

Integration of Character Education and the Enhancement of Literacy Culture in the Indonesia Emas 2045 Roadmap: A Systematic Literature Review

Hamdi Maulana Hsb^{1*}

¹Universitas Islam Sumatera Utara, Medan, Indonesia

Corresponding Author.

*Email: hamdi3005243009@uinsu.ac.id

Abstract: *The purpose of this study is to examine how the integration of character education and the enhancement of literacy culture are incorporated into the Indonesia Emas 2045 roadmap, particularly in the context of developments in education and science and technology, which constitute one of the key pillars in the Indonesia Emas vision formulated by the government. This study employs the Systematic Literature Review (SLR) method by analyzing relevant previous studies that have been selected using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. A total of six articles were identified as the most relevant sources for examining how character education and literacy culture can serve as a strategic pathway toward achieving Indonesia Emas 2045. Data analysis in this study was conducted through a data coding process using NVivo 12 Pro software to ensure the accuracy and reliability of the research findings. The results reveal that efforts to enhance character education in previous studies involve strategies that optimize intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) in order to develop a generation that possesses integrity, discipline, and competitiveness. Meanwhile, the improvement of literacy culture is carried out by emphasizing both reading literacy and digital literacy. These aspects serve as essential foundations for the younger generation to improve quality across various sectors, including education, the economy, defense, and equitable development. The integration of character education and the enhancement of literacy culture thus becomes a crucial foundation in the early stages of the roadmap for preparing a golden generation capable of realizing the vision of Indonesia Emas 2045 one that is not only intellectually competent but also capable of managing emotional and spiritual intelligence, while being proficient in both reading and digital literacy.*

Keywords: *literacy culture; golden Indonesia 2045; digital literacy; reading literacy; character education;*

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1. INTRODUCTION

Indonesia is currently entering a period of demographic dividend that is expected to reach its peak in the coming years. The demographic bonus refers to the increasing proportion of individuals within the productive age group (15–64 years) compared to those in the non-productive age groups (under 15 and over 65) within a certain period. This productive-age demographic includes a large number of young people, who can serve as a catalyst for maximizing the benefits of the demographic dividend. [1].

Indonesia is expected to reach its peak demographic dividend in 2045. At that time, the country will experience a demographic bonus dominated by a productive-age population, accounting for approximately 70% of the total population. This condition must be optimized to achieve Indonesia Emas 2045. If this demographic bonus is not properly managed, Indonesia may face several negative consequences, including poverty, unemployment, poor health conditions, increased criminal activity, and the failure to achieve the vision of Indonesia Emas 2045. [2].

The vision of achieving Indonesia Emas 2045 is based on four main pillars: (1) human development and the mastery of science and technology, (2) sustainable economic development, (3) equitable development, and (4) the strengthening of national resilience and governance. [3] Currently, Indonesia's younger generation—projected to become the golden generation by 2045—is facing various challenges. Within the first pillar of the

Indonesia Emas 2045 vision, human development and the mastery of science and technology serve as fundamental foundations that must be prioritized. At present, Indonesia is experiencing a moral crisis, educational regression, and low levels of both reading literacy and digital literacy. These issues will undoubtedly hinder the realization of one of the main pillars in achieving the goals of Indonesia Emas 2045.

In developing the Indonesia Emas 2045 roadmap, the government has in fact formulated various visions and missions to be carried out by the nation's youth. However, to successfully implement the four pillars of the Indonesia Emas 2045 roadmap, a crucial initial step is required to address the two major challenges currently faced by Indonesia. In terms of human development and the mastery of science and technology, character education and literacy culture must serve as essential foundations in executing the Indonesia Emas 2045 roadmap.

Character education in Indonesia has become one of the key challenges that significantly influence the development of the younger generation. One of the main issues is the decline in moral values and the erosion of noble principles among students, driven by rapid technological advancement and globalization.[4]. The implementation of character education in Indonesian schools also indicates that character education strengthening programs have not yet been fully integrated into the curriculum. This issue affects educational outcomes, making them less optimal at both primary and secondary levels, where character education is often treated merely as a supplementary component rather than as a core element of the curriculum, particularly within the school system.[5], [6].

