Religious Character Education Design Towards a Golden Indonesia 2045

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Abstract
Welcome Golden Indonesia 2025 is full of various challenges and efforts are needed to prepare a generation that has a religious character. This research aims to examine the design of Religious Character Education by bringing up the topic of education and Indonesia's golden generation towards a Golden Indonesia 2045. This research uses qualitative research methods, with the research concept of literature review or library study using library data collection, reviewing books or articles or journals, reading and analyzing, and managing writing materials. The overall analysis results show that if this character education installation program is successful and the majority of students can implement religious, good and tough characters, then in the future Indonesia will have a golden generation. Therefore, cultivating religious character is necessary so that the younger generation can become good human beings, who have honest, intelligent, ethical, modest, attractive, caring and tough personalities. So that we can face various challenges in the Golden Indonesia era 2045.

INTRODUCTION
Welcoming Golden Indonesia 2025 which is full of various challenges, efforts are needed to prepare a generation that has a religious character (Aziz & Sesmiarni, 2022; Darman, 2017; Devianti et al., 2020; Subandowo, 2017). Efforts to strengthen the essence of student character education in Indonesia have long been launched by the government, through the National Movement for National Character Education in 2010, until then continued with the Strengthening Character Education (PPK) program, namely in 2016 (Agustina et al., 2022; Fikri et al., 2023; Wahyuni et al., 2023). Strengthening character education is a NawaCita mandate ordered by the President, which is stated in the eighth point, namely holding a character revolution. PPK is fundamentally concerned with the personality or morals of students. The current generation, namely the golden generation who will become leaders in the next 30 years, has quite a lot of problems that the government is paying attention to (Didik Himmawan et al., 2023).

This is ultimately one of the basic reasons for the character strengthening program, meaning that by creating strong and good character, it can be ensured that the future leadership period will be a brilliant one. PerPres or presidential regulation No. 87 of 2017 concerning Strengthening character education is the opening gate.
between spaces of synergy, between schools and surrounding communities which are engaged in developing noble values. There are at least 4 basic reasons behind the urgency of developing national character strengthening, namely from the philosophical, ideological, normative and sociocultural aspects (Kaimuddin, 2014). Based on the philosophical side, strengthening national character is a basic need in the national process, because the nation has control over a strong character and identity, which will later survive as a nation (Mariyah et al., 2022). Based on the ideological side, strengthening character is an effort to provide longevity to the Pancasila ideology in national and state life (Fadilah, 2019; Hayqal & Najicha, 2023; Shidiq & Raharjo, 2018). Based on the normative side, strengthening national character is a concrete manifestation of one of the steps to realizing the nation's goals, namely protecting the entire Indonesian nation and all of Indonesia's blood, which is in accordance with the preamble to the 1945 Law (Ali, 2018; Budiarto, 2020). Based on the historical side, strengthening national character is a core dynamic of the national process that occurs endlessly within the framework of history, be it the colonial era or the era of independence like now (Ariandy, 2019; Hamid, 2018). Then, based on the socio-cultural side, strengthening national character is a necessity for a nation that has multicultural elements.

Strengthening character education is a continuation and revitalization of the national character education movement which was initiated in 2010 (Asen, 2019). Strengthening character education or moral education for the current era needs to be implemented as an effort to overcome the current moral crisis (Perdana et al., 2020; Pridayani & Rivauzi, 2022; Zulaikhah, 2019). The crisis in question includes, among other things, promiscuity which is increasingly attached to the growing generation of Indonesian teenagers, such as abuse of illegal drugs or narcotics, violence between teenagers, theft, brawls, and even sex outside of marriage. These cases are certainly a crisis of social problems which until now cannot be handled comprehensively. So with the presence of the character education strengthening program it has a role and occupies a quite important position in changing students' behavior patterns which are largely determined by environmental factors, including physical, school culture, school management, curriculum and teaching methods.

The formation of character education through environmental aspects can be done through several strategies, including providing examples, intervention, consistent habituation and strengthening (Khamalah, 2017; Rosad, 2019). In other words, the development of the formation of character education requires examples that can be transmitted, intervention in the learning process, training, habituation that is long-term, continuous and strengthened in line with the cultivation of noble values. In accordance with the principles contained in PPK stated in the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education article 5, which reads (a) oriented towards developing the potential of students as a whole and integrated, (b) exemplary in the implementation of character education in each -each educational environment, and (c) takes place through habituation and overtime in everyday life.

Indonesia as a Sovereign, Advanced and Sustainable Archipelago as the vision of Golden Indonesia 2045 is a big responsibility that must be prepared from now on. The rapid development of technology and rapid globalization are big challenges that will be faced in the future. Therefore, the character education program is an important program that needs to be implemented to produce a generation that is ready for a Golden Indonesia 2045.

There has been quite a lot of previous research discussing Character Education Programs in Indonesia. However, in this research the author uses an analysis of this character education program regarding efforts to realize a Golden Indonesia 2045. This issue is currently being widely discussed by the wider
Indonesian community. As an effort to catch up and overcome early problems of student character, while remaining oriented towards progress and paying attention to the challenges of the times.

