Education Character in the Era of Globalization: Facing the Challenges of the Modern World

Herlina*, Arismunandar, Ismail Tolla

Department of Education Science, Universitas Negeri Makassar, Indonesia

*Corresponding author Email: herlinaidris6098@gmail.com
arismunandar@unm.ac.id , ismail.tolla@unm.ac.id

Abstract

Character education is a fundamental element in the education system, especially in the era of globalization, which brings cultural, social, and technological challenges. In Indonesia, character education faces various challenges, such as the influence of foreign cultures, individualism, and inequality in access to education. A values-based approach that centers on local culture is highly relevant to address these challenges. This strategy involves reinforcing traditional values through multicultural education and internalizing local cultural values at various societal levels, including families, schools, and communities. Studies have shown that integrating local values, such as tolerance, cooperation, and religiosity, can strengthen character education, making it more relevant to modern needs. Helius Sjamsuddin emphasized the importance of educational history as a foundation for building sustainable character education based on national culture. This study employs a literature review methodology as a scientific approach to collect, analyze, and synthesize information from various written sources. This study applied a descriptive approach. We collected data from multiple sources such as books, scientific journals, policy documents, articles, and research reports. The results of the analysis indicate that character education in Indonesia faces complex challenges due to globalization. These challenges impact both individuals and the education system, including the influence of foreign cultures, technology, and changes in students' mindsets. The proposed strategies include implementing local values, the positive utilization of technology, and the involvement of societal elements in the education process. Holistic-based character education can help the younger generation face global dynamics without losing their cultural and moral identity.

Keywords: Character Education, Globalization, Local Values, Technology in Education.

1. Introduction

Globalization has become an inevitable phenomenon in the development of human civilization. As a process of global integration, globalization involves cultural, economic, and technological exchanges, which significantly impact various aspects of life. Globalization opens up new opportunities that were previously difficult to access in education, mainly through technological innovation. Technology enables more inclusive access to education, reaching various regions digitally and thereby reducing the gap in access to knowledge. However, the impact of globalization brings not only benefits but also significant challenges. One of the primary challenges is maintaining local values and cultural identity amidst the rapid flow of globalization. A nation's cultural identity is often vulnerable to homogeneous global influences, which can erode the diversity that should contribute to its cultural wealth. Maintaining the uniqueness and sustainability of local culture has thus become a serious concern [1]. To address these challenges, a local wisdom-based approach is an essential strategy. This approach seeks to balance the influence of globalization with the preservation of local culture, which is an invaluable heritage. Through this approach, society can selectively utilize globalization without losing its identity. Orienting education towards local wisdom can effectively instill cultural values in the younger generation. One concrete example of the application of local knowledge is the practice of cultural identity restoration by the local arts community in Maluku. This community strives to sustain its cultural traditions amidst the rapid global influence. Efforts such as these demonstrate that globalization does not have to be a threat;

rather, it can be an opportunity to introduce local culture to the international arena, provided there is collective awareness of the need to preserve local values that form the foundation of national identity [2].

One of the negative consequences of globalization is the erosion of traditional values due to the dominance of foreign cultures, which are spread through mass media and the internet. Global culture often introduces individualism, materialism, and consumerism values, which conflict with Indonesia's collective culture. This imbalance can weaken social ties and diminish appreciation for the noble values that have long characterized Indonesian culture. This phenomenon seriously threatens the morals of the younger generation, who are increasingly vulnerable to the influence of global culture. Without education, which strengthens local character and values, the younger generation could lose their orientation towards their cultural identity [3]. This disorientation of values impacts their way of thinking and acting and risks severing their connection with the cultural roots that define the nation. To address this challenge, a local wisdom-based approach provides a relevant solution. For instance, local arts and traditions can be educational tools to instill cultural values consistent with the nation's identity. By integrating local wisdom into education, the younger generation can gain a deeper understanding of the importance of preserving cultural identity while being able to adapt to the dynamics of globalization. Collaboration between various stakeholders, including educational institutions, the government, and cultural communities, is necessary to support this effort. The art communities in multiple regions, including Maluku, exemplify this approach by actively restoring their local cultural identity. This example demonstrates that local wisdom can be an effective shield in preserving cultural heritage amidst the powerful currents of globalization [4].