Moreover, the phenomenon of low literacy quality in Indonesia has become a major issue that requires serious attention within the context of national education. Data from the Programme for International Student Assessment (PISA) 2022 reveal that Indonesian students' literacy skills are at a highly concerning level, ranking 74th out of 79 participating countries. [7], [8]. The low level of literacy among students not only hinders the process of acquiring information but also makes them vulnerable to misinformation, including fake news [8]. Low literacy culture is not limited to reading literacy; it also includes a lack of understanding of digital literacy. As cited by Kompas (2023), data show that Gen Z and Millennials are among the most vulnerable groups to being deceived by fake news. This indicates that the rapid flow of information can also have negative impacts on young people if it is not accompanied by adequate education on the importance of digital literacy.

Character education and literacy culture in Indonesia play a crucial role in building the foundational capital for citizens to follow the Indonesia Emas Roadmap, which represents a vision of achieving a more advanced and prosperous Indonesia by 2045. Character education, which includes the development of moral and ethical values, is not solely the responsibility of formal education but also involves families and communities. Furthermore, literacy culture is closely related to the quality of character education. In the educational context, literacy is often considered the initial foundation for individual development.

To support the Indonesia Emas Roadmap, collaboration among schools, parents, and communities is required in fostering character education and literacy culture. Through a collaborative approach, education can produce individuals who are not only knowledgeable but also well-behaved and capable of making positive contributions to society. Therefore, strengthening character education and literacy culture must become a top priority in Indonesia's educational agenda. This study aims to examine how previous research demonstrates the effectiveness of character education and literacy education in improving the quality of youth education in preparing the golden generation of 2045.

2. METHOD

This study is a qualitative research employing the Systematic Literature Review (SLR) method to examine findings from previous studies, enabling the researcher to develop a new conceptual framework that is both relevant and academically sound. This study adopts the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method, which is applied to identify, evaluate, and analyze various prior studies related to the research topic. The data collected in this study are presented comprehensively to highlight key findings from previous research.

The steps in applying the PRISMA method begin with formulating the research problem, conducting a literature review, and then screening and selecting the most relevant articles to address the research objectives. The implementation process consists of: (1) explaining the research background and objectives, (2) formulating research questions, (3) conducting a literature search, (4) establishing inclusion and exclusion criteria, (5) evaluating the quality of studies, (6) designing a data extraction strategy, and (7) synthesizing the data. [9].

The initial step taken to systematically determine the research focus was to develop a PICOC framework (Population, Intervention, Comparison, Outcome, Context), as presented in the table below:

Table 1. PICOC Framework

PICOC	Component	Description
P	Population (Target of the Study)	Students, teachers, parents, librarians, literacy communities, policymakers
I	Intervention (Detailed Aspect of the Study)	Character education strategies, literacy movement processes, utilization of media and technology
C	Comparison (Comparing Intervention Outcomes)	Comparing methods of character education and literacy culture enhancement across studies
O	Outcome (Research Results)	Identifying strategies and indicators of successful character education in shaping youth morals and character, as well as understanding the impact of literacy culture enhancement on education and its relevance to the Indonesia Emas 2045 Roadmap
C	Context (Research Setting)	Schools, community environments, families, literacy communities

Based on the data presented in the table above, the research questions are formulated as follows:

Table 2. Research Questions

Identifier	Research Question	Motivation
RQ1	What research methods have been used in previous studies on character education and literacy in Indonesia over the past five years?	To identify the research methods used (qualitative, quantitative, mixed methods, SLR, etc.).
RQ2	What forms of programs, strategies, or models of character education and literacy culture enhancement have been implemented in Indonesia?	To identify various strategies and implementations of character education and literacy culture development in Indonesia.
RQ3	What indicators are used to measure the success of character education and literacy culture?	To identify outcome indicators (students' values/attitudes, reading skills, reading interest, literacy culture, and digital literacy).
RQ4	In what contexts have studies on character education and reading literacy been conducted (education level, region, community, libraries, policy)?	To identify research settings or contexts (schools, communities, government, families, literacy communities).
RQ5	How relevant are the findings of studies on character education and reading literacy to the Indonesia Emas 2045 Roadmap?	To relate the research findings to the national education development vision toward Indonesia Emas 2045.

