



Building Excellent Human Resources Through Character Education

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Abstract

Article history:

Received: August 20, 2024

Revised: September 13, 2024

Accepted: October 11, 2024

Published: December 30, 2024

Keywords:

Character Education,
Family,
Human Resources,
Moral Crisis,
Teacher.

Identifier:

Zera Open

Page: 81-93

<https://zeraopen.com/journal/gjes>

The moral crisis afflicting Indonesia's young generation has had a detrimental impact on the formation of character and the quality of the nation's Human Resources. This phenomenon is driven by globalization, the influence of social media, and the weakening roles of families and educational institutions in instilling noble values. This article aims to analyze the relationship between moral crisis, character education, and the strategic roles of families and teachers in shaping excellent human resources. Through a literature review of various studies from the past five years, it was found that strengthening character education based on religious values, integrity, and cooperation serves as the main foundation for developing globally competitive Indonesian human beings. The family acts as the first educator in instilling morals and ethics, while teachers function as role models in implementing character education practices at school. The collaboration between these two institutions is a key step in addressing moral challenges in the digital era and realizing excellent, integrity-based human resources.



1. Introduction

In the context of national development, the moral crisis occurring in Indonesia poses a very serious challenge to the formation of Human Resources (HR) that are excellent, qualified, and of strong character. This phenomenon of moral decline is clearly visible through the increasing prevalence of deviant behavior in society, such as corrupt practices, violence, intolerance, and a low sense of social responsibility that should be part of the nation's identity. Bestari (2023) asserts that this moral crisis has the potential to weaken the fundamental values that form the foundation of the nation's character, such as honesty, integrity, and responsibility, which, if not controlled, can hinder human development oriented towards sustainable prosperity and progress. This condition serves as an important reminder that morality and ethics are not just abstract principles but crucial elements in supporting the achievement of holistic and inclusive national development goals.

Character education plays a primary role as a pillar in strengthening national morality, while also serving as a strategic instrument in forming HR capable of facing global challenges. Sakban and Sundawa (2023) emphasize that character education designed systematically and purposefully is capable of reinforcing moral and ethical values that have begun to erode due to the influence of globalization, the digital information flow, and rapid cultural shifts. In the current digital era, children and adolescents are often exposed to a global flow of information that carries foreign values which may not align with Indonesian norms and local culture. Therefore, character education needs to be placed as a priority in the national education system,

with an emphasis on relevant universal values such as honesty, discipline, hard work, responsibility, empathy, and resilience in facing various life situations.

The family's role in building a child's character is a factor that cannot be overlooked. The family is the first and foremost educational institution that instills moral, ethical, and spiritual values from an early age. Mayenti and Malihah (2023) stress that effective character education must begin at home, where parents act as real role models through daily behavior, methods of interaction, and consistency between words and actions. Exemplary behavior, effective communication, emotional attention, and consistent application of values are key factors in shaping a child's positive and robust character. When the family's role weakens, children tend to seek role models outside the home who may not align with the desired moral values, thus increasing the risk of deviant behavior emerging.

Besides the family, teachers hold a strategic role in supporting the character formation of students in school. Teachers function not only as transmitters of knowledge but also as moral role models for students. Taufik (2020) explains that teachers who possess high integrity and commitment will naturally transmit positive values through their behavior, daily interactions, and the learning process in the classroom. A teacher with character is able to internalize moral values into every learning activity, both explicitly and implicitly, thus becoming an effective agent of change in instilling ethics and morality. The quality of the teacher's character is one determinant of the success of character education in schools, as teachers' behavior often becomes a reference for students in shaping their attitudes and actions.

Coordination and collaboration between family and school education are important aspects in comprehensively shaping a child's character. Nurmaesih et al. (2023) found that the synergy between parents and teachers is capable of creating a consistent learning environment that supports the optimal character development of students. With effective communication, moral values taught at home can be reinforced at school, and vice versa, creating a continuity of character education that strengthens national identity and forms excellent, integrated HR prepared to face global challenges.

In the era of the Industrial Revolution 4.0, where technological advancements are developing rapidly, moral and ethical challenges become increasingly complex. Tyas et al. (2020) emphasize that character strengthening is a strategic step in facing social and cultural disruption arising from technological development. Therefore, the harmonious synergy between family, school, and community in building character education must be reinforced, so that Indonesia can produce a young generation that is not only intellectually smart but also morally and spiritually excellent, and prepared to contribute to the nation's sustainable progress.

