The Role of Teachers in Realizing the Golden Generation Noble Character

Sidik Wibowo Akhmad

UIN Prof.KH. Saifuddin Zuhri Purwokerto, Indonesia

Abstract:
The purpose of this study is to explain the role of the teacher in realizing a noble generation of gold. This research is a library research. The results in the study show that teachers have a strategic role in realizing a golden generation with noble character. Teachers can direct students to prepare the provisions needed in the era as the golden generation. The teacher provides direction and exemplifies attitudes, thoughts and behaviors that have a noble character and carry out daily activities.

I. Introduction

Currently, the world is experiencing a disruption phenomenon, an atmosphere in which the movement of the industrial world or job competition is no longer linear. Very fast change, fundamental by randomizing the pattern of the old order to produce a new order (Mira Mirnawati, 2019)

Looking at the phenomenon that is intertwined in the midst of citizens by continuing to be rampant problems of immorality, immorality, and criminality should indeed be a matter that needs to be addressed. If the matter is left uncovered, perhaps this nation is already on the verge of collapse. As informed by Lickona in Muslich, there are 10 characteristics that display signs of the destruction of a nation are (1) Increased violence among young people, (2) Deteriorating use of language and words, (3) Strong peer group influence in acts of violence, (4) Increased self-intrusive attitudes, such as drug use, alcohol, and free sex. (5) Continued to be a blurring of good and bad moral guidelines, (6) Shrinking work ethic, (7) Continued low respect for parents and teachers / lecturers, (8) Low sense of responsibility for people and the people of the country, (9) Cultivating dishonesty, and (10) There is a sense of suspicion and hatred among others (Muslich, 2022)

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Learning System (UU Sisdiknas) which formulates the use and objectives of national learning. Article 3 of the National Education Law says, "National learning plays a role in improving and shaping the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the ability of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible state society". The purpose of forming people who believe and fear God Almighty, have noble morals is a very basic goal in learning. It means that from the learning process there is expected to form a generation of religious nations. A generation of nations that are able to harmonize sports, heart sports, sports / karsa, and sports to create an attitude that is fearful of Allah SWT, humanist, pluralist, and democratic.

To realize the goal of national learning is to improve and shape the dignified nature and civilization of the nation in order to educate the nation's life so that the emphasis on personality learning becomes a very meaningful part. Therefore, the learning process must be able to implement personality learning evenly so that the personality of the nation's next generation that dreams of can be realized. Realizing the hope of the birth of a good generation of the nation is our collective responsibility. Therefore, the implementation of compulsory personality learning can be realized. Personality learning is a very pressing part of today's learning curriculum. Personality learning is expected to be applied as soon as possible to children from the

personality learning process is expected to form a generation that has a strong personality. Therefore, a concrete step is needed to realize Islamic personality learning as an effort to build the nation's identity towards the golden generation of 2045 (Wardoyo, 2015).

In 2045 the Indonesian nation wants to reach the age of independence of 100 years. In that year this nation hoped to become a developed, sovereign, just, and prosperous nation and country of Indonesia based on the values of Pancasila. A nation that is equal and equal among other developed nations, has wealth that is managed and enjoyed by its own nation in a fairly comprehensive manner, and understands science and technology in the development of the country for the realization of world prosperity and peace. To achieve this dream, a generation of Indonesians with noble character or character is needed and smart. For this reason, it takes commitment and responsibility from all components of the nation since today.

Learning is an investment that has a strategic role in increasing quality human energy sources. Therefore, it is very meaningful to reconstruct and reformulate learning designs that can support the creation of the golden generation of the Indonesian nation. For the Ministry of Education and Culture, to respond to this period (demographic bonus), Indonesia is obliged to carry out massive investments in the development of human energy sources as well as an effort to welcome 100 years of Indonesia's independence, in 2045. By urging the expansion of access to learning at all levels to awaken the golden generation. Because for him, the quality of good and comprehensive learning is the key to successfully raising the golden generation (Kompas.com., 2012) (Nantara, 2022) Preparing a golden generation with noble morals depends very much on the position of teachershow the position of teachers can be maximized to create a golden generation with charity. Referring to this case, this post was compiled based on a literature review intended to explain the position of teachers in realizing a golden generation with noble morals. By describing the understanding of the golden generation, as well as noble akhak and making noble moral personalities in students through activities in madrassas / schools, as well as making students' personalities through the position of teachers. It is hoped that this paper is useful for efforts to develop the personality of students with noble character, especially through activities in schools and the position of teachers in carrying out strategic steps to shape student personalities

The author raises this paper because the golden generation is very challenging and a generation with noble morals can respond to these challenges with the position of teachers who can set it. If the challenging golden generation needs to be realized with noble morals, teachers must function in realizing it.

