

PUBLISH MSJ 287 HAL 65- 72.pdf

by Seffianidwiazmi@gmail.com 1

Submission date: 26-Feb-2025 07:42AM (UTC+0300)

Submission ID: 2592805205

File name: PUBLISH_MSJ_287_HAL_65-72.pdf (187.18K)

Word count: 5529

Character count: 32394

Schools as Transformation Centers: The Role of Schools in Shaping the Golden Generation

Nurliani Siregar¹, Jaja Jamaludin², Sahrul³, Abdullah⁴, David Moto Lele⁵

¹Universitas Nommensen Medan, Indonesia

²Universitas Bosowa, Indonesia

³Universitas Ivet Semarang, Indonesia

⁴Institut Teknologi dan Bisnis Muhammadiyah Purbalingga, Indonesia

⁵DPKO Kab. Sumba Barat, Indonesia

Email: nurlianisiregar@uhn.ac.id, jajajamaludin1@gmail.com, irulcom9@gmail.com, abdullah@ibmp.ac.id, davidmlele4@gmail.com

Abstract

This article aims to analyze the role of schools in providing comprehensive education, both from academic and non-academic aspects, in order to form individuals who excel in various fields. The research method used is Systematic Literature Review (SLR), which aims to identify, evaluate, and synthesize the results of previous research related to this topic. The SLR approach allows researchers to gain a comprehensive understanding of educational strategies and practices that have proven effective in shaping the golden generation. The articles used in this study were selected based on their high quality and relevance to the focus of the research. The results of the study show that schools play a role not only in academic mastery but also in the development of students' character and social skills. Academically, the school equips students with science, cognitive skills, and critical and creative thinking abilities through relevant curricula and innovative learning methods. The use of technology in education also contributes to increasing students' adaptability to changing times. Meanwhile, from a non-academic aspect, schools function as a place for character formation through various extracurricular activities that teach the values of discipline, responsibility, leadership, and empathy. In addition, social interaction in the school environment also forms communication and cooperation skills that are important for community life and the world of work.

Keywords: Schools, Educational Transformation, Golden Generation, Holistic Education, Character, Social Skills

Received : January 21, 2025

Revise : January 29, 2025

Accepted : February 18, 2025

Published : February 24, 2025

Citation:

Nurliani Siregar, et al. 2025. Schools as Transformation Centers: The Role of Schools in Shaping the Golden Generation. *MSJ: Majority Science Journal*, 3(1), 65-72

Corresponding Author:

Nurliani Siregar

nurlianisiregar@uhn.ac.id

1. Introduction

Education is the main foundation in forming superior and competitive human resources. Through the learning process, individuals gain knowledge that enables them to understand various disciplines and world developments (Firmando, HG 2023). In addition, education also equips individuals with skills, both in academic, technical, and social aspects, which are needed to face challenges in the world of work and community life. Moreover, education instills moral and ethical values, such as discipline, hard work, and responsibility, which shape the character of individuals to become people with integrity (Juariah, S. 2023). In the era of globalization and ever-evolving technology, education plays a role in preparing individuals to be able to adapt, think critically, and innovate. Thus, education not only produces intelligent individuals, but also useful for society and national development. In the era of rapidly developing globalization, competition in various fields is getting tighter, so that the demand for high quality education is becoming increasingly urgent (Manan, A. 2023). Quality education not only includes academic aspects, but also includes character development, creativity, and critical thinking skills. Thus, well-educated individuals will be better prepared to adapt to change, solve problems innovatively, and make positive contributions to society and the progress of the nation (Surya, IAM, & Moramowati, NLA 2023).

In addition, technology and digitalization have also brought changes to the education



system. Learning methods are now increasingly diverse with the presence of e-learning, online courses, and various digital education platforms that can be easily accessed. E-learning allows students to learn flexibly without being limited by space and time, while online courses provide access to anyone to gain knowledge from various quality sources. Various digital education platforms, such as Google Classroom, Ruangguru, and Khan Academy, provide learning materials in the form of videos, quizzes, and interactive discussion forums (Hajar, A. 2024, October). In addition, technology also encourages broader collaboration through webinars and video conferences that allow students and teachers to interact without geographical boundaries. Not only that, but digitalization also increases access to education for those in remote areas or with physical limitations, so that they can still get quality education. Thus, the use of technology in education makes the learning process more flexible, inclusive, and effective, although challenges such as the gap in internet access still need to be overcome (Baharuddin, B., & Hatta, H. 2024).

