
Literature Review Study: The Role of Higher Education in Forming Human Resources with Character and Morals in Welcoming Golden Indonesia 2045

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Abstract: In connection with the important momentum for the Indonesian nation with the achievement of one hundred years of independence in 2045. Optimism from the prediction that at the age of one hundred, this nation will be inhabited by a productive age population. This study uses a *literature review study method* to explore the role of universities in forming human resources with character and morals in welcoming the golden Indonesia 2045. *This* study shows that character education plays an important role in producing superior and moral human resources, in accordance with the vision of the Golden Indonesia 2045. Universities play a strategic role not only in building academic competence, but also in forming student character through collaboration with the government, educators, and other stakeholders.

Keywords: Character, Golden Indonesia, College, 2045

INTRODUCTION

In connection with the important momentum for the Indonesian nation with the achievement of one hundred years of independence in 2045. Optimism from the prediction that at the age of one hundred, this nation will be inhabited by a productive age population (Ansori, 2021). There is an opportunity for a demographic bonus that must be utilized as well as possible to encourage progress, not become a trap. As well as a vision to realize a developed, prosperous, and highly competitive country in the global arena (Sudarma, 2022). Utilization of this demographic bonus must be designed with the right strategy, starting from improving the quality of education, providing jobs, to developing skills that are relevant to market needs (N. Hidayat et al., 2023). So that Indonesia can achieve its ideals of becoming a country that is not only economically rich, but also dignified and socially just for all its people.

To realize this vision, various efforts need to be carried out in an integrated and sustainable manner. There needs to be a massive investment in the education sector to produce quality, innovative human resources who are ready to face global challenges. One of the determinant factors in building a better life is Human Resources (John W Newstrom, 2007) . As explained by Wilson and Ernesto, *"If you dig very deeply into any problem, you will get people. The human being is the center and yardstick of everything"* (Davis, 1990) . There is a long debate about which is more important between human resources and systems (regulations) in increasing the effectiveness of an institution or nation. Some argue that with a good system, human resources will work optimally. On the other hand, there is an argument that quality human resources will create a good system and function effectively. In fact, the system is the result of human resources work. Therefore, the role of human resources is very important. (Manullang, 2013) The formation of human resources that produce character and morals cannot be separated from the role of universities.

Higher education, as a continuation phase and the peak of the formal education process, has an important responsibility in optimizing character formation based on Pancasila values (Aryani et al., 2022) . It has been instilled and developed since elementary education. In addition, higher education is also tasked with preparing students to become future leaders. In this context, the goal is not only to produce individuals who are intellectually smart, but also individuals who have high morality and noble character. Currently, Indonesia is still far from realizing the ideals of Pancasila. This is evidenced by the increasing acts of violence among adolescents and the community, the use of impolite language, the increase in cases of drug and alcohol abuse, the decline in work ethics, the lack of respect for parents and teachers, and the decline in self-confidence and responsibility (WHO, 2024) . The prevalence of dishonest behavior is also increasing. In addition, there are many negative traits such as indiscipline, a culture of "rubber time," liking to break rules, abuse of authority, and violations of the law that are considered as if. These incidents are indicators that the education process has not been running optimally, especially in the affective aspects of students which are often ignored (Kustati et al., 2024; Mohd Yusoff et al., 2022). This has an impact on the failure to achieve educational goals in Indonesia, especially in the formation of noble characters. (ZA, et., al, 2024)

RESEARCH METHODS

This research method uses qualitative research through in-depth collection and analysis of the role of universities in building human resources in Indonesia in previous studies. By identifying patterns, trends, and key findings from relevant literature. This study aims to

determine the role of universities in welcoming 2045 with a demographic bonus in supporting human resources with character and morals. The results of the analysis and interpretation of the literature are expected to provide valuable insights for the development of strategies for the role of universities in welcoming the 2045 demographic bonus.