Research Methods

This research uses literature studies. The author collects data from various journals, books, research results and mass media. The author collects and collects article documents from journals, research books related to the role of teachers in realizing a golden generation with noble morals (Sugiyono, 2013)

Discussion

The golden generation is like a mirage that appears to exist but is not empirical. With various problems including poverty, violence, ever-changing curriculum, budgets, and poorly managed management. This problem is the problem of the world of education in Indonesia towards the ideals of the Golden Generation. The Golden Generation concerns the world of minds, the world of ideas, a world consisting of humans who are not static but dynamic, progressive and constantly moving to realize their dreams. There is no formula for surrendering to the problems that plague the golden generation of humans. Thus, the golden generation is the ideal human generation or super mens who will be addressed by the values of high morality, democratic, skilled, innovative, religious, and noble morals (Ahyar, 2014).

The year 2045 is exactly 100 years of Indonesia's independence. It is expected that in that year Indonesia will have a golden generation. The golden generation is an expression or connotation used as a hope that there will be a generation of superior, great, and genius Indonesian generations in all fields of technology and science that will build the Republic of Indonesia into a strong, superior, great, and sovereign nation in the eyes of the world. This "Golden Generation" was chosen because as its connotation because the word gold is an object with chemical elements with a very high material value and is desired by many people (Dongoran, 2014) (Hamdani et al., 2022) It has been predicted or described that the golden generation of 2045 is the time when Indonesia gets a demographic bonus. It is said that because in 2045 most of the

population structure of the Indonesian nation are young people who have the potential or with productive age to build and advance the Indonesian nation. In 2045, for those born in 2000-2010 will enter the age of 35-45 years, namely middle adulthood which according to psychology is a very productive age (Yusuf, 2017) This is the key concept of this demographic bonus can have a positive impact as well as a negative impact. To minimize negative impacts, we must develop human resources or population in Indonesia well. The most important thing to do is to change the view of the demographic bonus, we must view this demographic bonus as a challenge for the Indonesian nation. According to Sugiharto (Prasetyo &; Marzuki, 2016), there are eight steps to face the challenges of 2045, namely: (1) Eradicating cases of hunger and extreme poverty; (2) Achieve basic education for all; (3) Promoting gender equality and women's empowerment; (4) Reduce child mortality; (5) Improve maternal health; (6) Combat or fight infectious diseases such as HIV/AIDS, malaria, etc.; (7) Determine environmental sustainability; and (8) Develop global partnerships for development.

Education is a major key in creating a golden generation in 2045. The golden generation must obtain quality education in order to build this Indonesian nation to be superior, strong, and sovereign in the eyes of the world. In addition to education to obtain various sciences and in the field of technology, this golden generation must be equipped with character education in accordance with the identity and character of the nation. With a balance between competencies or skills in various fields of science with character or generation with character, the golden generation is able to build an advanced, sovereign and superior Indonesian nation in the international arena (Hamdani et al., 2022).

This era is also called the Industrial Revolution 4.0 era. This era also changed the way of thinking about education. The change intended is not just in the practice of how to teach, but much more essential, namely a change in "mindset" towards the concept of education itself. There is a heavy task of education in this era, namely that education should be able to prepare students to face three things: a) preparing students to be able to work whose jobs currently do not exist; b) prepare students to be able to solve problems whose current problems have not arisen, and c) prepare 40 students to be able to use, utilize and process technology that currently does not exist (Mira Mirnawati, 2019).