The data related to the literature in this study were obtained from journal databases, namely Google Scholar and DOAJ, covering publications from the last five years (2020–2025). To identify the most recent and relevant literature addressing the phenomena of character education and the enhancement of literacy culture in Indonesia, the researcher employed keywords using Boolean operators as follows:

- “character education” AND “influence” AND “Indonesia Emas”
- “literacy culture” AND “Indonesia”

- “reading literacy” AND “influence”
- “digital literacy” AND “Indonesia”

Table 3. Inclusion and Exclusion Criteria

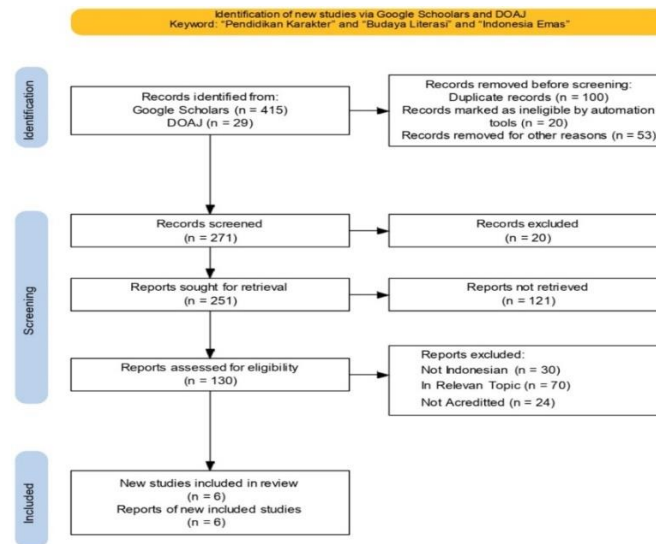
Inclusion Criteria	Exclusion Criteria
Journal articles published within the period 2020–2025	Journal articles published outside the period 2020–2025
Articles written in Indonesian	Articles written in languages other than Indonesian
Articles discussing character education or reading literacy (either or both) within the context of Indonesian education	Articles not relevant to character education or reading literacy
Articles from journals indexed in DOAJ or nationally accredited (SINTA)	Articles from journals that are not accredited or lack scientific standards
Articles based on empirical research (qualitative, quantitative, mixed methods, case studies, surveys)	Articles in the form of opinions, essays, or non-research works

3. RESULTS AND DISCUSSION

RESULTS

The initial step undertaken by the researcher in conducting the literature review was the use of the PRISMA method, which involves the stages of identification, screening, and inclusion. The researcher identified relevant articles by searching databases such as Google Scholar and the Directory of Open Access Journals (DOAJ). Subsequently, the screening stage was carried out by applying inclusion and exclusion criteria, resulting in six articles considered relevant to the research topic at the inclusion stage. The following presents the results of the literature screening using PRISMA.

Figure 1. PRISMA Flow Diagram



After conducting the article screening stage based on inclusion and exclusion criteria, the researcher identified a total of six articles to be analyzed in this study. The following presents the results of the review of these articles:

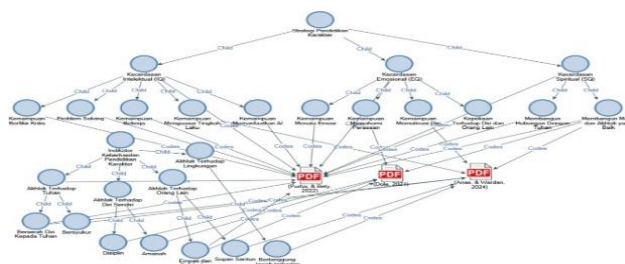
Table 4. Literature Review Results

Code	Author	Title	Method	Strategy	Indicator of Success	Context
A1	Purba & Bety, 2022 [10]	Preparing the Golden Generation of Indonesia 2045 through ISEQ-Based Character Education	Literature Review	Optimization of intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) as the foundation for character development	Achieves balance in educational practice by shaping essential thinking patterns, fostering positive behavior, and developing moral responsibility as well as effective competencies	Government and Society
A2	Dole, 2021 [11]	The Influence of Character Education on Student Discipline in Elementary Schools	Quantitative Correlation	Applying a character formation process consisting of ideas–actions–habits–character	Character education among students is moderately effective in improving discipline, with a correlation of 53.2%, while 46.8% is influenced by other factors	School Environment
A3	Anas & Wardan, 2024 [12]	Character Education Strategies in the Family: Building Children's Moral Foundation	Literature Review and Observation	Implementing character education through role modeling, emphasizing positive behavior, utilizing open dialogue, and involving children in activities that foster morality and empathy	Effective when character education at home is synchronized with formal education at school, resulting in the development of positive character and moral values	Family Environment
A4	Yurniati et al., 2025 [13]	Preparing the Golden Generation 2045: The Importance of Digital Literacy from	Literature Review	Integrating digital literacy into the school curriculum with a focus on digital ethics and cybersecurity awareness	Students improve technical skills in using digital tools, enhance creativity and critical thinking, understand digital ethics	School Environment