This allows for an increase in the quality of education that is more inclusive and equitable, so that every individual has an equal opportunity to develop. With the right investment in the education sector, a country can create competitive, innovative, and globally competitive human resources (Hendrizal, H., et al. 2024). Therefore, the role of the government, educational institutions, and society is very important in ensuring the implementation of quality education for the progress of the nation in this era of globalization. Quality education not only includes academic aspects, but also includes character development, creativity, and critical thinking skills. Thus, well-educated individuals will be better prepared to adapt to change, solve problems innovatively, and make positive contributions to society and the progress of the nation. In addition, technology and digitalization have also brought changes to the education system. Learning methods are now increasingly diverse, with the presence of e-learning, online courses, and various digital education platforms that can be easily accessed. This allows for an increase in the quality of education that is more inclusive and equitable, so that every individual has an equal opportunity to develop (Faruq, U., & Bakar, MYA 2025).

Proper investment in the education sector plays a major role in creating competitive, innovative, and globally competitive human resources. By improving the quality of education, individuals can gain extensive knowledge, relevant skills, and critical and creative thinking needed to face global competition (Anwar, US, et al. 2024). With adequate educational facilities, a curriculum that is in line with current developments, and qualified educators, the education system is able to produce a generation that is ready to innovate and contribute in various fields. In addition, education also shapes individual character so that they have a high work ethic, are adaptive to change, and are able to compete internationally (Maisaroh, AA, & Untari, S. 2024). Investment in education not only improves the quality of individuals, but also accelerates the economic progress and development of a country. A country that has superior human resources will be better prepared to face global challenges and take advantage of opportunities in the modern era. The role of the government, educational institutions, and society is very important in ensuring the implementation of quality education for the progress of the nation in this era of globalization. Therefore, schools as formal educational institutions play a very strategic role in producing a generation that not only has intellectual intelligence, but also emotional and social intelligence. One of the great goals of education is to prepare a quality next generation of the nation, who are able to compete and adapt in various aspects of life, both at the national and international levels.

Schools as centers of transformation have a broader role than simply providing scientific knowledge to students. Schools should be places where students not only gain knowledge, but also develop the character and skills needed to face the challenges of an increasingly complex world. The educational process that students go through in schools will shape them into individuals who are not only academically intelligent, but also have a sense of social responsibility, leadership, and the ability to work together in various situations (Judrah, M., et al. 2024). The formation of a golden generation is very important, especially for Indonesia which has great potential in the number of productive age population. A quality generation will be the main key to the progress of the nation, which can bring positive changes in various sectors of life. For this reason, schools must play a more active role in shaping students' character so that they become superior, creative, and innovative individuals. The role of schools is not only limited to

teaching academic material, but also includes the development of non-academic aspects that are important in shaping quality individuals (Hidayat, US 2021).

One important aspect that must be considered in education is character building. In many developed countries, education does not only focus on academic achievement, but also on developing students' character. This aims to ensure that students not only have knowledge, but can also apply that knowledge in their daily lives in a positive way. Good character will form individuals who are responsible, honest, disciplined, and have empathy for others (Amalianita, B. et al. 2023). In addition, the rapid development of technology and information affects the way education is carried out. In this context, schools are required to be able to integrate technology into the teaching and learning process so that students are ready to face the challenges of the times. Schools must be able to facilitate students to not only understand technology, but also to use it wisely. Technology can be a very effective tool in improving the quality of education, but it can also be a challenge if not managed properly (Gazali, M., & Pransisca, MA 2021).

Schools should also pay attention to the importance of developing soft skills in students. Soft skills, such as communication, teamwork, leadership, and creativity, are increasingly needed in an increasingly competitive world of work. The formation of these soft skills can be done through various extracurricular activities that can provide students with direct experience in facing various challenges. Thus, schools not only prepare students to pass exams, but also to face a wider life (Yolanda, S., et al. 2024). Finally, to realize the golden generation, it is important for schools to create an inclusive educational climate and support the holistic growth and development of students. All aspects of education, both academic and non-academic, must run in harmony to create a generation that not only has intellectual intelligence, but also good mental, emotional, and social readiness to face the future.

