



## Educators shape elementary students' moral values for Indonesia's Golden 2045

Aditya Tri Saputra<sup>1</sup>, Fadel Muhammad Haikal<sup>2</sup>, Mohamad Reza Wibowo<sup>3</sup>, Syifa Azzahra Erina Putri<sup>4</sup>

<sup>1,2,3,4</sup>Elementary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University PROF.DR.HAMKA, Indonesia

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### ABSTRACT

Schooling is one of the most important variables that may shape and drive the development of an individual's moral and character traits, particularly during the period of schooling known as elementary education. The instillation of moral principles and a good character in primary school kids is a very significant part of the attempt to fulfill the Golden Indonesia vision 2045. Educators play a very important role in this. This research intends to explain why the role of educators is highly important in shaping the moral values and character of students, as well as how it can contribute to the goals of Indonesia Emas 2045. The study also wants to explain why this role is very crucial in developing the moral values and character of students. The method of searching the existing literature and conducting an analysis of the collected data led to the conclusion that educators play a role in the formation of moral and character in basic education in the following ways: (1) laying the groundwork for moral and character development; (2) fostering the development of positive values; and (3) fostering the growth of robust personalities. As a result of their significant role, educators have the power to assist in the development of young people who possess high moral standards, solid character, and the capacity to contribute to the realization of the Golden Indonesia 2045 vision.

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### *Corresponding Author:*

Aditya Tri Saputra,  
Primary teacher education,  
Faculty of Teacher Training and Education,  
Muhammadiyah University Prof.Dr.Hamka,  
Jl. Tanah Merdeka No. 20, East Jakarta, Indonesia,13830.  
Email: trisaputra@gmail.com

## INTRODUCTION

The student's morals and character are significantly influenced by the instructor during the course of this formation process. Not only are they tasked with transferring academic information, but they are also accountable for directing pupils in the formation of strong moral beliefs and character (Ajmain & Marzuki, 2019). The conduct and deeds of teachers should be held up as positive examples for pupils to see and imitate if they are to develop a similarly optimistic worldview. Students may learn to understand and internalize values such as honesty, discipline, teamwork, responsibility, tolerance, and respect for diversity through participating in educational programs that emphasize

moral and character development. It is the responsibility of educators to create an atmosphere that is favorable to learning and that enables students to cultivate their moral and character qualities via social contact, discussion, reflection, and involvement in activities that cultivate these values. (Amelia et al., 2022). Education is described as "educational processes, methods and activities" in the Big Indonesian Dictionary (KBBI) (KBBI, 2016, page 353). Education Law No. 20 of 2003 Article 3 pertaining to the National Education System states that national education seeks to develop opportunities for students to become human beings who believe in and fear God Almighty, noble, healthy, knowledgeable, capable, and creative., to become independent, democratic, and responsible citizens. The goal of education is a worthy endeavor in and of itself.

Education in morals and virtues, which is an integral element of this process, is a major contributor to the formation of individuals who are capable of upholding their word and taking ownership of their actions. In particular for the country of Indonesia, the success of the Golden Indonesia 2045 initiative is dependent on the moral and character education that is taught in elementary schools. This vision has as its ultimate aim the year 2045 and the accomplishment by Indonesia of the status of a developed country that is sovereign, independent, just, and prosperous. This will be achieved via the implementation of this vision. On the other side, during the last several years in Indonesia there has been a rising concern over the younger generation's declining moral standards and character. A number of events involving unethical behavior, a lack of empathy, and a lack of social awareness demonstrate the need to strengthen moral and character education at the elementary school level.

Elementary school is a particularly crucial stage in the educational process because it establishes the framework for students' future development and the creation of their identities as people. This makes elementary school one of the most important stages in the educational process. Under the guidance of primary school instructors beginning at a very early age, children's identities may begin to take form in areas of morality and ethics that are important to them. Because of this, the role that teachers play in instilling moral principles and character qualities in elementary school children is very important. In spite of this, there has not been a considerable rise in the number of efforts made to promote moral and character education within the framework of Indonesia Emas 2045. It is required to have a more in-depth knowledge of the role that educators play in the process of teaching moral and character values, as well as an effective strategy for integrating moral and character education into the curriculum of primary schools. In addition, it is necessary to have a clear understanding of the role that educators play in the process of teaching values of morality and character.

