (Bosio & Schattle, 2021). However, implementing value education in Indonesia still faces various challenges, such as the lack of integration of values into formal curricula and limited training for educators. In this context, there is a pressing need for approaches and strategies in value education that are relevant to future demands.

As times progress, the challenges faced by young generations become increasingly complex. The influence of foreign cultures, technological advancements, and unlimited access to information have transformed the mindset and behavior of young people. In such circumstances, value education must rise to the challenge of preserving the nation's cultural and moral identity. Research from UNESCO (2023) indicates that strong character education can enhance social participation rates by up to 40%. However, in Indonesia, data from the Ministry of Education and Culture (2021) shows that only 60% of schools consistently implement character education programs. This highlights the urgent need to improve existing approaches and strategies.

Value education requires a holistic approach encompassing various aspects of life (Korthagen, 2004). It is insufficient to rely solely on classroom learning; value education must also include extracurricular activities, family environments, and community involvement (Kahne, 2008). Such an approach has been implemented in Finland, where character education is integrated into all aspects of learning, resulting in significant improvements in students' happiness indices. Indonesia can learn from this model but must adapt it to the local context and unique needs of Indonesian youth. Therefore, further research is needed to design the most appropriate approach.

The golden generation of 2045 is expected not only to possess intellectual abilities but also global competitiveness and a commitment to Pancasila values (Nurfajri & Wahab, 2024). However, embedding Pancasila values in young people is becoming increasingly challenging, especially in the digital era. Reports from *We Are Social* (2022) reveal that 85% of Indonesian youth spend more than three hours daily on social media, which often serves as a source of unreliable information and does not support positive character formation. This emphasizes the need for value education strategies that effectively leverage technology to shape morally sound and adaptive generations (Nasucha & Khozin, 2023).

Various approaches have been implemented to address the challenges of value education, such as integrating technology into learning, but the results remain suboptimal. A World Bank (2020) study notes that insufficient teacher training in using technology is one of the main factors behind the failure of digital-based education implementation in Indonesia (Mutia, Gimin & Mahdum, 2020). Hence, value education strategies must include comprehensive training for educators to use technology as an effective teaching tool. Additionally, it is crucial to involve parents and communities in the educational process to ensure the sustainability of the values taught in schools.

Value education approaches must also reflect Indonesia's cultural diversity. With over 1,300 ethnic groups and 700 local languages, Indonesia has a rich cultural heritage that can serve as a source of values and character. Unfortunately, many educational programs in practice overlook this aspect. A study by LIPI (2021) shows that only 25% of the educational curriculum in Indonesia explicitly includes local cultural values. This underscores the need for a more inclusive approach to cultural diversity in designing strategies.

Value education strategies should also prioritize developing soft skills such as empathy, cooperation, and leadership. A McKinsey (2021) report highlights that 65% of future jobs will require strong interpersonal skills. Formal education in Indonesia remains overly focused on cognitive aspects and pays little attention to social skill development (Zulfikar, 2009). Therefore, value education must be designed to train students in these skills through participatory and experiential learning methods.

The use of technology in value education also requires special attention (Bos et al, 2019). In the digital era, social media can be an effective tool for disseminating positive values but can also pose a threat if not well managed. For instance, value education campaigns through platforms like Instagram and TikTok can engage young audiences in more appealing and relevant ways. However, it is important to ensure that the content aligns with the values

being promoted. This requires collaboration among educators, government, and the private sector (Kumari, 2016).

Moreover, value education must be aligned with both local and global needs. In the local context, values such as mutual cooperation, tolerance, and respect should be at the core of educational strategies. Meanwhile, in the global context, universal values like justice, equality, and sustainability should be introduced early on (Sahal, et al, 2018). This combination will help Indonesian youth actively participate on the international stage without losing their cultural identity.