		Elementary School			and cybersecurity, and increase reading interest through interactive learning		
A5	Andriani et al., 2024 [14]	Analysis of the Role of Reading Communities on Early Reading Skills	Descriptive Qualitative	Improving literacy quality through reading activities involving three stages: habituation, core activities, and evaluation	Success indicators are reflected in improved reading ability, starting from recognizing letters, words, and sentences	Reading Communities in Society and School Environment	
A6	Diana et al., 2024 [15]	Promoting Literacy Culture: Strategies and Challenges in Increasing Reading Interest in Elementary Schools	Descriptive Qualitative	Implementing school literacy movements through reading, writing, and retelling activities, along with facilities such as reading corners, bulletin boards, posters, and development stages	Activities are effective as an initial step in fostering reading interest, although challenges remain, such as time constraints within the school curriculum	School Environment	

After conducting a review of six articles on character education and literacy, the researcher proceeded to map the emerging themes using NVivo 12 Pro analysis, as illustrated in the figure below:

Figure 2. Project Map of Strategies and Indicators of Successful Character Education



Source: (Researcher, Processed using NVivo 12 Pro)

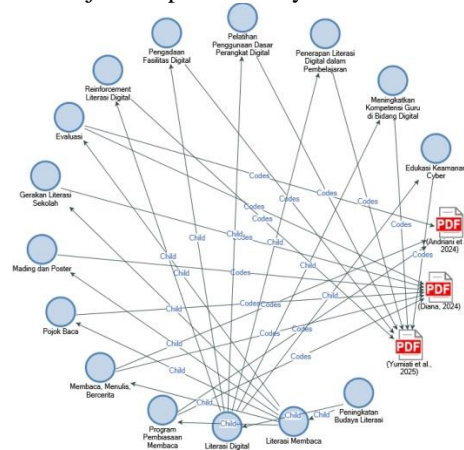
Based on the results of data analysis using NVivo 12 Pro software—specifically the analysis of three articles related to strategies and indicators of successful character education—it was found that character education strategies can be categorized into three types of intelligence: intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). Intellectual intelligence (IQ) is reflected in critical thinking skills, problem-solving abilities, work-related competencies, behavioral mastery, and the effective use of technology, all of which are essential in addressing contemporary challenges.

Meanwhile, emotional intelligence (EQ) refers to the ability to manage emotions, understand one’s own feelings as well as those of others, maintain self-motivation, and demonstrate sensitivity to the social environment. These competencies enable individuals to maintain personal balance and build strong, healthy relationships. On the other hand, spiritual intelligence (SQ) focuses on the development of moral values and good character, fostering a close relationship with God/the Creator, and establishing religious values as the foundation for behavior in daily life.

The indicators of successful character education, based on the data coding results, consist of four key aspects: moral conduct toward God, demonstrated through a sense of surrender and gratitude; moral conduct toward oneself, reflected in trustworthiness and discipline; moral conduct toward the environment, shown through responsibility toward one’s surroundings; and moral conduct toward others, characterized by politeness, solidarity, and the development of empathy.

Therefore, in relation to preparing a golden generation, character education serves as a fundamental foundation for achieving Indonesia Emas 2045.