Character education is of utmost importance in the modern era, particularly in addressing the challenges posed by globalization. Education aims to produce intellectually capable individuals and cultivate individuals with strong morals, ethics, and integrity. Character education teaches students to critically filter global influences while maintaining the noble values of their nation's culture. Moreover, character education instills a sense of social responsibility in the younger generation. This approach guides students to understand the importance of maintaining harmony in community life and positively contributing to their social environment. The education system integrates values such as cooperation, caring, and mutual respect at the core of character development. Research has shown that strengthening character through activities based on local wisdom has a significant impact [5]. Activities such as art, traditional music, and other local cultural practices not only help maintain cultural identity but also serve as a medium to strengthen the morals of the younger generation. These activities instill a sense of pride in cultural heritage while fostering a personality that aligns with national values. Thus, the development of character education based on local wisdom is a strategic step to address the challenges of globalization. Integrating art and tradition in education not only acts as a cultural preserver but also as a builder of a solid moral foundation for the younger generation, ensuring they are prepared to face the changing times while maintaining their identity [6].

Helius Sjamsuddin, in his work on the history of education, emphasizes the function of education as the primary means of forming morals and community identity. History shows that education in Indonesia has played an important role in instilling local values and building collective awareness of the importance of national identity. Education serves as a means of knowledge transfer and cultivates individuals with integrity and a fighting spirit. During the colonial era, the education system in Indonesia played a dual role: on the one hand, it taught skills and knowledge, and on the other, it became a place for the younger generation to understand the importance of resisting oppression. Traditional educational institutions, such as Islamic boarding schools, became centers for character formation that instilled religious values, cooperation, and respect for others [7][8]. This education system provided intellectual knowledge and built morality and social solidarity. As a form of traditional education, Islamic boarding schools have played a significant role in preserving religious and social values. The emphasis on solid religious traditions, coupled with the teaching of cooperation, makes Islamic boarding schools an educational institution that maintains a balance between modernity and local values. This tradition serves as a solid foundation for forming the nation's cultural identity, particularly in the face of changes brought about by globalization. Research indicates that Islamic boarding schools remain relevant as guardians of national values in the modern era. Through a tradition-based approach, Islamic boarding schools preserve cultural heritage and nurture a generation with a high awareness of national identity and social responsibility. This confirms that education based on local values is critical to maintaining morality and identity amidst the currents of globalization [9].

In the modern context, educational challenges are increasingly complex and multidimensional. In Indonesia, internal issues, such as disparities in the quality of education between regions, remain significant. The rapid flow of globalization, which not only influences the younger generation's mindset but also threatens the sustainability of local values, exacerbates this situation. Therefore, education must address the needs of the times while preserving the nation's cultural identity. Character education is one strategic approach to facing this challenge. Education oriented toward character formation not only guides the nation's development following the mandate of the 1945 Constitution but also cultivates individuals capable of competing globally [10]. This approach equips the younger generation with intellectual competence, moral values, and vital cultural awareness, enabling them to adapt without losing their identity. Character education based on local values is a relevant solution to maintaining a balance between global needs and the preservation of cultural identity. This approach instills noble values such as cooperation, tolerance, and respect for diversity through educational activities rooted in local wisdom. Thus, education serves not only as a tool to enhance competitiveness but also as a fortress protecting the nation's cultural identity. Research shows that a local wisdom-based character education approach can positively impact the maintenance of cultural values while preparing the younger generation to face global challenges. This approach emphasizes the synergy between modern education and traditional values as a foundation for developing intelligent, competent, and character-driven individuals [11].

This article aims to answer two main questions related to the role of character education in the era of globalization: What are the main challenges of character education? What is an effective strategy to strengthen character education in Indonesia? We address these questions by referencing the ideas of Helius Sjamsuddin, who emphasizes the importance of educational history as a foundation for designing adaptive strategies based on local values. Previous researchers expect this approach to contribute to the development of character education, which can address the challenges of globalization while preserving the nation's cultural identity.