LITERATURE REVIEW

CHARACTER AND MORAL EDUCATION

Character formation is the process of carving or sculpting a person's soul so that it becomes unique, interesting, and different from other people (Widjaja & Sihombing, 2020) . Character, which is interpreted as moral excellence or virtue, is built on various virtues that only have meaning if they are based on values that apply in a culture or nation. Indonesian citizens have a national character that is based on actions that are considered good according to the values that apply in Indonesian society which are called norms (D. Hidayat et al., 2019) . Therefore, internalizing the nation's philosophy focuses on developing underlying values of goodness, thus forming the personality of citizens. (ZA, et., al, 2024)

According to Bung Karno, character is the main foundation in building a nation. He emphasized that Indonesia must prioritize character building because it will make Indonesia a great, advanced, successful, and dignified nation (Wahyudin, 2016) . Without character building, the Indonesian nation will be marginalized. From the perspective of a philosopher Sathya (2002), it is said that *"education without character, this is sins the basis for misery in the world, The essence of education is to recognize truth. Let your secular education go hand in hand with spiritual education"* education without character is a sin that is the root of suffering in the world. The essence of education is to recognize the truth. Let our secular education go hand in hand with spiritual education. (Manullang, 2013) As for the opinion regarding the Mental Revolution, which was initiated by Joko Widodo since the 2014 presidential campaign, it aims to build national character through improving the quality of public services, with a focus on reforming the mindset and work culture of the bureaucracy (Suparno, 2017) . This initiative is based on the belief that national development is not enough with institutional reform alone without improving the character of its implementers. This shows the importance of character building along with the progress of a nation.

THE ROLE OF HIGHER EDUCATION

According to research by Brint (2006), the integration of moral and character values in higher education can be done through various activities such as ethics discussions, community service programs, and extracurricular activities that focus on personality development. In

addition, experiential learning models are *also* effective in instilling moral and character values (Kolb, 1984).

UNESCO (2017) emphasizes that higher education plays a vital role in achieving the Sustainable Development Goals (SDGs) by equipping students with the knowledge, skills, and values needed to contribute to sustainable development. Collaboration between universities and industry is also key in advancing environmentally friendly technologies and innovations and supporting the green economy. In conclusion, universities not only function as educational and research institutions, but also as a driving force in creating a sustainable society through the intellectual, moral, and character development of students and their contribution to sustainable development. (Unesco, 2017)

DISCUSSION

Through Law No. 20 of 2003 concerning the National Education System, a commitment to character education is emphasized (National, 2003) . As stated in the functions and objectives of national education. National education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. The goal is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. (Mentari, et.al, 2021)

Character education plays a key role in the vision of Indonesia Emas 2045, which aims to create a superior, globally competitive, and dignified nation. The success of character education does not only include academic aspects, but also strong moral, ethical, and personality values in each individual. Several factors that influence the success of character education in Indonesia according to Mahmudah (2023), namely:

a. Government Support

The role of the government is very important in optimizing character education in Indonesia (Wahyudin, 2016) . This includes providing supportive policies, clear regulations, and adequate funding for the implementation of character education at various levels, from schools to the wider community (Suparno, 2017) . This support includes efforts to strengthen the character education component in the national curriculum and ensure its consistent implementation across educational institutions.

b. Empowering Educators

Educators are the spearhead in the character education process (Sari & Wibowo, 2019) . The government needs to empower educators through training, competency

development, and incentives that encourage them to become effective facilitators in the formation of student character. In addition, educators also need to be supported to design a curriculum that is relevant to character values, develop innovative learning methods, and conduct continuous evaluation of the implemented character education programs (Chowdhury, 2016) . Such as, the character education training held annually by the Indonesian Government for university educators.

c. Collaboration with Stakeholders

Collaboration with stakeholders, including government, educational institutions, communities, and the private sector, will produce strong synergy in implementing character education (Maisaroh & Untari, 2024) . These stakeholders can support and complement each other in providing resources, supporting character education programs, and building awareness and shared commitment to the moral and ethical values desired in society.

d. Focus on understanding diversity:

In the context of Indonesia which is diverse with various cultures, ethnicities, religions, and beliefs, focusing on understanding diversity is very important. Character education must strengthen awareness of this diversity, teaching values such as tolerance, respect for differences, justice, and unity in diversity. (Nur et al., 2023) . Through a deep understanding of diversity, the younger generation can grow as inclusive, empathetic individuals who are able to work together across cultures to build a harmonious and just golden Indonesia in 2045.

There are several university activities that can shape students' characters. Such as the ma'had program carried out by Islamic State Universities. UIN Maliki Malang is one of the Islamic universities that pays great attention to the formation of its students' characters. This is reflected in the spirit of UIN Maliki in producing graduates who have spiritual depth, noble morals, broad knowledge, and professional maturity. These four concepts are in line with the concept of character education developed by the Ministry of Education and Culture (Kemendikbud).