This study aims to analyze the role of schools as centers of transformation in forming a superior golden generation in the modern era. Specifically, this study aims to examine how schools can become agents of change in shaping character, improving academic quality, and developing 21st-century skills needed by students. In addition, this study also aims to identify educational strategies and innovations that can be applied in schools to create a conducive and adaptive learning environment to the development of the times. By understanding the role of schools in more depth, it is hoped that the results of this study can contribute to improving the quality of education and policies that support the development of competitive and globally competitive human resources

2. Method

This study uses the Systematic Literature Review (SLR) approach, which is a research method that focuses on identifying, evaluating, and synthesizing the results of previous studies related to the role of schools in forming the golden generation. The SLR method was chosen because this approach allows researchers to obtain a comprehensive picture of various previous studies that are relevant to the topic being studied. The article selection process is carried out by selecting studies that have high quality and strong relevance to the focus of this study (Indrayani, SE, et al. 2025).

The first step in this study was to conduct a literature search through electronic databases such as Google Scholar, JSTOR, and Scopus. The keywords used in the search included "school", "golden generation", "educational transformation", and "the role of schools in character education". The researcher then filtered the articles based on the inclusion criteria, which included studies published in the last five years and which discussed the role of schools in holistic student development. After the selection process was carried out, the researcher analyzed the selected articles with the aim of finding the main themes related to the objectives of this study. In this analysis, the researcher not only identified existing results but also reviewed the methodology used in previous studies and the conclusions that can be drawn from the research. Thus, this study provides a deeper picture of how schools can play a role as a center of transformation in forming the golden generation, as well as what factors influence the success of education in this context.

3. Result and Discussion

Definition and meaning of school as a center of transformation.

Schools as centers of transformation mean that they not only function as places for transferring knowledge, but also as agents of change in shaping individuals who are ready to face challenges in the modern era. Schools not only focus on improving academic intelligence, but also on building students' skills, character, and competitiveness. In terms of academics, schools play a role in improving students' understanding through relevant curricula and research-based learning approaches. In addition, schools also equip students with 21st-century skills, such as critical thinking, creativity, communication, and collaboration, through active learning methods such as project-based learning and problem-based learning (Saputra, AMA, et al. 2023). Character building in schools is an important aspect of education because it focuses not only on academic achievement, but also on the development of students' personalities and morals. Schools play a role in instilling fundamental values such as discipline, which teaches students to be responsible for their tasks and time; integrity, which forms an honest and trustworthy attitude in every action; empathy, which fosters a sense of caring and the ability to understand the feelings of others; and leadership, which encourages students to become brave, independent individuals who are able to inspire others (Juariah, S. 2023).

These values are developed through various programs in schools, such as extracurricular activities, which include student organizations, social activities, sports, and arts, where students learn to work together, face challenges, and build a sense of responsibility. In addition, school culture, such as the habit of respecting teachers and fellow students, flag ceremonies that instill nationalism, and community service activities that foster a sense of togetherness, are also part of the character building process (Agustina, IO, et al. 2023). With this approach, schools not only produce students who are academically intelligent, but also individuals who have strong characters and are ready to face challenges in the real world. In facing global competition, schools must also equip students with skills that are relevant to the world of work, such as the use of digital technology, financial literacy, and entrepreneurship. Thus, schools truly become centers of transformation that produce individuals who are not only academically superior, but also competitive, innovative, and have character in bringing positive change to society and the nation (Nasir, M., et al. 2023). Schools are not just places to transfer knowledge, but also become a place for developing moral, social values, and skills needed to face global challenges. In the context of transformation, schools function as institutions that continue to adapt to the times, both in learning methods, curriculum, and the use of technology. This transformation includes changes in more innovative educational approaches, such as project-based learning, integration of digital technology, and strengthening character education. As a center of transformation, schools also play a role in forming the golden generation—a generation that excels in critical, creative, communicative, and collaborative thinking (Laksita, AL, 2024). Therefore, schools must be able to create an inspiring, inclusive, and future-oriented learning environment so that students can develop optimally and contribute positively to society and the progress of the nation.