In conclusion, the design of approaches and strategies for value education for the golden generation of 2045 must be holistic, inclusive, and adaptive (Belladonna, et al, 2023). Value education is not only the responsibility of schools but also of families, communities, and the nation as a whole. With the right approach, the golden generation of 2045 can grow into intelligent, ethical individuals ready to face global challenges (Hidayat et.al, 2023). This research aims to identify and design the most effective approaches and strategies for value education to achieve these objectives.

METHOD

This study employs a qualitative method with a literature review approach. This type of research was chosen to explore and analyze various theoretical frameworks, concepts, and relevant studies related to the design of approaches and strategies for value education for the golden generation of 2045. A literature review allows researchers to gain a broad and in-depth perspective from diverse academic and policy-related literature. This research focuses on identifying, synthesizing, and critically analyzing existing concepts to establish a robust theoretical foundation.

The data collection technique involves accessing various literature sources, including academic books, scholarly journal articles, policy reports, and official documents from national and international institutions. These sources are gathered through searches in digital libraries, journal databases such as Springer, Scopus, and Google Scholar, as well as the official websites of educational and research institutions. Inclusion and exclusion criteria are applied to ensure the relevance and quality of the selected sources. Only literature discussing value education, educational strategies, and youth development relevant to the study's context is further analyzed.

The data analysis technique follows a systematic process comprising three main stages: data organization, content analysis, and thematic synthesis. In the data organization stage, the literature is categorized based on key topics such as value education, educational strategies, and the needs of the golden generation. Subsequently, content analysis is conducted to evaluate the content of the literature and identify relevant concepts, theories, and findings. These results are then synthesized into key themes that form the basis for strategic recommendations. This iterative process ensures that the study's findings reflect a strong and relevant theoretical foundation.

RESULT AND DISCUSSION

Holistic values education must be designed to encompass all aspects of the education system, including curriculum, learning processes, and social interactions within the school

environment. The curriculum plays a pivotal role as the primary framework for delivering desired values. Core values such as honesty, responsibility, and tolerance should be inseparably embedded in every subject (Tan, 2018). For example, language subjects can be used to discuss narratives with moral messages, while science can instill environmental responsibility through experiments and solution-based projects. This approach ensures that students not only learn theoretical concepts but also understand how these values are relevant to their daily lives.

In addition to the curriculum, classroom learning processes serve as the main space for instilling values. Teachers need to integrate values into their teaching methods. For instance, in project-based learning, students can be encouraged to solve real social issues such as environmental concerns or community solidarity. This process enables students to develop empathy, teamwork, and responsibility through direct experiences. Teachers also need to create a supportive learning atmosphere where every student feels valued and motivated to apply positive values in their interactions (Susanto & Nisak, 2024).

Extracurricular activities are a crucial element of a holistic values education framework. Activities such as sports, arts, or debate clubs provide opportunities for students to practice values such as teamwork, leadership, and tolerance. Community service programs, such as social work or volunteering initiatives, also offer direct experiences of the importance of empathy and solidarity. By participating in these activities, students have a space to internalize values through real-life experiences that engage them emotionally and socially (Suyato et.al, 2024).

A supportive school environment is another vital element of this framework. Schools must cultivate a positive culture that reinforces moral values. This can be achieved by implementing reward policies for positive behaviors, such as recognition for students who demonstrate leadership, discipline, or care for their peers. Additionally, school facilities should be designed to support collaborative learning, such as providing discussion rooms or areas that encourage social interaction. A conducive physical environment helps students feel comfortable and motivated to practice values in their daily lives.

The role of teachers is inseparable from the framework of holistic values education. Teachers are not only educators but also role models who exemplify the application of values. Teachers should be able to foster respectful relationships with students, handle conflicts in an educational manner, and demonstrate empathy in every interaction. Training for teachers is essential to provide them with a deep understanding of values education concepts and practical skills to implement them effectively in the classroom (Chowdury, 2018).

Families and communities must also be integral parts of the holistic values education framework. Schools need to involve parents through parenting programs that emphasize the importance of values education and how they can continue it at home. On the other hand, communities can serve as strategic partners by providing spaces or activities that support learning values outside school. For example, collaborative activities involving schools, families, and communities can help students understand how values are applied in broader social contexts.