The desired golden generation in the future is one who is able to collaborate, can work together to involve many friends to excel together, move forward together, do not like to stand out and play smart alone. It characterizes the golden generation in the future," Character building is closely related to religion, honesty, discipline, cleanness, healthy tolerance, work ethic and nationalism. In extracurricular activities it is closely related to praying before and at the end of the activity, creating a pleasant situation in the activity, involving character values and working together. Together with the community, the development of character education starts from determining character education school programs and maintaining cleanliness (Marini, 2018)

Noble morals are defined as a system of behavior based on a system of universal values to do good and benefit the life of society, nation and state. According to Priyambodo (2011) said that the learning process in the classroom must pay attention to the character of its students. A teacher must be clever to insert character education content in his learning. For example, when a chemistry teacher wants to do learning with experimental methods, the teacher can emphasize that students do not manipulate experimental data (honest), maintain laboratory cleanliness, be careful in using tools and chemicals in the laboratory, cooperation in groups, and so on. Integrated character education in learning is an identifier (Priyambodo, 2011)

Strengthening the role of schools in habituating noble morals for children is an urgent need to be done in anticipating social and technological changes. In addition, there is also a negative impact of schools as educational institutions that should be a safe place for children. The habituation of noble morals at school is an innovation that seeks to make children more focused at school to become intelligent and noble students. (Mira Mirnawati, 2019)

It is necessary to strengthen the role of schools in habituating noble morals in the era of disruption, synergistic and targeted programs. In the realm of Input, strengthening the role of schools is through: 1) Intra-curricular: All Subjects; 2) Co-curricular, such as Study / field trips, field trips, art studios, cultural parks, madrasah diniyyah, language and literature communities; 3) Estra-Curricular, such as Scouts, Paskibraka, Youth Red Cross (PMR), Sports, etc.; 4) Non-Curricular, such as Flag Ceremony,

National/Regional Anthem, Book Reading, Praying Together, Cleaning the Environment, Leading Exercises in Class, Reading Quran, Reciting Asmaul Husna. In the realm of process, character education and noble morals, borrowing the term and concept of Ki Hajar Dewantara, are carried out by doing heart sports, thought sports, sports and sports, including through the process of habituating noble morals. The expected output is the birth of Indonesia's golden generation equipped with 21st century skills (Mira Mirnawati, 2019) The best step to improve this situation is to have Islamic character education applied as early as possible in educational institutions. Character education according to Saptono is a deliberate effort that is arranged systematically to develop good character based on core virtues that are objectively good for both individuals and society. Character is a person's disposition, character, morals, or personality that is formed from the internalization of various virtues that are believed and used as a basis for the way of viewing, thinking, acting, and acting. The development of Islamic character given from an early age will provide a foundation and become a strong fortress of a nation's civilization based on Islamic teachings (Soedijarto et al., 2008).

Hasan said that the character built is a virtue that prevails in society. These virtues consist of a number of values, morals, and norms, such as being honest, daring to act, trustworthy, and respectful to others. (Hasan, 2010). On the other hand, Thomas Lickona explained that a person of character is the nature of a person in responding to situations morally, which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble characters. From the formation of character instilled through education, our nation is expected to be able to create a generation that is noble, noble, and moral (Lickona, 2022). The moral values that have been prioritized by the school are honesty and enthusiasm for learning. The value turns out to be the most choice that is agreed to exist in students. Likewise, other noble moral values are also developed for students. Various school efforts have been made to foster honesty and enthusiasm for learning students. Development of a school culture that is free of cheating, or procurement (Arianto &; Lubis, 2017) School Honesty Canteen, the provision of boxes of found goods is believed to be able to get used to honest living in students as well as growing self-confidence, security, and respect for others. To motivate the enthusiasm for learning of students can be through the installation of slogans in strategic school places, competition activities (smart, careful, MTQ, etc.), or extracurricular activities such as; scientific groups, reading corners, or ICT groups/clubs. In particular, Scouting Extracurricular activities are agreed to be one of the student activities that foster many positive values / characters for students. Furthermore, extracurricular sports and art activities are used in fostering the morals of students such as; Tough, confident, respectful of each other, and disciplined. The study of the values developed in students still seems new limited to values that are centered on students, such as honest, disciplined, competitive. While values that involve others such as; Caring, tolerant, appreciating, cooperating, nationalism, and brotherhood have not been the targets of values developed to date (Arianto &; Lubis, 2017).