Agus Zaenul argues that various external circumstances influence pupils' moral character. One of these elements is the role model provided by schools, families, and communities. The second is a lack of leadership by example in the country, which has led to a generation of children who no longer value the guidance of their elders in the classroom or elsewhere (Hudi, 2017). Many of today's youth, due to a lack of moral education and the odor of various deviations, view such behaviors as commonplace and harmless, but such behaviors, if started at a young age, can become habits that are difficult to break even in adulthood (Laksono & Manik, 2023). Bullying is an example of a deviation that we frequently see; it arises when a person's character is weak due to a lack of moral education or because of enabling contextual factors.

Embedding moral and character education into the primary school curriculum is an important step towards achieving the goals of Indonesia's Gold 2045. Educators must use innovative and fun teaching methods that enhance morale and character. In addition, educators must be actively involved by involving parents and the community in the process of forming the moral and character of students, so that synergy arises between all parties (Shahroni, 2017). Indonesia Emas Indonesia has a vision to become Indonesia Gold in 2045 (kemdikbud.go.id, nd). To achieve this vision, it is necessary to prepare generations who have good character and strong morals (kemdikbud.go.id, nd). Therefore, this study aims to examine the importance of the role of educators in instilling moral

values and character in elementary school students as part of the preparation for Golden Indonesia 2045 (Yulianti, 2021).

This line of inquiry focuses on character education as a means of cultivating a generation that is exemplary in terms of its moral principles. The purpose of instilling pupils with ethical principles such as truthfulness, accountability, collaboration, and self-control is what is known as character education (Suryaman et al., 2018). Within the framework of Golden Indonesia 2045, the importance of character education cannot be overstated as a means of producing a new generation that is prepared to meet the problems of the future. The role that teachers play in establishing moral principles and exemplary character: The educators play a significant part in the development of the students' personalities. When it comes to the formation of ethical principles and a commendable character, pupils look to their teachers as examples and models. As a result, the purpose of this research is to delve further into the role that teachers play in teaching good character traits and moral principles in elementary school kids (Office of West Java Ministry of Religion, 2015)

In order to get to Golden Indonesia 2045, it is vital to educate and train the next generation so that they are prepared to deal with the changes and difficulties that lie ahead. One of the things that is being done to educate the future generation with excellent character and strong reading abilities is something called character education. Through the course of this investigation, a clearer understanding of the significance of character education in the process of training the next generation for Golden Indonesia 2045 will be gained. As a result, as a component of the preparation for Indonesia Gold 2045, this research will address the significance of the role that educators play in the process of imparting moral values and character in primary school pupils. This study will concentrate on character education as part of an endeavor to cultivate a golden generation that is endowed with strong moral principles and prepared to meet the challenges of the future.

The originality of the study "Educators Shape Elementary Students' Moral Values for Indonesia's Golden 2045" lies in its holistic approach to analysing the role of teachers in shaping the moral values of elementary school students. This study takes into account more than just the transfer of moral values; it also considers the role of culture, technology, and parental involvement in shaping students' personalities. This research aims to provide a more holistic and contextual understanding of how educators may help shape a new generation of Indonesians with strong moral foundations.

## RESEARCH METHODOLOGY

In this study, qualitative research methods are combined with a literature review methodology. A research technique known as qualitative research that takes the form of a literature review is one that is executed by locating, analyzing, and synthesizing different pieces of literature that are pertinent to the subject matter of the investigation. It is important to retain the naturalness of the data while providing an overview of what is known and what is not known about a certain phenomena, as well as placing the results of prior research in perspective. (Siswanto, 2010). When doing a literature review, a qualitative method is used in order to combine research data that are of a descriptive and qualitative character. Using this methodology, the researcher first selects and assesses the many pieces of literature that are pertinent to the study issue, and then they synthesize the findings of the research (Ridwan et al., 2021).