The use of technology can also be part of an integrated values education framework. Learning applications, educational games, or social media platforms can be designed to deliver values in ways that are engaging and relevant for younger generations. For instance, applications that challenge students to complete tasks based on values such as teamwork or responsibility can be effective tools. However, it is crucial to ensure that technology is used wisely, with proper guidance, to align with the goals of values education.

A holistic values education framework provides a strong foundation for shaping young people who are not only academically intelligent but also moral and of strong character. By involving all components of the education system curriculum, learning processes, school environment, families, and communities values can be delivered comprehensively and effectively. This approach ensures that values education is not merely theoretical but becomes an integral part of students' daily lives, preparing them to become competent and ethical individuals in the future (Aspin & Chapman, 2007).

Innovative Educational Strategies for Character Development

Innovative educational strategies for character development must be designed to actively engage students in the learning process. One effective approach is project-based learning (PBL), where students work in teams to complete projects related to social or environmental issues (Genc, 2015). Through this approach, students not only learn academic content but also apply values such as responsibility, collaboration, and creativity. For instance, a project on waste management in a local community can teach students the importance of environmental care while developing problem-solving skills. Additionally, PBL provides students with the opportunity to see the real-world impact of their actions, reinforcing their understanding of the values taught.

Experiential learning is another essential strategy for building student character. Through experiential learning, students are directly involved in activities that provide real-life experiences, such as simulations, role-playing, or outdoor activities. For example, a simulation of community conflict helps students practice values such as empathy, justice, and conflict resolution. In this process, students not only learn cognitively but also emotionally, allowing values to be internalized more deeply. This approach also provides space for reflection, which is an important part of character development (Nisak et.al, 2024).

Service learning is another innovative strategy that combines academic learning with community service. In this approach, students learn through their tangible contributions to the community, such as helping vulnerable groups or participating in environmental programs. Service learning not only enhances students' understanding of social issues but also instills values such as solidarity, empathy, and social responsibility. Additionally, this activity allows students to directly experience the positive impact of their contributions, strengthening their self-confidence and desire to continue doing good.

The use of technology also opens new opportunities for character education strategies. Digital platforms such as learning apps and educational games can be designed to instill specific values in an engaging and relevant way. For example, games that require students to collaborate to solve challenges can teach values like teamwork and tolerance. Social media can also be used as a tool to spread values campaigns with creative content that

appeals to younger generations. However, it is important to ensure that technology use remains within the framework of positive and purposeful learning.

Art-based education strategies are also effective in character development. The arts, whether music, drama, or visual arts, allow students to express their emotions, understand others' perspectives, and explore values through creative media. Drama, for example, can be used to depict real-life situations involving value conflicts, helping students learn how to make ethical decisions. Additionally, art often encourages collaboration, which strengthens social skills and values such as teamwork and mutual respect.

Dialog-based education is another essential method for character development. Through structured discussions and debates, students are encouraged to think critically, listen to differing viewpoints, and respect diversity. Discussions on moral dilemmas, for example, help students explore values such as justice, integrity, and responsibility. This process not only develops critical thinking skills but also builds empathy and a deeper understanding of the complexities of ethical decision-making (Nurjali et.al, 2023).

Game-based learning is another exciting strategy that can help build character. Educational games designed specifically to teach certain values can offer both enjoyable and profound learning experiences. For instance, games simulating resource management can teach students responsibility, collaboration, and wise decision-making. Furthermore, this approach allows students to learn from their mistakes in a safe environment, helping them develop resilience and strategic thinking skills.

Finally, character development through innovative strategies must involve collaboration from all parties within the educational ecosystem, including teachers, families, and communities. Teachers should be empowered to integrate these methods into their teaching, while families and communities should support students' character-building efforts. With a collaborative and innovative approach, character education can become more effective in shaping a younger generation with strong moral values, social skills, and the ability to face global challenges. These strategies ensure that character education is not just a theoretical concept but a real-life experience that shapes students' lives.