Figure 3. Project Map of Literacy Culture Enhancement

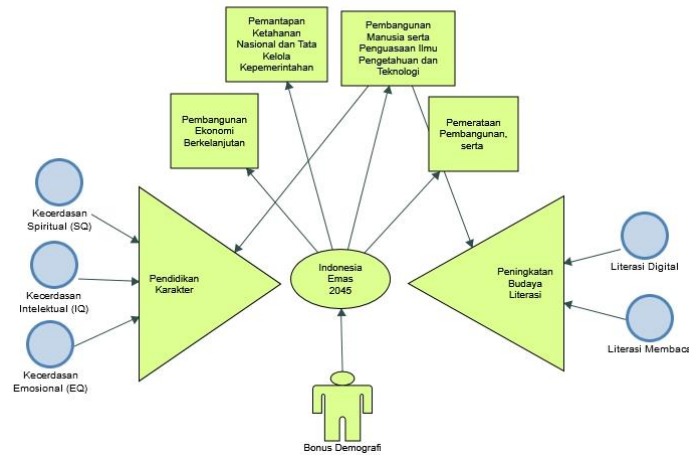


Source: (Researcher, Processed using NVivo 12 Pro)

The results of the NVivo 12 Pro analysis of three articles on literacy indicate that literacy culture improves when reading literacy and digital literacy are integrated, as both complement each other effectively. Enhancing literacy culture goes beyond merely improving reading and writing skills; it also involves collaborative efforts to establish a sustainable literacy ecosystem within schools and communities. In terms of reading literacy, improvements have been achieved through school literacy movements, reading habituation programs, reading–writing–storytelling activities, reading corners, bulletin boards, and posters. These programs are designed to make reading an enjoyable habit rather than an obligation. Indicators of success include an increasing number of students showing interest in reading, as well as improvements in their ability to comprehend and process information.

Digital literacy, on the other hand, represents a response to technological advancements. Efforts to enhance digital literacy culture include providing access to digital tools, offering training on their use, integrating digital literacy into the learning process, and improving teachers’ technological competencies. Additionally, educating students on the safe and responsible use of technology, enhancing their digital literacy skills, and conducting regular evaluations are essential components of this process. Therefore, when schools and communities establish reading literacy as a foundation and complement it with contextually relevant digital literacy, they can significantly strengthen literacy culture. The integration of both will foster a generation that not only has a strong interest in reading but is also critical, creative, and capable of using emerging technologies responsibly.

Figure 4. Concept Map of the Integration of Character Education with the Enhancement of Literacy Culture in the Indonesia Emas 2045 Roadmap



Source: (Researcher, Processed using NVivo 12 Pro)

Figure 4. The Concept Map of the Integration of Character Education with the Enhancement of Literacy Culture in the Indonesia Emas 2045 Roadmap illustrates the trajectory of national development established by the government through four main pillars: (1) human development and the mastery of science and technology, (2) sustainable economic development, (3) equitable development, and (4) the strengthening of national resilience and governance. This study primarily examines the pillar of human development and the mastery of science and technology, as these elements are directly related to the quality of human resources, which is crucial for achieving the vision of Indonesia Emas 2045. Character education, which focuses on the development of spiritual intelligence (SQ), intellectual intelligence (IQ), and emotional intelligence (EQ), serves as a key approach in producing a generation that is honest, adaptable, and capable of competing at the global level.

Strong character not only helps individuals develop good moral values but also enables them to utilize knowledge and technology wisely. On the other hand, enhancing literacy culture both through reading literacy and digital literacy is an essential means of opening new opportunities, fostering critical thinking, and equipping individuals with relevant skills in the digital era. The integration of character education and literacy culture is expected to create well-rounded individuals who are not only academically competent but also possess strong moral values, social skills, and digital literacy. Therefore, the goal of human development and the advancement of science and technology is not merely to produce a productive generation, but to cultivate a golden generation that can become the driving force behind the Indonesia Emas 2045 Vision.

DISCUSSION

The discourse on the integration of character education and the development of literacy culture within the Indonesia Emas 2045 Roadmap indicates that human development and the mastery of knowledge and technology are fundamental pillars that require strengthening, as they directly influence the effectiveness of other pillars, particularly sustainable economic development, equitable development, and the enhancement of national resilience and governance. Character education is considered a fundamental element in shaping a generation that is ethical, competitive, and prepared to face global challenges.

Purba and Bety (2022) highlight the importance of enhancing intellectual, emotional, and spiritual intelligence as core elements of character development, aiming to align fundamental attitudes, constructive behavior, and ethical responsibilities. Dole (2021) emphasizes that character education improves students' discipline in schools; however, its effectiveness is still influenced by external factors beyond formal education. Anas and Wardan (2024) argue that character education becomes more effective when there is synergy between school-based learning and family practices through role modeling and open discussions. Alongside character education, strengthening literacy culture is a crucial component of human development, especially in responding to the digital era. Yurniati et al. (2025) underline the importance of integrating digital literacy into the educational

curriculum, enabling students to acquire technological skills alongside an understanding of digital ethics and cybersecurity.