**METHODS**

This research uses qualitative research methods, with the research concept of literature review or literature study (Ashidiqi et al., 2019; Engkizar et al., 2018; Munawaroh et al., 2022; Rahayu et al., 2022; Wyananda et al., 2022). This research fully uses activities related to library data collection methods, reviewing books or articles or journals, reading and analyzing, and managing writing materials (Anggara et al., 2022; Supriyadi et al., 2022). The method used in preparing this article is quite simple, but in accordance with qualitative research methods. By displaying descriptive data in the form of a series of rational words. Solution efforts were made by collecting concrete data, according to the theme and title of the article, through documentary studies (Sumargono et al., 2022).

**RESULT AND DISCUSSION**

**Character Building**

Character building can be interpreted as values education, moral education, character education and character education, in other words character education can be interpreted as a system of instilling character values in school members which includes components of knowledge, awareness or will and action to implement these values, both towards God Almighty, oneself, others, the environment and nationality so that we become human beings (Anatasya & Dewi, 2021; Yunita & Mujib, 2021). An educator is said to have character if he has values and beliefs that are based on the nature and goals of education and are used as moral strength in carrying out his duties as an educator (Irawati et al., 2022). Character education is often also called values education, because character is values in action, values that are realized in action. Character is also often called operative values or values that are operationalized in actions or behavior (Rachman, 2013).

Character education basically aims to encourage the birth of good humans, who have honest, intelligent, ethical, modest, attractive, caring and tough personalities (Sulistyowati et al., 2023). The growth and development of good character will encourage students to grow with the capacity and commitment to do the best things and do everything right and have good life goals. Thus, an individual with good and tough character is someone who tries to do the best for God, himself, others, the environment, nation, state and the international world in general by optimizing his potential, accompanied by awareness, emotions and motivation. Education is not only limited to the transfer of knowledge, but more than that, namely how to change or shape a person's character and character so that they become better, have qualified skills, are more polite in ethics and aesthetics, and what is more important is behavior in everyday life.

As time progresses, all forms of culture emerge whether we realize it or not, which from the influence of culture will be able to give a changing color to people's personality patterns, including in the world of education. Through the lens of education, we have found a variety of student characters which gradually require special attention by the government. This cannot be separated from the lack of educational guidance for students to have character or personality that is in accordance with the noble values they hold. Through the root of this problem, the government issued a policy that focuses on efforts to improve character, which is named the Character Education Strengthening Program.

**Character education strengthening program**

The character education strengthening program or what is more generally
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Policy Analysis of the Character Education Strengthening Program

Policy Analysis is an applied social science discipline that uses rational arguments accompanied by facts to explain, assess and provide ideas in an effort to solve public problems (Suyahman, 2016; Syarifah, 2013). In line with what was explained by Iskandar, (2017) that policy analysis is the application of scientific disciplines to solve public problems which emphasizes the pattern of policy understanding instruments, namely the concept of reasoning.

In presidential regulation No. 5 of 2010 concerning character education policy regarding the National Medium Term development plan which states that the substance of the core of the educational action program includes, among others, the application of educational methodology which is no longer in the form of teaching...
for the sake of passing (teaching to the test), but rather an educational process that pays attention to social skills, character, character, love of culture, Indonesian language by providing elements of entrepreneurship education, so that schools can encourage the creation of students who are able to answer human resource needs (Nurjannah & Aci, 2019).

The Indonesian national education system has the function of developing abilities and forming character, as well as a dignified national civilization in order to make the nation's life more intelligent. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2015, regarding the Development of Characteristics (PBP), in article 1, it is explained that the development of moral character is through activities to habituate attitudes and behavior. positive at school which starts from the first day at school, the orientation period for new students leading up to middle school, high school and vocational high school until school graduation. National education believes in the formation of humans who uphold the noble values of character as formulated in the goals of national education. Of course a comprehensive education system is needed, both from the lowest formal education to the highest level of education, namely the cultivation of character education. People with character are people who have personality, behavior, character, disposition and character. From an educational perspective, the success of strengthening character education is greatly influenced by the growth or failure of awareness, understanding, concern and commitment built by all school members.

It cannot be denied that the character education strengthening program is proof for the government to seriously handle the character or personality problems of Indonesian students (Anwar & Salim, 2018; Hakim & Darojat, 2023). Based on all the explanations accompanied by strengthening the character education program, this will be a step forward for the government in preparing national leaders who are superior and competent in their fields. So, independent thoughts and wise hearts will be easier to find in Indonesia, because this is the result of the character education strengthening program.

CONCLUSION

This research has succeeded in revealing that if this character education installation program is successful and the majority of students can implement strong, good and tough characters, then in the future Indonesia will have a golden generation, because this young generation will become good human beings, who have honest personalities, intelligent, ethical, down-to-earth, attractive, caring and tough.

REFERENCES