2. Methods

This research utilizes the library research method, an approach that emphasizes the collection, analysis, and synthesis of various relevant scientific literature to understand the phenomena of the moral crisis, character education, and the roles of family and teachers in the formation of excellent Human Resources (HR) in Indonesia. This method was chosen because it allows the researcher to deeply

examine the results of previous studies and identify the interconnections between variables that support the discussion conceptually and empirically, thus providing a comprehensive overview of the issue being studied.

The first step in this research was the collection of scientific literature published in the last five years and relevant to the themes of character education and the moral crisis in Indonesia. The sources were obtained through leading academic databases such as Google Scholar, Scopus, and reputable national and international journals. Among these sources are studies by Taufik (2020), Bestari (2023), Sakban and Sundawa (2023), Mayenti and Malihah (2023), and Nurmaesih et al. (2023). Each source was selected based on topic relevance, originality, quality of methodology, and its contribution to understanding the role of character education in building excellent HR, thereby providing a solid foundation for this conceptual study.

The second step was conducting a thematic analysis to identify the main themes from each study. The themes analyzed included: (1) the impact of the moral crisis on the formation of national character, (2) character education strategies in schools, (3) the role of the family in instilling moral values in children, (4) teacher role models in the learning process, and (5) the synergy between family and school in strengthening student character. This approach was used to map the emerging patterns of relationship between the variables of morality, education, and HR quality, facilitating conceptual understanding and the development of scientific arguments.

Next, a conceptual synthesis was performed, which is the combination of ideas from various studies to generate a more holistic understanding of the issue under review. For example, Tyas et al. (2020) emphasized the importance of

collaboration across educational institutions, while Mayenti and Malihah (2023) highlighted the contribution of family and social community in shaping a child's character. This synthesis resulted in a conceptual mapping showing that character education will be more effective when implemented collaboratively between home, school, and community, thus forming a consistent learning environment that supports the development of excellent HR. Finally, a literature evaluation was conducted to compare findings across studies and identify research gaps that need further investigation. The results of the evaluation reinforce the conclusion that character education based on moral values, religiosity, and integrity is a central pillar in creating excellent HR, who are capable of facing the challenges of the global moral crisis while making a positive contribution to the sustainable national development of Indonesia.

3. Results

The results of the literature review indicate that the moral crisis in Indonesia is one of the fundamental challenges affecting the success of forming Human Resources (HR) with strong character. Various studies assert that the moral decline of the young generation is not only caused by weak character education in schools but also by the less-than-optimal role of the family in instilling basic life values such as honesty, responsibility, and empathy. According to Bestari (2023), this moral decline is directly correlated with the decrease in the quality of the nation's character, as character is the main foundation in building national HR excellence. When values

such as discipline and integrity weaken, national productivity and work ethic also decline, ultimately hindering national development.

The moral crisis among students also reflects an imbalance between intellectual and moral intelligence. Many educational institutions still focus solely on academic achievement without providing sufficient space for character development. Sakban and Sundawa (2023) affirm that character education must be the top priority in the national education system because academic success without morality only produces individuals who are cognitively intelligent but weak in social ethics. Character education is not enough to be taught as an additional subject but must be integrated into the entire learning process and school life through role modeling, habituation, and continuous moral guidance. The research findings of Tyas et al. (2020) support this view by emphasizing that the development of excellent HR will not succeed without a strong moral foundation. They stress that excellent character includes the values of integrity, responsibility, hard work, and national spirit that must be formed from an early age through collaboration between family, school, and community. In this context, the teacher plays a vital role as a moral agent who instills character values through daily behavior and humanistic learning strategies.

Teachers are not only transmitters of knowledge but also function as role models who demonstrate the values of honesty, discipline, and empathy through real actions. Taufik (2020) emphasizes that a teacher with character has a direct influence on the moral formation of students, as students find it easier to imitate real behavior than merely listen to verbal advice. In the context of Islamic education, a teacher is

referred to as “*muallim*” and “*murabbi*,” who not only transfer knowledge but also guide the soul and character. Thus, improving teacher competency needs to be focused not only on the pedagogical aspect but also on strengthening moral and spiritual values. Besides the teacher, the family’s role is a fundamental aspect of instilling character values from an early age. Hamdi et al. (2022) highlight that the family is the first educational environment that determines the direction of a child’s moral development. Children learn from what they see and experience at home; when parents exhibit honest, disciplined, and caring behavior towards others, these values are strongly embedded in the child’s personality. Conversely, if the family fails to provide moral role modeling, the child tends to seek role models outside the home, including through social media, which often carries negative influences.