Findings from Andriani et al. (2024) demonstrate that reading communities can enhance children's early reading skills through organized reading activities. Diana et al. (2024) stress the importance of school literacy initiatives by promoting reading, writing, and retelling activities as fundamental techniques to foster reading enthusiasm, despite facing technical challenges, including limited time allocation within the curriculum. The integration of character education and literacy culture thus serves as a strategic foundation for shaping the golden generation of 2045.

Without strengthening these aspects, the other three pillars of development will not function effectively. Economic development requires human resources who possess not only intellectual competence but also strong character and literacy skills to compete in the global market. Equitable literacy across regions is essential for balanced development, preventing the widening of inequalities in the future. National resilience and governance will be strong only if society upholds moral integrity and develops critical literacy skills to actively participate in democratic life. Therefore, character education and literacy culture are not merely educational priorities, but foundational elements of civilization that determine the achievement of the Indonesia Emas 2045 Vision.

In addition, several recent studies further reinforce the argument that the integration of character education and literacy culture is essential in preparing a competitive and adaptive generation in the era of digital transformation. Research by Lickona (2021) emphasizes that effective character education must be systematically integrated into the curriculum and supported by a holistic school environment that promotes ethical values and responsible behavior [16]. Similarly, Berkowitz and Bier (2020) highlight that character education programs significantly contribute to students' academic achievement and social competence when implemented consistently across educational settings [17].

From the perspective of literacy development, OECD (2023) reports that countries with strong literacy ecosystems—combining reading literacy and digital literacy—tend to produce students with higher-order thinking skills and better problem-solving abilities [18]. Furthermore, UNESCO (2022) stresses that digital literacy is no longer optional but a fundamental competency required to navigate information in the digital age, particularly in combating misinformation and fake news [19].

In the Indonesian context, research by Sari et al. (2023) shows that integrating literacy programs with character education can significantly improve students' reading interest and moral awareness simultaneously [20]. This is supported by Pratiwi and Widodo (2022), who found that literacy-based learning models enhance students' critical thinking and ethical decision-making skills [21]. In addition, Wahyuni et al. (2024) emphasize that school-based literacy movements are more effective when supported by family and community involvement, creating a sustainable literacy culture [22].

Moreover, digital transformation in education requires teachers to possess strong digital competencies. According to Redecker (2020), teacher readiness in digital pedagogy plays a crucial role in the successful implementation of digital literacy in classrooms [23]. Meanwhile, Ng (2021) argues that digital literacy should include not only technical skills but also cognitive and socio-emotional dimensions, enabling students to use technology responsibly [24].

Finally, a study by Fullan (2020) highlights that educational transformation toward future readiness must integrate character development, literacy skills, and technological competence as a unified framework [25]. Therefore, the findings of this study are further strengthened by global and national evidence indicating that the integration of character education and literacy culture is not only relevant but also essential in achieving the Indonesia Emas 2045 vision.

4. CONCLUSION

The literature review indicates that the integration of character education and the promotion of literacy culture serves as a strategic foundation for achieving the vision of Indonesia Emas 2045, particularly in the areas of human development and the advancement of science and technology. Character education has been proven to effectively shape a generation characterized by integrity, discipline, and a strong sense of moral responsibility, as evidenced by several studies highlighting the crucial contributions of families, schools, and communities in fostering synergistic character development. In contrast, literacy culture, which encompasses both reading–writing literacy and digital literacy, functions as an essential tool in developing critical thinking, creativity, and adaptive skills among young people in the context of globalization and digital transformation.

The integration of these two elements enhances the quality of human resources and directly influences the success of the other three pillars of development: sustainable economic growth, equitable development, and the strengthening of national resilience and governance. Without improvements in character education and literacy, economic development would lack direction, equitable progress would be difficult to achieve, and national resilience would be vulnerable to decline. The findings of this study affirm that character education and literacy are not merely educational initiatives, but rather foundational pillars of civilization that determine the success of the Indonesia Emas 2045 Roadmap.

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