The results of this study indicate that schools have a very significant role in shaping the golden generation. Several key findings indicate that schools that are successful in educating students do not only focus on academic aspects, but also on developing students' character and social skills. In various studies found, schools that integrate character education into the curriculum effectively tend to produce students who are better prepared to face life's challenges. In addition, this study also found that extracurricular activities have a very large contribution to the formation of the golden generation. Various activities such as sports, arts, and student organizations provide students with the opportunity to develop social skills, leadership, and the ability to work in a team. Through these activities, students not only learn about practical skills, but also form strong characters, such as discipline, responsibility, and empathy for others.

Factors that support transformation in the school environment.

Transformation in the school environment is influenced by various factors that support positive changes in the education system. One of the main factors is visionary school leadership, where innovative principals and management can create effective learning strategies and build a school culture that supports students' academic and character growth. In addition, an adaptive and relevant curriculum is key to equipping students with 21st-century skills, such as critical

thinking, creativity, communication, and collaboration (Mulyanti, D. 2024). Qualified and innovative teachers also play an important role in the transformation process, because they are the spearheads in implementing creative learning methods that are in accordance with the needs of students. The use of technology in learning is accelerating change, allowing students to learn more flexibly and interactively through digital media and online platforms. A conducive school environment, with adequate facilities and an inclusive culture, also contributes to creating a comfortable and productive learning atmosphere. In addition, collaboration between schools, parents, and the community is an important factor in supporting student development, especially in increasing their involvement in the learning process (Sadriani, A., et al. 2023, July). No less important, government policies and support in the form of curriculum development, financial assistance, and training for educators also accelerate school transformation. With these factors, schools can develop into centers of educational transformation that are adaptive, innovative, and capable of producing a golden generation that is ready to face global challenges.

Another important factor found in this study is the crucial role of teachers in the educational process. Teachers not only function as instructors who transfer knowledge, but also as guides who direct the intellectual, emotional, and social development of students. Through good interactions with students, teachers can help students understand their potential and overcome learning difficulties they face. In addition, teachers also act as motivators, who provide encouragement so that students are more confident and motivated in achieving academic and non-academic achievements (Qulsum, DU, & Hermanto, H. 2022). In carrying out this role, teachers do not only rely on conventional teaching methods, but must also adapt to technological developments and apply more innovative learning approaches, such as project-based learning and the use of digital media. Moreover, a good emotional relationship between teachers and students can create a conducive learning environment, where students feel comfortable, supported, and motivated to continue to develop. Therefore, the success of the education system is highly dependent on the quality of teachers who not only have academic competence, but also the ability to guide and inspire students to become superior and characterful individuals. Research shows that a good relationship between teachers and students can increase students' learning motivation, as well as create a conducive atmosphere for students' personal development (Mea, F. 2024). In this case, the role of teachers is very large in creating an educational climate that supports the growth of students' character. In addition, this study highlights the importance of using technology in education. With the increasing development of information technology, schools that can utilize technology properly can provide a more interesting and interactive learning experience for students. Technology is not only used to support the learning process, but also to help students develop digital skills that are very important in the world of work.

The role of schools in social, cultural and technological change.

Schools have an important role in shaping and directing changes in various aspects of life, including social, cultural, and technological. As an educational institution, schools are not only a place to transfer knowledge, but also a center of transformation that helps society adapt to the development of the times (Abidin, Z. 2021).

1. The Role of Schools in Social Change

Schools play a role in shaping individuals with high social awareness through character education. Students are taught tolerance to appreciate differences, empathy to care for others, and cooperation in achieving common goals. In addition, they are also trained in social responsibility through activities that are beneficial to the environment (Rahmawati, Y. 2023). With these values, schools create a generation that is not only academically intelligent but also able to contribute positively to society. In addition, schools are also a place where students from various backgrounds learn to live side by side in diversity, thus preventing discrimination and social conflict. Extracurricular programs, social activities, and discussions on global issues also play a role in increasing students' awareness of broader social problems.

2. The Role of Schools in Cultural Change

Schools play a primary role in preserving, developing, and transforming culture in society.