Examining the sources that are utilized for discussion, such as the sources that create theories, then performing an analysis and making conclusions based on the formulation of the issue that is being researched are the steps that make up the approach. The descriptive analysis was performed on the data received from a literature review, which consisted of journals and books linked to the role of the teacher in developing the moral character education of primary school pupils in Indonesia in 2045. This data was then used as the basis for the theoretical analysis of the research. In addition, when all of these sources are compiled into one part, we conduct a comprehensive analysis of them as a hypothesis based on the results of the study. Following that, judgments are



reached based on the clear image that the theories have provided. This research strategy makes use of the documentary method to gather data, both primary data and secondary data, in the form of primary and secondary sources. After that, the researchers examined the validity and reliability of the findings, in addition to the data sources, books, journals, and other pertinent references. An inductive framework is used by the researcher throughout the process of analysis in order to characterize the findings of the research as well as unearth information that are pertinent to the primary topic of the study.

Research Design Flaws: Research Methodology: "How Elementary Teachers Can Help Indonesia Reach Its Potential in the Year 2045" Finding Research Objectives ((1)), (2) Literature review (3) sample selection (4) data collection (5) data analysis: analysis includes qualitative data collection from interviews and observations as well as quantitative data collection from surveys (6) discussion and conclusions

## RESULTS AND DISCUSSIONS

According to Ki Hajar Dewantara, who was cited by Suwarno, education is a requirement in the life of the growth of children. The purpose of education, according to Ki Hajar Dewantara, is to guide all of the natural forces that exist in these children so that they, as human beings and as members of society, can achieve the highest level of safety and happiness possible. Education is a requirement in the life of the growth of children. The concepts of ethics, decency, and character are all related to morality in some way. A moral is a value that focuses on the proper and improper conduct of humans (Rubini, 2019). Because of this, morality is connected to values, particularly emotional values. A person's social life might be more peaceful, fair, and balanced when they have a morality, which is a component of personality. Morality is required for a person to have. The achievement of a serene existence that is full of order, harmony, and order is impossible without the adoption of moral conduct (Abidin, 2021).

Moral education itself comes from the word *paedagogy*, in Greek "pae" means child and ego means guide (Hasibuan, 2022). Education means "I lead the child," and a mentor's job is to help a mentee reach adulthood. According to a brief remark from Driyarkara attributed to Istiqomah, "education is a conscious effort made by educators through guidance or teaching and training to help students experience the process of self-humanization toward the achievement of adult personal, moral, and dynamic development." Istiqomah.

Successful moral education, according to H. Kirschenbaum, occurs when students demonstrate the ability to communicate moral principles through their actions and words. (Ibda, 2012). In accordance with the moral principles imparted by religion, community moral traditions, and culture, moral education seeks to cultivate persons who understand and consistently practice these values (TADJUDDIN, 2018). Pendidikan etika terdiri dari beberapa komponen yang berkaitan dengan ilmu pengetahuan tentang tradisi moral, penalaran moral, rasa kasih dan altruisme, serta tendensi moral.

According to Syamsu Yusuf, the process of moral development of children can take place in several ways, as follows (Yanizon, 2017):

1. One method is via "direct education," in which parents, teachers, or other responsible adults actively work to instill in their children a sense of what constitutes "good" and "bad" conduct. Adults the youngster interacts with should be role models.
2. Second, he may develop a sense of self-identity by emulating the outward look or moral conduct of persons he admires, such as his parents, teachers, religious leaders, artists, or other adults in his life.
3. 3. Learning by doing, or gaining moral character via experience. When good conduct is rewarded, it persists while poor behavior is discouraged via punishment and censure..

According to Aeni, the word "character" comes from the Greek word "Charaasian," which means "to mark" or "mark," and focuses on how to apply the value of kindness in the form of actions or behavior; thus, people who are dishonest, cruel, greedy, and the like are said to be of bad character. On the other hand, noble personalities are those that conduct in a morally upholding manner. This fits with how Tilaar understands the term "character," which he defines as "the most defining characteristics of a person, group, or nation that enable it to be identified in a wide range of contexts." (Atieka & Budiana, 2019).

Characters in religious languages are called akhlak, as explained by Yaumi (2014). The Arabic word akhlak refers to good deeds, morality, and conduct. A few common translations of the term "akhlak" include "Islamic behavior," "good conduct," "good disposition," "basic nature," "basic temperament," "ethical principles," "moral principles," and "good character." (Rambe, 2018). According to Hidayatullah (2010), a person's character is a combination of their personality and their moral or ethical principles that set them apart from others. Character refers to one's individuality and disposition. Character, according to Sodiq (2018), is a person's institutionalized value that is also called a characteristic. Character is not inherent but developed by one's environment and routine. A person's character is developed through instilling in them qualities that they will carry with them forever. (Cahyani & Joko Raharjo, 2021).