2. Research Method

This study employs a literature review method as a scientific approach to collect, analyze, and synthesize information from various written sources. This approach aims to explore theories, concepts, and perspectives on character education in the era of globalization, considering both historical contexts and current challenges. By relying on a literature review, this study provides a broad and in-depth perspective, offering a holistic view of the issues addressed. The researchers chose the literature review method to delve into the key values that shape the character formation of the younger generation, including emotional regulation, cognitive development, and motor

skills. Furthermore, this method provides a robust foundation for developing character education strategies that align with contemporary demands while simultaneously upholding local values in the face of globalization. This approach has proven effective in highlighting essential aspects of character education, especially in formal and non-formal education. The study utilizes diverse literature sources to elucidate the practical implementation of character education, addressing the challenges posed by globalization without compromising local cultural identity. This study synthesizes data from various sources to identify core values that character education must incorporate, including integrity, social responsibility, and respect for diversity. With a solid theoretical foundation from the literature review, this study aims to significantly contribute to the development of character education in Indonesia [12].

The literature review in this study involves identifying and analyzing relevant literature on character education in the era of globalization, with a particular focus on concepts that integrate local values and global challenges. Helius Sjamsuddin's writings provide a historical perspective, emphasizing the importance of character education incorporating local values within Indonesian society. Thomas Lickona's concept of character education and Ki Hadjar Dewantara's philosophy serve as critical foundations for developing individuals with solid morality and ethics. Lickona emphasizes the significance of moral development and action, while Dewantara highlights the integration of thought, feeling, and action. In globalization, a local value-based approach that upholds Indonesia's cultural identity is crucial, as evidenced by national education policies such as the curriculum, which prioritize incorporating character values into the educational process in schools [13]. Education that integrates local values into the learning system can effectively respond to globalization's challenges. Values such as cooperation, religiosity, and nationalism provide a solid foundation for building students' character, strengthening cultural identity, and shaping a younger generation that is adaptive to changing times. However, implementing character education based on local values still faces challenges, particularly concerning the deep understanding of character education among educators and the inequality of educational resources between regions. Therefore, integrating local values into character education is essential for creating individuals who are not only globally competent but also possess strong character and remain connected to their culture [14].

This study uses a descriptive approach to examine the challenges and strategies of character education in Indonesia. The primary aim of this approach is to identify various challenges faced in character education in the era of globalization, such as the influence of foreign cultures, individualism, technological advancements, and disparities in access to education. Analyzing how globalization affects the younger generation's mindset and integrating local values to strengthen their character is crucial in this context. This study also focuses on strengthening cultural identity in response to the increasingly powerful current of globalization. The descriptive approach also enables the researchers to analyze the role of educational history in designing character education strategies that align with contemporary needs. For example, Helius Sjamsuddin's study of character education in a historical context provides valuable insights for formulating relevant strategies based on local values [15]. By using this approach, the researchers can assess the relevance of these perspectives in modern education and develop strategies that address the challenges of globalization while maintaining Indonesian cultural identity.

Furthermore, this descriptive approach allows for juxtaposing findings from diverse literature sources, offering a comprehensive understanding of the issues under study. By utilizing existing theories, the researchers can provide a more in-depth analysis of the challenges faced in character education. This approach also facilitates the exploration of strategic solutions to enhance character education, particularly in addressing the effects of globalization on Indonesia's education system. In this regard, descriptive research is crucial in formulating local value-based strategies that can strengthen character education in Indonesia. By emphasizing the importance of integrating local values into education, this study provides a solid scientific foundation for developing character education strategies that adapt to changing times and respect the nation's cultural heritage [16].