Synergizing Local and Global Values for a Competent Generation

The importance of synergizing local and global values in education is increasingly recognized as key to shaping a competent generation in the future. Local values reflect the cultural and social identity of a community, while global values focus on universal norms that apply worldwide, such as human rights, peace, and environmental sustainability. In education, integrating both can create a balance that helps students not only understand their cultural roots but also become global citizens who care about global issues (Rennie et.al, 2013). Through this approach, students will learn to appreciate their own cultural wealth, while also understanding global challenges that require collective solutions. This synergy teaches the importance of collaboration and mutual respect across cultures.

One way to synergize local and global values is by incorporating global issues into a local context in learning. For example, in lessons about climate change, students can be taught about its global impact as well as how local communities can play a role in addressing it. Linking global issues to local experiences makes it easier for students to understand their

relevance and feel more motivated to participate. Through this context-based learning, students will learn to apply global values such as sustainability and social justice to their daily lives, in line with local conditions and needs.

In addition, schools can build international networks that allow students to share and learn from different cultural experiences. Student exchange programs or collaborative international projects are practical examples that can enrich students' perspectives. These activities give them the opportunity to learn about various cultural values, understand differences, and experience the impact of international cooperation firsthand. Learning from these direct experiences helps students become more open and adaptive, two qualities that are vital to facing an increasingly interconnected world.

Value-based education that integrates both local and global values can also be applied through activities that teach social values directly. Community service activities, for example, teach students to share with others, respect differences, and contribute to the common good. In this context, students not only learn local values such as solidarity and mutual cooperation but also global values like empathy and care for wider society. Direct involvement in such activities deepens their understanding of how important their role is in creating a better world.

On the other hand, it is important to ensure that the global values being taught do not conflict with local values. Therefore, value education must be carried out with an approach sensitive to the local culture (Iswati, 2017). This process involves dialogue among various community elements—teachers, parents, and community leaders—to ensure that the values taught align with local cultural identity while remaining relevant to global challenges. This way, education will be better accepted by students and the community, as no aspect feels marginalized or overlooked.

Integrating local and global values also requires an approach that emphasizes critical and creative thinking skills. Students must be encouraged to think about how they can contribute to solving global challenges with solutions that are suitable for the local context. This requires the ability to view a problem from multiple perspectives, consider the values involved, and find solutions that benefit all parties. This approach not only shapes responsible and mature thinking but also encourages students to become leaders capable of making wise decisions when facing the world's grand challenges (Purwanto et.al, 2023).

Furthermore, the use of technology in education opens up vast opportunities to expand students' understanding of global values. With the internet and digital platforms, students can access information from around the world, engage in discussions with peers from other countries, and participate in international projects addressing global issues. Technology allows students to develop digital literacy skills, which are essential in this increasingly connected world, while also broadening their understanding of universal values that apply globally (Hidayat et.al, 2023).

It is important to remember that synergizing local and global values is not just about learning differences but also about finding commonalities that unite us. By blending both sets of values, the younger generation will be equipped with social skills and values that enable them to be competent individuals not only within a local context but also capable of

contributing positively to the global community. This will ensure that they are ready to face future challenges with an open mindset, deep understanding, and the ability to adapt to changing times.

CONCLUSION

Innovative approaches in character education and the integration of local and global values are essential in shaping a young generation that is competent and prepared to face global challenges in the future. Through various strategies such as project-based learning, service learning, and arts-based education, students can internalize values such as responsibility, empathy, and social justice, both in local and global contexts. The synergy between local and global values in education helps students apply this knowledge and values in their daily lives, enriching their perspectives and preparing them to become individuals capable of collaborating internationally. By utilizing technology and experience-based approaches, this value education not only shapes academic skills but also character traits that are adaptive, critical, and creatively thinking, ready to become responsible future leaders.

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