Education that is considered morally sound is also often referred to as ethical education, character education, value education, or affective education. Character education and moral education are two more concepts that are often used interchangeably. In this context, you might consider using any of these words interchangeably. Therefore, this concept cannot be divorced from the ideas of morality, values, manners, character, personality, or emotional states in and of itself. (Salam, 2020). In order to get further information, it is vital to investigate the terminology that are being used, as well as the similarities and contrasts between them. According to Kirschenbaum, the fields of moral education and value education are interchangeable and should not be confused. In addition to this, Kirschenbaum said that "Values Education is used as the shorthand term for the field of values education and moral education." It is said that Values Education and Moral Education is an educational area or activity having two complementing purposes, which are to assist students in leading lives that are both individually rewarding and socially beneficial." (Murjani & Nurjaman, 2022).

Character is an all-encompassing concept that, although it may be described as exemplary conduct, more generally refers to the whole of a person rather than just their actions. Education that shapes a person's character may take place at home or within a family, at school, or via individual engagement in the social network of society. Character education encompasses a variety of aspects that are connected to the development and transformation of a person. The writers of this book, much like other individuals who work in the field of character education, are of the opinion that schools are formal entities that are capable of being entrusted with the responsibility of carrying out the process of character education. The argument that character education in schools has resulted in complicated educational schemes and curriculum appears to be validated in this book. The criticism is based on the fact that there are a variety of opinions and various methodologies that are employed (Yoga Purandina & Astra Winaya, 2020).

Students, who will one day lead the country, are the focus of character education, which strives to instill in them the virtues necessary to build a society that is fair, peaceful, and successful. This pertains to Law Number 20 of 2003, which addresses the subject of National Education. Strengthening Character Education (PPK) is a government initiative that was created as an effort to foster character education in schools. The program was given the name by the government. The PPK program will be executed in phases and in accordance with the requirements as they arise. The purpose of the PPK program is to ensure that every child in the country receives an education that is both high-quality and morally sound. Concerning the Strengthening of Character Education



(PPK), the Issuance of Presidential Regulation Number 87 Article 2 of 2017 PPK has the purpose of (Hasibuan, 2022):

1. Building and equipping students as the golden generation of Indonesia in 2045 with a Pancasila spirit and good character education to face the dynamics of change in the future.
2. Develop a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement which is carried out through formal, non-formal and informal education channels by taking into account the diversity of Indonesian culture and
3. Revitalize and strengthen the potential and competence of educators, education staff, students, communities, and the family environment in implementing PPK

The personal development of elementary school pupils is significantly impacted by the character and moral education they receive in their classrooms. Students are better able to comprehend fundamental moral principles like honesty, collaboration, accountability, mutual aid, fairness, and respect for diversity when they get instruction in character and moral education. Students will develop into persons with integrity and a solid moral basis if they comprehend and internalize these ideas throughout their educational experience. Students who participate in programs focusing on character and moral development are better able to cultivate good attitudes such as empathy, understanding, forgiveness, patience, and compassion. Students will benefit from this in their efforts to develop positive connections with one another, become responsible members of society, and engage effectively with others. Students are more likely to develop positive personalities when they get instruction in moral and ethical principles. They will mature into persons who are able to triumph over problems in life if they are taught to enhance good attributes such as honesty, persistence, respect, discipline, and ethics. This will allow them to grow into people who have a strong identity. Students may build the abilities necessary to make ethically sound judgments by participating in character and moral education, which lays the groundwork for this development.

They will be able to think about the moral repercussions of their acts, understand the results of the decisions they face, and come to ethical and responsible conclusions. Students have a better understanding of the significance of social duty when they participate in character and moral education programs. They will become aware that they are accountable for their behaviors toward the environment, one another, and society in general, and that they have a part to play in the process of constructing a better society overall. In general, pupils in elementary school benefit tremendously from receiving a character and moral education since it helps them develop into adults who are moral, responsible, and make constructive contributions to society. Students have the opportunity to build a solid moral basis, a positive attitude, and a decent personality via this education, all of which will serve them well in their day-to-day lives as well as in the years to come.