This study collected data from various sources, including books, scientific journals, policy documents, articles, and research reports. Books related to character education, the history of education, and the impact of globalization served as the primary sources to establish a deep theoretical foundation. Nationally and internationally indexed scientific journals provide the latest empirical data and in-depth analysis related to character education issues, with research indicating that scientific journals can be a reliable source for developing local value-based education concepts. We analyzed official documents like the national curriculum and government programs to comprehend character values' integration into Indonesia's formal education system. We also enhanced the analysis with popular articles and research reports, particularly those that addressed the challenges of character education in the context of globalization. This study's data analysis process occurred in several stages. Firstly, we classified the literature based on character education, education history, and globalization challenges, simplifying the data organization for further analysis. Then, we did a conceptual analysis by mapping out the main ideas, such as what character education is, how it works, and the problems that globalization brings. We did this by looking at the ideas of Thomas Lickona, Ki Hadjar Dewantara, and Helius Sjamsuddin. In the subsequent stage, we compared literature from various sources to identify similarities, differences, and relationships between concepts. Afterward, we synthesized the results of the analysis to understand the challenges and strategies in character education comprehensively. Finally, we interpreted the analyzed data to address the research questions regarding the challenges of character education in the globalization era and the strategy to enhance character education in Indonesia [17].

The literature review method provides in-depth analysis without the need for time-consuming field data collection. This approach enables researchers to integrate various established views and theories, resulting in a comprehensive analysis. Researchers can explore proven ideas and gain broader insights into the topic by relying on existing literature sources. However, this method also has limitations, primarily because it depends on the availability and quality of existing literature. Inadequate or irrelevant sources can diminish the validity of the analysis. By selecting relevant and empirically tested literature, this study overcomes these challenges and ensures the validity of the study's results through scientific verification.

3. Result and Discussions

3.1. Character Education Challenges and The Influence of Foreign Culture

Character education faces various challenges in the era of globalization, which arise from technological developments, cultural changes, and social dynamics. The following is a detailed explanation of these challenges. Globalization provides comprehensive access to foreign cultures through digital media, such as films, music, and social media. Values from foreign cultures can easily permeate people's lives through this access, particularly influencing the younger generation, who often receive more exposure to global culture through their digital devices. The incoming foreign values, such as individualism, consumerism, and unlimited freedom, have the potential to replace

traditional values that have long been the foundation of Indonesian society. This phenomenon poses a threat to the traditional values taught in education, including cooperation, social concern, and respect for tradition [15][16]. These foreign values can undermine the established foundation of character education without the proper filters. Students exposed to foreign cultural influences without adequate guidance may lose their way of recognizing important values integral to their cultural identity. If left unaddressed, the impact could be detrimental. Unwise filtering of foreign culture can weaken students' character, reduce pride in their local cultural identity, and potentially create a generation disconnected from its cultural roots. As a result, the younger generation may find it more challenging to appreciate and preserve existing traditions and lack a solid moral foundation to face global challenges. One solution is implementing an educational approach based on local wisdom, as the Using Community exemplifies. This local wisdom-based education aims to internalize local values within the formal education system. This approach not only imparts universal moral values to students but also emphasizes the significance of preserving and enhancing their cultural identity against the growing impact of globalization. This approach can serve as a strong foundation for shaping the character of the younger generation while ensuring they adhere to relevant local values [17].

3.2. Technology Advances

Technology brings numerous benefits to education, such as increasing access to information, providing more effective learning tools, and supporting student creativity. It enhances the interactivity and engagement of learning, offering students access to previously inaccessible educational resources. Technology also expands the reach of education through distance learning and allows for personalized learning tailored to each student's needs. However, despite the many advantages, the use of technology also carries risks that need to be considered, especially concerning the development of student character. One of the risks is cyberbullying, which often occurs on social media platforms and can cause significant mental stress in students. This form of online bullying not only damages students' mental health but also negatively impacts the development of healthy and positive character traits. If left unaddressed, cyberbullying can diminish students' self-confidence and worsen their social relationships, both online and in the real world [17]. Therefore, educators and parents must pay close attention to this phenomenon to support students who are victims. Another significant challenge is the issue of addictive behavior toward technology. Dependence on gadgets like mobile phones or other electronic devices reduces students' social interactions with family, friends, and their surrounding environment. This phenomenon can cause students to become more isolated, decreasing their ability to communicate directly. Technology addiction can also interfere with learning concentration and reduce the quality of healthy social relationships, which are vital for character development.