Academically, the culture of educational units must be interpreted as positive moral culture or positive moral culture (Lickona, 1992: 325). Positive moral culture within the scope of educational units (schools, campuses, networks/virtual classes, has 6 (six) elements, namely: 1) moral and academic leadership from the head of the primary and secondary education unit; 2) enforcement of school rules, 3) school code of conduct; 4) community and family development of schools; 5) functions and roles of student councils, student organizations, study/scientific groups; and 6) a school/campus/virtual network atmosphere with character. School is a community (community) that is engaged in the formation of values through habituation, learning, and the creation of a supportive (conducive) school atmosphere. The formation and development of these values is nothing but the formation of school culture that serves as a means to develop themselves (students) in behaving in accordance with noble morals, which has an impact on daily life both at school and outside school (community).

Building a school culture is a long process, planned, implemented, needs example, supervision, and perseverance from school leaders, teachers, and education staff to make it happen. The values instilled must be clear and obey the principles in carrying them out so that school residents, especially students, will get internalization of these values and then display them into behavior. In summary, it can be said that school culture is expected to be part of the culture of educational units or school culture has a very broad scope, including ritual activities, expectations, socio-cultural relations, demographic aspects, curricular activities, extracurricular activities, decision-making processes, policies, and social interactions between components in the education unit. The culture of the education unit is one aspect that influences student development.

According to Dr. Terakiat Jareonstasin's (2000) research on the influence of education units on child development, four main things were found that influence each other. The most important aspect is the climate or culture of the educational unit. If the atmosphere of the educational unit is full of discipline, honesty, and compassion then this will produce the desired output in the form of a good frog. At the same time, the teacher will feel the peace and atmosphere of such an educational unit, and will improve the management of classes. With good learning management, it will lead to high academic achievement. Another important finding is that if students have good character, it will have a direct effect on high academic achievement. Therefore, the first step in applying character education in an education unit is to create an atmosphere or climate of an educational unit with character and will help transform educators, students, and education staff into citizens of an education unit with character. This includes the realization of the right vision, mission, and goals for the education unit. All steps in this character values learning model will contribute to each other's culture of the Education unit (Arianto &; Lubis, 2017).

As one small example; Currently, many schools make school toilets / bathrooms (teachers and students) as a medium for character education of students at school. Toilets are deliberately built clean, comfortable, and maintained like hotel or mall toilets. All who use toilets are required to comply with existing regulations and build awareness to maintain cleanliness so that toilets become school storefronts about hygiene. This can only be done by education units with the support of education unit management who have high concern for environmental cleanliness. Such conditions are implemented through education unit programs that synergize between education unit management, educators and students, and parents. In every corner of the room there must be a trash can that can be used to store dry and wet waste and recyclable waste. All residents of the education unit are conditioned to throw garbage into a place that is appropriate for the type of waste. Through the School Culture Success Indicators as required in the National Accridition Bandan (BAN Depdiknas 2005) include; a) the school implements a classroom cleaning program with established procedures and schedules, b) the school implements a school environmental hygiene program with established procedures and schedules, c) the school implements a security program with established procedures and schedules, d) the school has a school fence, e) the school implements an environmental beautification program with established procedures and schedules, and f) the school has a school garden (Arianto & Lubis, 2017).

The learning experience of students in educational units at least occurs in; 1) teaching and learning activities, 2) school environment, 3) extracurricular activities, and 4) interaction with parents and the community. The four situations that affect student learning become a vehicle for strategies to realize the development of students' noble morals. The realization of noble morals means managing teaching and learning activities, school environment / school culture, extracurricular activities, and interaction of students with parents and the community in order to develop the noble moral values of students selected through a careful digging process as part of achieving national education goals through strengthening education (Arianto &; Lubis, 2017)

If considered, there are several motives or encouragements for sending children to certain educational institutions, including future hopes in anticipation of the lives of the next generation, namely: 1. Schools provide knowledge and skills. 2. The school is a nursery for leadership cadres. 3. School is a place to anticipate social mobilization. 4. Schools help solve social problems. 5. Schools are agents of succession and development of culture. 6. Schools can help family welfare (Gunawan, 2000). Teachers in learning have an important role, Learning without teachers is an illusion, because of all learning components there are such as curriculum, infrastructure facilities, learning procedures, teachers, students, parents, and areas, which is very sure is the teacher. Teachers have a very noble role, from whom the golden generation of Indonesia was formed. Moreover, teachers carry the mandate to realize national learning, namely the development of the ability of students to become human beings who believe and are devoted to God Almighty, have noble character, knowledge, capable, creative, independent, and as a democratic and responsible State society (Djono, n.d.).