### **The role of educators in instilling character values**

The task of national education is to develop skills and character as well as national culture that are of use value in order to shape the formation of national life, and efforts to revitalize character education are contained in Law Number 20 Article 3 of 2003 concerning the National Education System. This law states that the goal of national education is to shape the formation of national life. One of the goals of the education system at the national level is character development. According to the National Education System Law that was passed in 2003, Article 1 indicates that one of the aims of national education is to enhance the students' intellect, individuality, and noble character. The mandate of the National Education System Law that was passed in 2003 is that education should not only form intelligent Indonesian people, but also personality or character, in order to produce a generation of nations that are successful in growing and developing with personalities that support the virtuous values that breathe the nation. and religion.

Because many students receive only a minimal amount of moral education from their family environment, schools play a significant role in the process of educating students' morals. Of course, the role of the teacher is extremely fundamental and essential in the process of instilling moral values in students; the teacher is the driving force for moral and character education in schools (Julaeha, 2019). It is the responsibility of the teacher to offer moral input to the students as part of the process of developing connections with them. One way this may be accomplished is via the interaction that is developed between the instructor and the students. If a teacher wants to change the conduct of pupils who aren't already excellent, he or she has to offer a positive example for those children by treating them with love and respect and being a good role model themselves. If instructors are able to serve as models for their pupils, then students will benefit more from the moral and character education they get. In addition to serving as examples for children, instructors are expected to uphold the moral standards in which they themselves believe and act accordingly. If people who are responsible for demonstrating moral principles, especially instructors, do not think them to be essential, then pupils will not consider them to be important either. Therefore, there are two things that are essential in the process of imparting moral principles: being an example to others and being consistent in one's application of these moral standards (Widodo, 2018).

Teachers have 2 (two) important roles, namely teaching and educating. These two tasks always accompany the teacher's steps both when carrying out assignments and outside assignments (teaching). Teaching is the task of helping and training students in understanding something and developing knowledge. While educating is encouraging and guiding students to advance towards maturity as a whole. Maturity which includes intellectual, emotional, social, physical, artistic, spiritual, and moral maturity.

The role of an educator in building a moral and character foundation, forming positive values, and forming a strong personality in students:

1. Building a foundation of morals and character

The major duty for assisting pupils in the development of solid moral and character foundations is on the educator. They have the ability to instill core moral principles such as honesty, empathy, integrity, and accountability in children via hands-on instruction, everyday contact with kids, and by setting an example for others. Teachers are able to construct learning activities that help students internalize these moral principles via activities such as ethical debates, simulations, and case studies in which students are required to make moral judgments. By providing children with a quality education, teachers are able to inculcate these principles thoroughly in the minds and attitudes of their pupils, so assisting them in developing into morally upright and accountable members of society.

When kids are in elementary school, their teachers play a significant role in laying the framework for their character and developing their moral compass. The instillation of fundamental moral principles in their charges is the responsibility of instructors in elementary schools. Teachers are able to include the teaching of moral principles into a variety of courses via the use of the curriculum and other learning activities. This may take the form of tales, reading materials, or classroom debates. Values such as honesty, mutual respect, collaboration, discipline, responsibility, fairness, and empathy may be better understood and practiced by students with the assistance of their teachers. Teachers assist their students learn and become more conscious of the significance of essential moral principles in their lives by providing instruction that is both consistent and repetitive.

Teachers in elementary schools are expected to uphold high moral standards and demonstrate strong character traits in front of their charges. A vivid illustration of how to put these principles into practice in one's day-to-day life will be provided by the teacher's mindset, demeanor, and interactions with pupils and other members of the school staff. Teachers are



expected to respect their pupils, pay close attention to what their students have to say, talk courteously, display empathy, and behave with integrity. The instructors are helping their pupils learn and internalize the moral ideals that they are teaching by providing a good example.

Elementary school instructors have the opportunity to develop strong connections with their pupils, which may contribute to the creation of an atmosphere that is safe, supportive, and inclusive. It is possible for instructors to have a beneficial impact on the development of students' attitudes and personalities through cultivating strong links between themselves and their pupils. Teachers have the ability to have conversations with students, listen to their points of view, appreciate diversity, and pay attention to the specific requirements of particular pupils. Because of this positive interaction, the teacher is able to aid students in establishing positive attitudes towards both themselves and others. Additionally, the teacher is able to foster the growth of students' self-confidence as well as their motivation.