Additionally, exposure to age-inappropriate content presents a severe risk. Students can easily access harmful material, such as violence, pornography, or inappropriate messages, via the internet. This exposure can hinder the development of students' morals and undermine the character values education seeks to instill. To manage these risks, it is essential to wisely integrate technology into character education. The appropriate approach involves strict supervision from parents and educators and providing education on digital literacy so that students can use technology responsibly and protect themselves from its negative impacts [18].

3.3. Individualisme dan Materialisme

Globalization has fostered the rise of individualism, which increasingly dominates social life, including the educational sphere. This phenomenon has led students to focus more on personal achievements, such as academic or material success, rather than contributing to the community or nation. The growing orientation toward materialism, which often equates success with social status, material possessions, and public recognition, exacerbates this situation. These values are becoming more pervasive in everyday life, shaping students' perspectives to prioritize individual accomplishments over collective interests. However, the values of individualism and materialism stand in stark contrast to the collective culture that has been the foundation of character education in Indonesia. Global culture has begun to erode the values of cooperation, solidarity, and social concern, which have long been integral to Indonesian society. In education, neglecting these values can reduce the sense of togetherness among students and weaken the quality of social relationships in society. If left unaddressed, this value shift may result in a less empathetic generation, more isolated and increasingly focused on self-achievement without considering its impact on others. Implementing a local value-based education strategy is crucial to mitigate the negative effects of globalization on character education. This approach can reinstate the values of collectivity and togetherness intrinsic to Indonesian culture. By incorporating values such as cooperation and social concern into the learning process, students will be better able to appreciate the importance of social contribution and collaboration in achieving common goals.

Furthermore, this strategy can help strengthen students' cultural identity in the face of globalization's growing challenges. Therefore, educators need to design curricula that emphasize academic achievement and instill social values that contribute to character development. Integrating local values into education will assist students in developing empathy, mutual respect, and an understanding of their role in building a better society. Local value-based education can be a critical factor in overcoming the challenges of globalization and strengthening character education in Indonesia [19].

3.4. Inequality of Access to Education

The inequality of educational facilities across various regions of Indonesia presents a significant challenge in implementing character education. In many remote areas, students lack access to adequate educational infrastructure, such as proper classrooms, textbooks, and technological tools that support the learning process. This disparity in access hinders their ability to learn optimally, thus diminishing the quality of education they receive, including character development. Furthermore, these regions often struggle with a shortage of educators trained explicitly in character education, resulting in less-than-optimal development of social and moral values among students. In addition to the issue of inadequate facilities, there is a significant shortage of teachers trained in character education in remote areas. As a result, students in these areas do not receive enough guidance to cultivate positive attitudes and behaviors, which are essential components of character education. The lack of focus on character education in remote areas exacerbates the educational inequality between urban and rural regions. Better facilities and more qualified educators typically benefit students in urban areas, while students in rural areas often lack these advantages. Proposed solutions to address this inequality include optimizing social and educational movements that involve the community. These movements aim to unite the efforts of the government, social organizations, and local communities to support education in remote areas collectively. Strengthening the role of local communities is also crucial, as they can provide moral and material support to schools that lack facilities and teaching staff. Communities can contribute by offering informal education reinforcing students' character through extracurricular activities based on local values and mutual cooperation.

Additionally, we must prioritize training teachers in remote areas to enhance their effectiveness in implementing character education. With proper training, teachers can deliver lessons by prioritizing academic content and forming students' character grounded in strong social values. As noted by previous researchers, a community-based approach and strengthening teacher capacity will help address educational inequality and reinforce character education throughout Indonesia [20].