Teachers are the main key to the success of human resources that are not only productive but also superior and religious. In this regard, it cannot be separated from the government's efforts to synergize to educate the nation's children. In welcoming the golden generation of 2045, there must be many obstacles, so it is necessary to prepare tips in welcoming the golden generation of 2045 is to encourage economic growth and

the nation's competitiveness in the era of the industrial revolution 4.0. for this reason, teachers need to prepare a more innovative, interactive learning system, and improve graduate certification to have competence and have XXI century skills (Learning and Innovations Skills). By producing graduates according to the needs of the XXI century who focus more on certain specialties, the goals of Indonesian national education must be directed at efforts to shape the skills and attitudes of individuals of the XXI century (Djono, n.d.). The era of disruption requires changes in various aspects, including education. The impact and negative effects of the disruption era should be an "alarm" so that we who are currently adults, prepare education with all its components for today's students. Strengthening the role of schools as an important place for self-development, mentality, attitudes and personality of students must be supported by government regulations and implemented by all education stakeholders. Through habituation of noble morals and strengthening character education in schools, it is hoped that the next generation in the future will not become human victims of technology, consumers of digital products and dry of spiritual values) (Mira Mirnawati, 2019).

One aspect that is considered important for improving the quality of education, is character education. Character education is currently considered as one of the strategic efforts to form Indonesia's Golden Generation. This opinion is based on the fact that when Indonesia ignores education and the character of nation building, the result will be no determination and self-motivation in every child of the nation. In fact, it must honestly admit that the condition of this nation tends to be actions that show disrespectful behavior and an attitude of disrespect for the nation's culture. Some of them can be seen from: the erasure of unifying and cooperating attitudes in the lives of Indonesians; The existence of anarchist behavior and dishonesty that appears in both government structures and the field of education. An example of anarchist behavior and dishonesty in government structures is the abuse of authority by government officials which has an impact on increasing corruption in almost all government institutions. Other examples of the same behavior in the field of education are brawls, plagiarism and mass cheating (Badrudin, 2016)

In facing various challenges today and in the future, education and educational institutions are required to be solutions. We should be grateful that various parties, both government and experts, still believe that to improve Indonesia and its citizens is most effectively done through education (Mira Mirnawati, 2019). Some examples of examples that teachers have are time discipline, polite speaking, not smoking, throwing garbage in the space provided, and so on. Teachers can be interpreted in Javanese, namely "digugu dan diimit", so students may have bad characters because teachers cannot give examples of bad characters. According to Prasetyo, et al (2016: 217) that example is very important to overcome character problems and has a very large contribution in educating and fostering character. Exemplary prioritizes aspects of behavior in the form of concrete actions rather than just talking. Prasetyo's opinion is reinforced by Isgandi's opinion (Isgandi, 2015) which says that the example of educators will be very meaningful in order to influence the mental development and attitudes of students. Educators not only transfer knowledge, but must also be able to internalize faith and noble morals. Educators not only teach science, but must be the first practitioners of the science taught. Educators are not only recognized as good people in institutions where they serve, but also must have noble morals and be trusted in the family and community (Prasetyo &; Marzuki, 2016).

According to Adhie Budiman (2017) the implementation of character education and noble morals in schools can be carried out if efforts are made to fulfill the aspects as below: 1. Strengthening student character in preparing student competitiveness with 21st century competencies, namely: critical thinking, creativity, communication, and collaboration through school-based management revitalization and community participation 2. Learning is integrated in schools and outside schools with teacher supervision through intra-curricular, co-curricular, extra-curricular, and non-curricular synchronization, and schools are integrated with community activities of cultural arts, language and literature, sports, science, and religion 3. Revitalizing the role of the Principal as a manager and the obligation of teaching hours of teachers as inspirations of character education and noble morals through deregulation, strengthening the capacity and obligations of principals/teachers and training on an ongoing basis (Budhiman, 2017).