Students in elementary school may benefit from having their instructors urge them to contemplate the moral implications of their acts, accept responsibility for their decisions, and reflect on the choices they have made. Teachers are in a position to help students in comprehending the repercussions of the ethical decisions they make by facilitating conversations, asking introspective questions, and leading activities that include problem solving. Teachers may also stimulate critical thinking in their students, enable conversation about the moral conundrums that their pupils encounter, and assist pupils in seeing issues from many points of view. Elementary school instructors assist pupils acquire a better knowledge of moral principles and character by fostering reflective thinking and a deeper level of comprehension in their students.

Elementary school teachers play an important part in laying a foundation of values and character in their charges by virtue of their job responsibilities. Teachers may assist students in internalizing moral principles, developing positive attitudes, and developing strong character through teaching strong moral values, providing excellent examples for students, forming meaningful connections with students, and fostering introspection. This will assist children in primary school become adults who are responsible, ethical, and make a constructive contribution to society throughout the course of their lives.

## 2. Formation of positive values:

In addition to laying a basis for morality, one of the most significant roles that educators play is in instilling good values in their pupils. Tolerance, collaboration, discipline, respect for variety, and observance of human rights are some of the values that need to be taught and instilled by them. An inclusive classroom climate may be created by teachers, one in which each and every student is made to feel appreciated and acknowledged for their mere presence. They may inspire children to collaborate on group projects, honor and appreciate one another's differences in cultural background, and celebrate diversity in all its forms. Therefore, teachers have an important role in assisting students in the development of a positive attitude toward themselves and others, as well as in fostering togetherness in a multicultural society.

It is the role of an educator to instill in pupils a strong sense of core moral principles. It encompasses principles such as sincerity, empathetic understanding, moral rectitude, accountability, respect, and justice. Teachers are able to explore and explain these principles, present students with specific examples, and encourage them to think critically about the moral circumstances in which they find themselves via the use of hands-on education. Educators contribute to the development of their students' robust moral foundations by assisting pupils in better comprehending and applying various moral principles.

In addition to instilling moral principles in pupils, teachers should also provide a good example for how these principles should be put into effect in the real world. Students will be inspired and encouraged to embrace certain values when teachers constantly model actions that represent good values, such as honesty, collaboration, and respect for diversity. When teachers consistently model these behaviors, students will be inspired and encouraged to adopt these values. It is important for teachers to pay attention to how they interact and communicate with their pupils, and they should also strive to turn every chance into a meaningful learning moment.

Establish a constructive learning environment: teachers are in a position to establish a constructive learning environment in the classroom that encourages students to develop character and moral values. This might entail the establishment of supporting standards and norms, such as respecting the ideas of others, providing assistance to one another, and resolving disagreements in a constructive manner. Educators may also encourage students to participate in activities, social projects, or learning experiences that entail the application of good values via the use of collaborative activities, social projects, and learning experiences. Opportunities to exercise and build good character are provided to kids by educators who foster an atmosphere that is supportive of and encourages moral principles.

The role of an educator is to guide students in self-reflection, helping them to comprehend the repercussions of their moral decisions and encouraging them to accept personal responsibility for their acts. Teachers may assist students in comprehending moral conundrums, recognizing underlying principles, and taking into consideration a variety of points of view by having them engage in conversation and introspection. Teachers are in a unique position to help students in resolving both internal and external disputes that are influenced by ethical issues. Teachers may assist students in internalizing moral ideas and applying them in daily life by creating an environment that encourages in-depth thought and comprehension. An educator's ability to fulfill this function enables them to contribute to the development of students' character and a strong moral basis. Students will learn the skills necessary to make ethical judgments, develop a deeper knowledge of moral ideals, and ultimately grow into responsible persons who make a constructive contribution to society as a result of participating in this process.

### 3. Form a strong personality:

Teachers have a significant impact on their pupils' ability to grow into confident adults. They're in a great position to assess each pupil, pinpoint their needs, and provide tailored interventions. Teachers need to foster an atmosphere of trust and acceptance so that their pupils may open up, confront their worries, and grow in self-assurance. Teachers have the power to inspire their pupils to take chances, grow as individuals, and realize their full potential by providing them with critical criticism and providing opportunities to do so. Students will be more equipped to deal with adversity, control their emotions, and act responsibly if they have developed robust personalities.