3.5. Strategy to Face Challenges
3.5.1. Strengthening Local Values

Local wisdom-based education is an effective strategy for preserving cultural identity and shaping students' morals. By integrating local folklore, customs, and traditions into the curriculum, students can better understand and appreciate the noble values that are part of their culture. Folktales, such as The Origin of Bamba Libo Toaya, serve as valuable learning materials, imparting essential values like cooperation, honesty, and courage. These stories convey moral messages and introduce students to their region's traditions and culture, fostering a deeper connection to their cultural roots. In addition to folklore, cultural activities, such as traditional celebrations at school and the involvement of local figures, can strengthen students' ties to the surrounding community. Students participate in activities like conventional ceremonies, traditional art performances, or cultural festivals, which help enhance their understanding and preservation of their cultural heritage. The involvement of local figures, such as traditional leaders or cultural icons, provides direct insight into deep traditional values and encourages a sense of pride in local culture. This strategy has proven effective in strengthening students' character in various regions of Indonesia. By instilling traditional values found in folklore and cultural activities, students develop into individuals who are not only academically capable but also morally upright, with a strong sense of responsibility toward society. For instance, several schools that have integrated local wisdom into their activities have created students more attuned to their social and cultural environment. Local wisdom-based education significantly contributes to strengthening students' character and cultural identity. Through this approach, students acquire academic knowledge and learn to appreciate and preserve their cultural heritage, reinforcing their identity as members of a nation rich in tradition [19][20].

3.5.2. Collaboration of Family, School, and Community

Character education is not solely the school's responsibility; the family also plays a crucial role in instilling moral values early on. Parents are vital in shaping their children's character by serving as role models in their daily lives. Through real-life examples, such as demonstrating integrity, responsibility, and compassion, parents can directly influence their children's character formation. Therefore, the family should serve as the primary setting for teaching moral values guiding children throughout their lives. Collaboration between schools and families is essential for building student character. One effective way to foster this collaboration is through parenting programs that train parents to support character education at home. These programs help parents understand the importance of their role in their child's character education and equip them with practical skills to promote moral values in everyday life. This initiative expects parents to take a more proactive role in assisting schools in shaping students' character. In addition, community activities, such as social services or cooperation, can further strengthen the collaboration between families, schools, and the community. Students learn to collaborate and develop empathy through these activities. Such initiatives teach social and moral values and strengthen relationships among individuals in the community. This kind of collaboration enhances students' social networks and provides them with practical experience in applying character values in real-life situations. As expressed by previous researchers, this strategy can increase community involvement in forming students' character. The character formation process becomes more holistic and comprehensive with support from families, schools, and the community. It also strengthens students' social relationships, helping them grow into individuals with empathy, responsibility, and a strong sense of togetherness [18][19].

3.5.3. Positive Use of Technology

When used wisely, technology can be a highly effective tool for strengthening character education. Developing educational applications is one strategic step to maximize the potential of technology in this context. Mobile-based applications with interactive content provide a platform for students to learn character values in an engaging and accessible way. These applications can include materials that teach empathy, responsibility, honesty, and other social values, all of which contribute to forming students' character. Additionally, positive campaigns can utilize social media to motivate students to engage in social activities that promote character values such as tolerance, empathy, and environmental cleanliness. Positive messages can spread widely and quickly through platforms like Instagram, Twitter, and YouTube, inspiring students to participate in activities that enhance their social awareness. These campaigns can also help build online communities where individuals support one another and share experiences in implementing character values in daily life. However, proper supervision from parents and teachers is essential to ensure the effective use of technology. They must ensure that the content students consume through technology is age-appropriate and promotes the development of positive character values. Supervising students to prevent exposure to negative content that could undermine their character development is crucial. These steps have proven to significantly improve student learning and engagement through technology in character education. Well-designed technology can create a more engaging, interactive, and practical learning experience, helping students internalize moral values essential for their character development [20][21].