The family has a moral responsibility to create a home environment conducive to a child’s character development. Jhon et al. (2021) assert that character education cannot stand alone without the support of a good family environment. Consistency in parenting, open communication, and moral role modeling from parents are the main capital for a child to build positive character, which is reinforced by Suandi (2023) that strong character education at home will strengthen the effectiveness of moral education at school. The synergy between family and school education is a key element in building the character of students. Nurmaesih et al. (2023) show that collaboration between teachers and parents increases the consistency of values received by the child in these two main environments. Children who receive the same character education both at home and at school find it easier to internalize positive values such as discipline, empathy, and social responsibility.

This synergy also prevents negative behavior resulting from inconsistencies in parenting styles at home and guidance patterns at school. Furthermore, the influence of globalization and digital technology development is a significant factor exacerbating the moral crisis among the young generation. Agus et al. (2021) explain that exposure to foreign cultures through social media can shift the nation's noble values if not balanced with strengthening character education. Children and adolescents tend to imitate lifestyles and behaviors that are not in line with Indonesian cultural norms; therefore, character education needs to be adapted to the context of the digital era through creative and adaptive approaches. Teachers and parents must guide children to use technology wisely and productively, not just as entertainment but also as a medium for learning and self-development.

Character education is closely related to national development. Tyas et al. (2020) assert that the quality of excellent HR is not only measured by academic ability and work skills but also by moral and spiritual strength. Strong character HR demonstrate loyalty, responsibility, and a high work ethic in contributing to national development. Thus, character education is a strategic long-term investment in producing the nation's next generation who are competent and integrated. In the context of educational policy, Suandi (2023) and Subandi et al. (2023) highlight the importance of the government's role in strengthening character education programs in schools. The government needs to ensure that the national curriculum not only emphasizes academic achievement but also fosters moral, social, and national values. Programs for teacher development and parenting training for parents also need to be enhanced so that character education runs comprehensively across all lines.

Meanwhile, Adnan (2022) underlines the importance of integrating religious values in character education to strengthen the child's spiritual dimension. Religious values such as honesty, compassion, and social responsibility have a high moral driving force in shaping positive behavior. The application of character education based on religiosity is proven effective in building moral awareness and strengthening self-integrity, in line with Hamdi et al. (2022) who emphasize the collaboration of family, school, and community in instilling holistic moral values, enabling children to face moral challenges in the era of globalization with resilient character. These studies demonstrate that character education in Indonesia still faces various obstacles, especially concerning implementation consistency and the involvement of all parties. Many schools have run character education programs, but they have not been fully integrated into the school culture and learning activities. Jhon et al. (2021) show that there is still a gap between policy and practice in the field, where character values have not been internalized comprehensively by all school members.

Nevertheless, optimism remains. The study by Agus et al. (2021) shows that with a learning approach emphasizing moral reflection, collaboration, and social practice, character education can be an effective means of overcoming the moral crisis among students. Teachers must act as value facilitators, not just academic instructors, while families become active partners of the school in supporting a child's character formation. By strengthening the cooperation between family, school, and community, character education is expected to be a long-term solution to the nation's moral crisis. Education that fosters religiosity, integrity, mutual

cooperation, and nationalism will produce excellent HR capable of competing globally without losing their identity as a civilized nation. The general conclusion from various literatures asserts that strong character is the main capital for the nation's progress and the welfare of society in the future.

4. Conclusion

The moral crisis affecting Indonesia's young generation has significantly impacted the formation of the nation's character and the quality of its Human Resources (HR). Based on the results of the literature review, character education emerges as a strategic solution to address this crisis. Family and teachers hold complementary roles in instilling moral and spiritual values that form the foundation of social life. The family acts as the primary educational environment that shapes a child's personality through role modeling and habituation, while the teacher becomes a role model in instilling the values of integrity, discipline, and responsibility through the learning process at school.

The synergy between family, school, and community is the main factor in creating HR that are excellent, competitive, and of strong character amid global challenges. Character education, integrated with religious values, mutual cooperation, and nationalism, must continue to be strengthened as part of the national education system. Thus, holistic character development can realize an Indonesian generation that is not only intellectually smart but also possesses high morality and integrity as the basis for the nation's sustainable progress.

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