Through education, students are introduced to local and national cultures so that they can understand and appreciate their nation's cultural heritage. Cultural preservation efforts are carried out through learning history, art, and regional languages, as well as extracurricular activities such as traditional dance and regional music. In addition, schools also develop culture by encouraging innovation that remains rooted in original cultural values (Qulsum, DU, & Hermanto, H. 2022). In the process of cultural transformation, schools play a role in passing on culture to the younger generation and updating it so that it remains relevant to the times. Thus, schools become an important pillar in maintaining cultural sustainability and shaping the character of students who love and appreciate the nation's culture. On the other hand, schools also introduce global culture through learning foreign languages, world history, and interaction with the international community. This helps students become individuals who have broad insights and are able to adapt to the dynamics of global culture without losing their national identity (Saputra, AB 2023).

3. The Role of Schools in Technological Change

In the digital era, schools have a crucial role in helping students master technology and use it wisely. Integration of technology into the learning process, such as the use of e-learning, digital laboratories, and online learning platforms, allows students to gain knowledge in a more interactive and flexible way (Nasution, MD 2024). In addition, schools are also responsible for improving students' digital literacy so that they can use technology ethically and productively. With digital skills training, coding, and technology-based innovation, schools help prepare the younger generation to face the challenges of industry 4.0 and the era of artificial intelligence. Schools have a strategic role in bringing about social, cultural, and technological change, making them centers of transformation that contribute to the progress of society. In the social aspect, schools shape individuals who are aware of the values of togetherness, tolerance, and concern for their surroundings. Through character education and social activities, students are taught to actively participate in society, respect differences, and become agents of positive change (Judrah, M., et al. 2024). In terms of culture, schools play a role in preserving and developing local and national cultures. Through subjects such as history, art, and language, students are equipped with an understanding of their cultural identity, while also being given insight into global cultural diversity. This helps them become individuals who are open to differences, but still maintain the values and traditions that are the heritage of the nation (Siregar, JS 2020).

In the field of technology, schools play a vital role in equipping students with the digital skills and innovation needed in the modern era. By utilizing technology-based learning, such as e-learning, coding, and artificial intelligence (AI), schools help students to be better prepared for the industrial revolution 4.0 and increasingly rapid global developments. By combining these three aspects, schools not only produce educated individuals, but also create a society that is more advanced, inclusive, and ready to face global challenges. Schools are the main foundation in building a generation that is highly competitive, able to adapt to changing times, and has a commitment to contributing to social, cultural, and technological development at the local and international levels.

However, not all schools are able to implement this transformation well. Some of the obstacles found in this study include the lack of adequate resources, both in the form of infrastructure and training for teachers. Schools in remote areas, for example, often have difficulty in accessing the latest educational technology. This causes an imbalance in the quality of education between developed and less developed areas. Overall, this study shows that schools have great potential to become centers of transformation in forming a golden generation. However, to realize this, cooperation is needed between various parties, such as the government, the community, and the school itself, to create an educational environment that supports the holistic development of students. Therefore, it is important to continue to evaluate and improve the existing education system in order to produce the next generation who are ready to face the future.

4. Conclusion

Schools play a very important role in the formation of the golden generation by providing comprehensive education, covering academic and non-academic aspects. Through a holistic

approach, schools not only focus on intellectual achievement, but also on character development and social skills that are essential for students' future success. From an academic perspective, schools provide the knowledge and cognitive skills needed by students to understand the world and contribute to the development of science and technology. Relevant curriculum, innovative learning methods, and the use of technology in education enable students to think critically, creatively, and adaptively to changing times. On the other hand, non-academic aspects also play a major role in forming individuals with strong character. Schools are a place for students to learn the values of discipline, responsibility, leadership, and empathy through various extracurricular activities, such as student organizations, sports, arts, and social activities. In addition, social interactions in the school environment teach students how to communicate, cooperate, and resolve conflicts wisely, which are important skills in the world of work and social life. By combining academic and non-academic education, schools become the main place to build a golden generation—individuals who are not only intellectually intelligent, but also have strong character and social skills to face global challenges and contribute to the progress of the nation. Therefore, it is important for all parties to work together to ensure that schools can play their role as effective centers of transformation. In an effort to create a golden generation, schools need to improve the quality of teaching, use technology wisely, and strengthen the role of teachers as mentors. In addition, it is also important to provide various activities that support the development of students' character and social skills, so that they are ready to face the future with confidence.