The concepts applied by UIN Maliki Malang can be grouped into the totality of psychological and socio-cultural processes, such as spiritual *and emotional development* , intellectual development , sports and kinesthetic (physical and kinesthetic development), and affective and creative development (Walid, 2011). With this approach, UIN Maliki Malang is committed to producing graduates who are not only academically superior, but

also have strong characters and are ready to face challenges in professional and social life. The combination of higher education and the Islamic boarding school system to the compulsory Tarbiyah Ulul Albab course is a contribution to the role of Islamic higher education in shaping the character and morals of students. (Walid, 2011)

In addition, the importance of character building to become a good and whole individual is something that cannot be ignored (Chowdhury, 2016) . However, the absence of character education at the elementary level should not be used as an excuse for universities to ignore it. Universities must pay attention not only to students' academic abilities, but also to character formation so that graduates have quality academic competence and character (Sudarma, 2022) . In Chrisiana's conclusion, the implementation of *live-in activities* and awareness weeks is part of a strategic plan and integrated program to foster student character. Although this program does not directly change the character of students, it has a positive impact on the academic environment. For the future, the design of character education must be carried out consistently with high commitment, and continuous improvement. (Chrisiana, 2005)

As for the Biner journal (2014), character development and education are implemented with the aim of maintaining the noble values of Pancasila, and its implementation. Biner also explains that there are several stages in the implementation of character development and education in Indonesia, as follows:

1. Phase I (2010-2014):

- Reorientation and Awareness:
- The importance of character education.
- Preparation of Policy Instruments:
- Integrated policy.
- Stakeholder empowerment.
- Effective in implementing character building.
- Implementation, Consolidation, and Evaluation:
- Character development.

2. Phase II (2014-2020):

- Reinforcement of Values:
- In the character of the nation.
- Implementation Strengthening:
- National character building.

- Implementation Evaluation:
- Evaluation of the implementation of character development.

3. Phase III (2020-2025):

- Sustainable Development:
- Continuous character development.

On the other hand, Medan State University interprets the national policy by creating a character education policy with six indicators initiated by the Josephson Institute (2011). The six indicators are called "*The Six Pillars of Character*" which are divided (Biner Ambarita, 2014) :

1. *Trustworthy*

- Honesty: Always tell the truth and avoid deception or lying.
- Reliability: Keeping promises and commitments made.
- Loyalty: Loyal to family, friends, and country, and respects the trust placed in them by others.
- Integrity: Acting consistently with the moral and ethical values one believes in.

2. *Respectful*

- Respect for Others: Listen to and respect the views and feelings of others.
- Politeness and Courtesy: Be polite and courteous in communicating and interacting.
- Tolerance: Respecting differences and being inclusive of diversity

3. *Responsible*

- Accountability: Admitting mistakes and taking responsibility for one's own actions.
- Persistence: Striving earnestly to achieve goals and persisting in the face of challenges.
- Self-Discipline: Controlling behavior and emotions to make good decisions.

4. *Fairness*

- Fairness in Treatment: Treating others fairly and without discrimination.
- Impartiality: Being neutral and impartial in decision making.
- Justice in Distribution: Distributing opportunities and resources fairly to all parties involved.

5. *Caring*

- Empathy: Showing concern and understanding for the feelings and needs of others.
- Kindness: Doing good deeds and helping others without expecting anything in return.

- Social Concern: Participating in social activities aimed at the common good.

6. *Citizenship*

- Legal Compliance: Comply with the rules and laws that apply in society.
- Positive Contribution: Contributing to the well-being of the community and society.
- Social Responsibility: Protecting the environment and being involved in community improvement efforts

Nizam explained that sustainable growth is needed through collaboration between universities, industry, and government to create a mutually supportive system, which in turn will become the main driver of national growth. Universities must function not only as independent entities but as producers of science, technology, and innovation as well as centers of excellence. The results of these efforts can then be aligned with the needs of industry so that both can grow together. (Press release, 2020)

In facing the era of Golden Indonesia 2045, the role of universities is very crucial in forming human resources (HR) with character and morals. Universities are not only educational institutions that develop academic competence, but also as a place for character development. The active role of universities in forming HR with character and morals, Indonesia can achieve the vision of Golden Indonesia 2045 with more optimism. Graduates who are not only academically superior but also have strong integrity and ethics will be valuable assets for sustainable and equitable national development.

CONCLUSION

This study confirms that character education plays an important role in producing superior and moral human resources, in accordance with the vision of Indonesia Emas 2045. Universities play a strategic role not only in building academic competence, but also in shaping students' character through collaboration with the government, educators, and other stakeholders. With an integrated approach, involving a value-based curriculum, coaching programs, and an understanding of diversity, character education can create graduates who have integrity, ethics, and are ready to contribute to development.

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