3.5.4. Holistic Approach

Character education must involve the balanced development of students' cognitive, affective, and psychomotor dimensions. Various methods can realize this comprehensive approach, including direct experience and reinforcing positive values in everyday life. One effective method is through extracurricular activities, such as scouting, arts, and sports. These activities allow students to learn about cooperation, discipline, and responsibility. Through group interactions and the challenges encountered in these activities, students can internalize these values in their lives. In addition, community-based projects are an excellent way to strengthen character education. Involving students in social projects, such as environmental cleanups or teaching in remote areas, helps them develop social engagement and a sense of responsibility toward others. These activities allow students to witness firsthand the positive impact of their contributions to society, enhancing their empathy and social responsibility. Experiential learning also plays a significant role in character education. By providing students with opportunities to practice moral values in real-life situations, such as through conflict simulations, ethical discussions, or charity activities, they can learn to navigate challenges related to social and moral values. This approach equips students with a profound understanding of the practical application of ethical principles, fostering a more mature and responsible character. Overall, these approaches create a holistic model of character education, where students understand the theory of moral values and practice and internalize them in their lives. This balanced approach, encompassing the cognitive, affective, and psychomotor dimensions, is essential for building strong, responsible, and caring student characters [16][19][20].

The results of the analysis indicate that character education in Indonesia faces complex challenges due to globalization. These challenges affect not only individuals personally but also the education system. One of the main impacts of globalization is the influence of foreign cultures, which often conflict with local Indonesian values. Furthermore, rapid technological developments have positive and negative effects, such as easy access to information that is not always aligned with moral values and changes in students' mindsets that prioritize personal and material achievements. To address these challenges, the proposed strategy involves the application of local values in character education. Integrating local wisdom, such as folklore and local traditions, into the curriculum can effectively teach the noble values of Indonesian culture. Additionally, utilizing technology positively is a crucial strategy. Educational applications and positive campaigns on social media can use technology to introduce character values, enabling students to engage in social activities that uphold values like tolerance and social concern.

Moreover, involving community elements in the character education process is essential. Families, schools, and communities must collaborate to shape strong and virtuous student characters. Collaborative programs, such as parenting initiatives and cooperation activities, can help reinforce character learning outside the school environment. Holistic-based character education, encompassing cognitive, affective, and psychomotor dimensions, can provide a solid foundation for the younger generation to navigate global dynamics while maintaining their cultural and moral identity. Therefore, character education in Indonesia requires a more comprehensive and integrated approach to ensure that the younger generation not only adapts to changing times but also preserves the noble values inherited from their ancestors [18][19][21].

4. Conclusion

Character education is a critical element in shaping a generation with integrity and adaptability amidst the rapid flow of globalization. Globalization presents numerous opportunities through technological advances and cultural exchange, facilitating access to new information and ideas. However, it also brings significant challenges, including the influence of foreign cultures that may conflict with local values, a rise in individualism and materialism, and the risks associated with digital technology, such as cyberbullying and addictive behavior. These impacts exacerbate the challenges in character formation among students, particularly in the digital era. One of the significant challenges in character education in Indonesia is the inequality of access to education, which deepens the gap in character development, especially in remote areas. In many parts of Indonesia, limited educational facilities, a lack of teacher training in character education, and the uneven distribution of resources result in suboptimal learning processes. This inequality further hinders the opportunities for the younger generation to develop a balanced and robust character, limiting their ability to face the challenges of modern times wisely. Designing character education with a strategic approach based on local values is essential to preserving students' cultural identity in the face of these challenges. A local wisdom-based approach, such as integrating local folklore and traditions into the curriculum, is one effective way to internalize noble values in character education. This strategy also incorporates the positive use of technology by creating educational applications that impart moral and character values through interactive content and by leveraging social media to promote values of virtue and social solidarity.

Moreover, collaboration between families, schools, and communities is critical in strengthening character education. Schools cannot bear the full responsibility for character education; parents and the community must also support this shared endeavor. Parenting programs and social activities involving the local community can help create an environment conducive to student character formation. Character education, through a holistic approach incorporating cognitive, affective, and psychomotor aspects, cultivates individuals with balanced thinking, feeling, and acting. This approach enables students to navigate global dynamics while preserving their cultural identity and values.

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