Bibliography

- Abidin, Z. (2021). Manajemen Peningkatan Mutu Pendidikan Karakter Berbasis Agama, Budaya, Dan Sosiologi. *al-Afkar, Journal For Islamic Studies*.
- Agustina, I. O., Juliantika, J., & Saputri, S. A. (2023). Peran kegiatan ekstrakurikuler dalam pembinaan dan pengembangan siswa sekolah Dasar. *Jurnal Bintang Pendidikan Indonesia*, 1(4), 86-96.
- Amalianita, B., Eliza, R., Numilamsari, N., Putra, R. P., Rahmayanty, D., & Kusnaini, U. N. (2023). Peran Pendidikan Karakter Remaja Di Sekolah serta Implikasi Terhadap Layanan BK. *JRTI (Jurnal Riset Tindakan Indonesia)*, 8(2), 276-283.
- Anwar, U. S., Karim, A., & Suherman, S. (2024). Pengembangan Sumber Daya Manusia Dalam Pendidikan: Kajian Literatur Tentang Pendekatan, Tantangan Dan Solusi. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 3921-3934.
- Baharuddin, B., & Hatta, H. (2024). Transformasi manajemen pendidikan: Integrasi teknologi dan inovasi dalam meningkatkan efektivitas pembelajaran. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 7(3), 7355-7544.
- Faruq, U., & Bakar, M. Y. A. (2025). Pendidikan Sebagai Alat Transformasi Sosial Perspektif Filsafat Ilmu. *Concept: Journal of Social Humanities and Education*, 4(1), 56-74.
- Firmando, H. G. (2023). Strategi Keunggulan Kepribadian Efektif Kepala Sekolah Dan Profesionalisme Guru Sebagai Fondasi Pendidikan Berkualitas. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, 5(1), 13-21.
- Gazali, M., & Pransisca, M. A. (2021). Pentingnya penguasaan literasi teknologi informasi dan komunikasi bagi guru madrasah ibtidaiyah dalam menyiapkan siswa menghadapi revolusi industry 4.0. *Jurnal Ilmiah Global Education*, 2(1), 87-95.
- Hajar, A. (2024, October). Pendidikan Islam untuk Perempuan di Dunia Digital: Memanfaatkan Teknologi dalam Mencapai Kesetaraan. In *AICOMS: Annual Interdisciplinary Conference on Muslim Societies (Vol. 4, pp. 323-336)*.
- Hendrizal, H., Joni, M., Hijrat, K., Wandu, J. I., & Afrita, N. (2024). Pendidikan sebagai Investasi dalam Meningkatkan Kesejahteraan Ekonomi Masyarakat. *El-Kahfil Journal of Islamic Economics*, 5(01), 81-90.
- Hidayat, U. S. (2021). Urgensi Penguatan Pendidikan Karakter Dalam Menyiapkan Generasi Emas 2045: Strategi Membangun Generasi Cerdas, Berkarakter dan Berdaya Saing di Abad 21. *Nusa Putra Press*.
- Indrayani, S. E., Sulistyarningsih, D., & Aziz, A. (2025). A Systematic Literature Review: Model Inquiry Based Learning Terhadap Peningkatan Kemampuan Berpikir Kritis. *Proximal: Jurnal Penelitian Matematika dan Pendidikan Matematika*, 8(1), 408-420.
- Juariah, S. (2023). Paradigma Pendidikan Islam Dan Pengembangan Sumber Daya Insani