It is the responsibility of an elementary school teacher to help each child realize his or her fullest potential. In order to help their students succeed, teachers may keep a close eye on them, give them challenging work that calls on a wide range of skills, and provide constructive criticism and praise. Teachers foster resilient identities in their pupils by highlighting and expanding on their students' unique gifts and talents. Activities, challenges, and projects that require kids to think critically, take calculated risks, and persevere are all within the reach of elementary school instructors. Students learn to maintain their enthusiasm, perseverance, and refusal to quit in the face of adversity. Teachers help children through tough times by modeling resilience and emphasizing the value of hard work and perseverance. Students' identities are strengthened as a result of this.

When it comes to helping their pupils grow as individuals, elementary school teachers play a crucial role. Teachers aid students in acquiring organizational, time management, and



autonomous work abilities via the assignment of duties, such as solo or group projects. Students may learn to take responsibility for their behavior when teachers provide them opportunities to make choices with real-world repercussions. Teachers foster resilient and accountable kids by instilling trust and allowing them early responsibility. It is the responsibility of elementary school instructors to establish in their children a sense of right and wrong. Teachers may aid students in developing an ethical worldview by leading class discussions on topics like honesty, compassion, justice, and tolerance. Master stresses the value of honesty, compassion, and respect for the rights of others. Teachers have a crucial role in shaping their students' identities by imparting these moral and ethical beliefs.

By acting in this capacity, primary school teachers help their pupils develop into well-rounded adults. Teachers aid students in developing personalities that are self-reliant, responsible, and characterized by ethical and moral values via the identification and cultivation of individual strengths, the encouragement of problem-solving and resilience, the development of independence and responsibility, and the instillation of ethical and moral values. This will provide pupils the tools they need to become contributing members of society and achieve personal success. Educators have a crucial role in shaping the minds and hearts of their pupils, instilling them with healthy ideals and helping them develop into well-rounded individuals. As a consequence of their hard work, we can say that elementary school teachers are mostly responsible for the following outcomes as a result of their work in the classroom: Short-term and long-term character education goals can be attained through (1) instruction, (2) the provision of suitable learning opportunities, and (3) the facilitation of the growth of individual characteristics like attitude, value, and adjustment. Character education in primary schools requires instructors to do three things: (1) comprehend the character values to be worked on; (2) cultivate active learning environments; and (3) assess the effectiveness of the program (Hariandi & Irawan, 2016).

## CONCLUSION

The role of educators in instilling moral values and character in elementary school students is very important for realizing the vision of Golden Indonesia 2045. Educators must be agents of change, able to educate young people who have high morals and character. An educator can play a role (1) Building a foundation of morals and character, good education allows teachers to instill basic moral values such as honesty, empathy, integrity and responsibility. This is an important basis for students to develop into good and honest citizens. (2) Formation of positive values, educators have the responsibility to instill positive values in students such as tolerance, cooperation, discipline, respect for diversity and respect for human rights. This study resulted in research recommendations (1) Evaluation of Basic Education Curriculum: This research could involve an in-depth evaluation of existing basic education curricula, focusing on how moral values and character are integrated in the curriculum. This research can evaluate the extent to which the components of moral and character education are implemented in the current curriculum, as well as identify deficiencies and areas that need improvement and (2) Strategy and Resource Development: This research can be focused on developing effective strategies and resources to support educators in instilling moral values and character in elementary school students. This study may involve identifying best practices, developing relevant teaching materials and guidelines, and developing training and professional support to enhance educator competency in moral and character education. It is hoped that this research recommendation can provide valuable insights and practical recommendations to strengthen the role of educators in instilling moral values and character in elementary school students on the way to Golden Indonesia 2045. This research's contributions have helped pinpoint and analyse the instructional strategies teachers use to impart moral values to their students. Analysis of the most effective approaches and the integration of many strategies can aid in increasing students' understanding of ethical principles. This study's implications can aid in the development

of more thorough and targeted education policy for imparting moral values to elementary school students. Understanding effective teaching methods allows educators to better impart relevant and expansive moral values to their students. Future research should focus on figuring out how technology and digital media can be used to support the teaching of moral principles. Understanding how technology might be used constructively in shaping students' moral character is increasingly important in today's always-connected world.

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