- Dalam Membentuk Etika Dan Karakter Dalam Masyarakat Islam. Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam, 1(2), 65-71.
- Juariah, S. (2023). Paradigma Pendidikan Islam Dan Pengembangan Sumber Daya Insani Dalam Membentuk Etika Dan Karakter Dalam Masyarakat Islam. Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam, 1(2), 65-71.
- Judrah, M., Arjum, A., Haeruddin, H., & Mustabsyirah, M. (2024). Peran Guru Pendidikan Agama Islam Dalam Membangun Karakter Peserta Didik Upaya Penguatan Moral. *Journal of Instructional and Development Researches*, 4(1), 25-37.
- Judrah, M., Arjum, A., Haeruddin, H., & Mustabsyirah, M. (2024). Peran Guru Pendidikan Agama Islam Dalam Membangun Karakter Peserta Didik Upaya Penguatan Moral. *Journal of Instructional and Development Researches*, 4(1), 25-37.
- Laksita, A. L., Halimah, N., & Noviani, D. (2024). IMPLEMENTASI NILAI-NILAI SPIRITUAL DAN MORAL DI LEMBAGA PENDIDIKAN. *Jurnal Pendidikan Sang Surya*, 10(2), 453-463.
- Maisaroh, A. A., & Untari, S. (2024). Transformasi pendidikan karakter melalui kebijakan pemerintah di Indonesia menuju generasi emas 2045. *Jurnal kebijakan pemerintahan*, 18-30.
- Manan, A. (2023). Pendidikan Islam dan perkembangan teknologi: Menggagas harmoni dalam era digital. *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 56-73.
- Mea, F. (2024). Peningkatan efektivitas pembelajaran melalui kreativitas dan inovasi guru dalam menciptakan kelas yang dinamis. *Inculco Journal of Christian Education*, 4(3), 252-275.
- Mulyanti, D. (2024). Peran Guru dan Kepala Sekolah sebagai Aktor Pendidikan di Tengah Perubahan Lingkungan Pendidikan yang Berubah Cepat. *Journal of Comprehensive Science (JCS)*, 3(6).
- Nasir, M., Mahmudinata, A. A., Ulya, M., & Firdaus, F. A. (2023). Strategi pemberdayaan sekolah sebagai upaya peningkatan manajemen pendidikan. *Journal of International Multidisciplinary Research*, 1(2).
- Nasution, M. D. (2024). *Perkembangan Teknologi Dan Transformasi Digital Dalam Dunia Pendidikan*. umsu press.
- Qulsum, D. U., & Hermanto, H. (2022). Peran guru penggerak dalam penguatan profil pelajar Pancasila sebagai ketahanan pendidikan karakter abad 21. *Jurnal Ketahanan Nasional*, 28(3), 315-330.
- Qulsum, D. U., & Hermanto, H. (2022). Peran guru penggerak dalam penguatan profil pelajar Pancasila sebagai ketahanan pendidikan karakter abad 21. *Jurnal Ketahanan Nasional*, 28(3), 315-330.
- Rahmawati, Y. (2023). Peran Pendidikan Sosial dalam Membentuk Karakter Individu. *Jurnal Pendidikan Sosial Indonesia*, 1(2), 60-68.
- Sadriani, A., Ahmad, M. R. S., & Arifin, I. (2023, July). Peran guru dalam perkembangan teknologi pendidikan di era digital. In *Seminar Nasional Dies Natalis 62 (Vol. 1, pp. 32-37)*.
- Saputra, A. B. (2023). *Peran AI dalam dunia pendidikan*. CV Brimedia Global.
- Saputra, A. M. A., Tawil, M. R., Hartutik, H., Nazmi, R., La Abute, E., Husnita, L., ... & Haluti, F. (2023). *Pendidikan Karakter Di Era Milenial: Membangun Generasai Unggul Dengan Nilai-Nilai Positif*. PT. Sonpedia Publishing Indonesia.
- Siregar, J. S. (2020). Pendidikan Berbasis Budaya Jawa Dalam Masyarakat Yogyakarta. *IKRA-ITH HUMANIORA: Jurnal Sosial dan Humaniora*, 4(3), 1-10.
- Surya, I. A. M., & Moramowati, N. L. A. (2023). Efektivitas Penggunaan Teknologi dalam Pendidikan Terhadap Kinerja Akademik. *Metta: Jurnal Ilmu Multidisiplin*, 3(4), 531-545.
- Yolanda, S., Sari, S. M., & Ismail, I. (2024). Peran Organisasi Mahasiswa dalam Membangun Karakter Kepemimpinan dan Peningkatan Soft Skill. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(04), 361-373.

ORIGINALITY REPORT

18%

SIMILARITY INDEX

15%

INTERNET SOURCES

9%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1	www.coursehero.com Internet Source	4%
2	jurnal.narotama.ac.id Internet Source	2%
3	nawalaeducation.com Internet Source	1%
4	Miller, Newton; Miller, Sarah; Allar, Ishonté. "How does educator look on me?", UAGC, 2023 Publication	1%
5	jurnal.ucy.ac.id Internet Source	1%
6	proceedings.uas.ac.id Internet Source	1%
7	ojs.unsulbar.ac.id Internet Source	1%
8	ummaspul.e-journal.id Internet Source	1%
9	educon-conference.org Internet Source	1%
10	international.aripafi.or.id Internet Source	1%
11	ejournal.unuja.ac.id Internet Source	<1%

12 Siti Rohmatin Nazilah, Kholilur Rahman, Fathi Hidayah, Imam Wahyono, Hasan Baharun. "Promoting Religious Tolerance through Islamic Education: Implementing Moderation Values in the Classroom", PALAPA, 2024
Publication

<1 %

13 Samsudin Samsudin, Djodjo Sukardjo Sudana, Satya Adilaga Suwanda. "The Roles of Persis in Education Development in Indonesia 1923-2024", Jurnal Iman dan Spiritualitas, 2024
Publication

<1 %

14 Khomsiah Khomsiah, Fathi Hidayah, Ana Aniati, Hasan Baharun. "Active Learning as a Solution to Student Burnout in Islamic Religious Education: Views from Madrasah", Jurnal Riset Madrasah Ibtidaiyah (JURMIA), 2024
Publication

<1 %

15 Siti Junita, Zainuddin Al Haj Zaini, Abd Muhith, Muhammad Faisal A. Ghani. "Implementation of the Trilogy Concept: Improving Student Quality and Education Standards at the Islamic Education Foundation", Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 2024
Publication

<1 %

16 jppipa.unram.ac.id
Internet Source

<1 %

17 jurnal.radenfatah.ac.id
Internet Source

<1 %

18 Submitted to IAIN Bone
Student Paper

<1 %

19 Yunita Yunita, Mulyadi Mulyadi. "Towards Islamic Pedagogy By Exploring The

<1 %

Applications Of Educational Technology", El-Ghiroh, 2024

Publication

20 ejournal-nipamof.id <1 %
Internet Source

21 repository.uin-malang.ac.id <1 %
Internet Source

22 Toni Ritantiyo, Sofyan Anif, Sigit Haryanto. "Impact of Improving Discipline of Vocational School Students Post Field Work Practice Program (PKL)", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2024 <1 %
Publication

23 ejournal.insuriponorogo.ac.id <1 %
Internet Source

24 ejournal.undiksha.ac.id <1 %
Internet Source

25 www.ijassjournal.com <1 %
Internet Source

26 www.journal.staihubbulwathan.id <1 %
Internet Source

27 Ahmad Abdul Rochim. "RESOLUTION OF ISLAMIC EDUCATION CLUSTER TEACHERS ON THE CHALLENGES OF ISLAMIC EDUCATION IN GLOBALIZATION ERA", Edupedia : Jurnal Studi Pendidikan dan Pedagogi Islam, 2024 <1 %
Publication

28 Muhammad Iqbal, Najmuddin Najmuddin, Muhammad Rizal, Zahriyanti Zahriyanti. "Challenges of Implementing Character Education Based on Islamic Values in the Independent Campus Learning Curriculum <1 %

29 Novianty Safitri, Naufal Ahmad Rijalul Alam. <1 %
"Teachers' Perceptions of The Implementation
of Character Education in Islamic Religious
Learning at SMP Muhammadiyah 1 Denpasar
Bali", Jurnal Penelitian Pendidikan Islam, 2024
Publication

30 injotel.org <1 %
Internet Source

31 jurnal.fkip-uwgm.ac.id <1 %
Internet Source

32 jurnalhafasy.com <1 %
Internet Source

33 ojs.iaisumbar.ac.id <1 %
Internet Source

34 pasca-umi.ac.id <1 %
Internet Source

35 pssh.umsida.ac.id <1 %
Internet Source

36 serambi.org <1 %
Internet Source

37 Ahmad Taufiq Hidayatur Rohman, Kustiana
Arisanti, Rosichin Mansur. "The Role of Social
Values of Islamic Education in Shaping the
Religious Character of Adolescents",
Scaffolding: Jurnal Pendidikan Islam dan
Multikulturalisme, 2024 <1 %
Publication

38 Sholikhin Sholikhin, Siti Mumun Muniroh. <1 %
"Counseling Empathy in the Digital Era:
Building Emotional Connections with

Elementary School Students", Journal of Digital Learning and Education, 2023

Publication

Exclude quotes On

Exclude matches Off

Exclude bibliography On