Teachers of course must have creativity. For example, using technological and information devices. The development of character education-oriented learning video media can be one of the choices because it has proven effective in instilling values. Character education has three main functions, including the first function, building and growing the potential of students to be able to think and behave in accordance with

the philosophy of Pancasila. The second function is to correct and strengthen the role of families, education units, communities, and governments to participate and be responsible for building the nation towards an advanced, independent, and prosperous nation. The third function is as a filter for the culture of other nations that are not in harmony with the cultural values of the nation and the character of the Indonesian nation (Santika, 2020).

In 2045, exactly 23 years away, Indonesia will go to 100 years to commemorate independence known as golden Indonesia (Rahmat, 2016). This will be the background for the rise of the golden generation. Here education plays an important role in creating Indonesia's golden generation. With quality education, it is the right thing for education stakeholders to organize as well as possible. Quality education requires teachers to be able to design quality learning activities creatively, innovatively, and inspirationally in order to welcome Indonesia's golden generation in 2045. Teachers become one of the main ones in creating the success of human resources that are not only productive but also characteristic. In this regard, it is inseparable from the government's efforts to educate the nation's children (Field et al., 2017).

For activities to implement noble moral values, especially through extracurricular activities, teachers should not forget the following: a. Exemplary Teacher example plays a role in fostering student behavior, good examples from teachers will imprint on students. In the long run, the positive behavior of the teacher will be adopted by students in their lives. b. Habits are not all good, some of them are bad, so they must be abandoned and good habits need to be passed on and carried out in everyday life. Changing habits is not easy, therefore the role of teachers or educators is highly recommended to always pay attention to students to act in accordance with the values instilled. c. Learning through experience Learning activities are aimed at, among others, to help students form new understanding and knowledge which ultimately forms an independent and creative attitude. New information interacts with existing understanding. Informed values will become thoughts, hearts, and feelings for students, with the hope that students will have new attitudes and behaviors d. Dialogical and interactive Learning is a process of constructing knowledge. The way dialectical learning or dialogue occurs can help give birth to new understandings that are considered right and good. In the implementation of noble moral values should also be done in dialogical, interactive and dialectical ways. As a facilitator, the instructor directs students to develop their talents and interests. In every extracurricular activity, there must be values that can be instilled in students such as the value of unity, mutual assistance, discipline, honesty, tolerance, and independence. In scout activities, for example, teachers can instill the values of mutual assistance, tolerance, honesty, and selflessness.

The teacher as a guide can see the attitude of each student, and there the teacher can direct students to do good which contains noble moral character values (Djono, n.d.). In the application of noble morals in schools, teachers intensively spearhead noble moral education. Teachers are idol figures for students, so educators should display their best attitudes both in terms of science and morals. On the other hand, teachers must take advantage of this opportunity to build character, personality and noble morals to students. There are several things that must be considered first by educators in order to carry out their roles properly, namely educators or teachers are the spearhead of the implementation of noble moral education in schools. When in the classroom the educator becomes the sole role model, therefore the educator must display positive attitudes reasonably. In life outside the classroom, for example before entering class, break time, and after the lesson is over, educators must still maintain their attitude. For example, do not let any teacher think that noble moral education is the task of a particular teacher so that other teachers who happen to see students making mistakes, do not reprimand them. For example, littering. This is a mistaken view. All teachers must maintain cohesiveness in the education of noble moral character by monitoring the behavior of students and by integrating them in their respective subjects.

The application of noble morals inside and outside school by students will be a positive value for the school and increase public confidence in the education of their children. a. Time at school is only one-third of daily life. That little time is not enough to teach noble morals theoretically, it will be more effective if presented in the form of example and habituation. b. The development of school culture by teachers can encourage students to actively behave as expected. If teachers are consistent and diligent in paying attention to the behavior of students at school, especially when teachers see inappropriate behavior, there needs to be a reprimand. A sweet reprimand from the teacher to his education participants will increase students' awareness of the wrong actions they do. The activities of supervising and at the same time guiding students

to build a school culture depend a lot on teachers, in addition to the large number, teachers also interact most often with students.

Therefore the teacher should have integrity and a strong personality in the sense that what the teacher thinks, says, and does should be in harmony or consistent, which is more popularly with the expression: "Only thoughts, words, and deeds". Thus it is necessary to realize the following: a. When in the classroom, every teacher is an educator of noble morals. The appearance of the teacher in the classroom becomes the center of attention of learners. Therefore, educators must master the lesson and be able to display positive attitudes such as listening, friendly, caring, polite, natural, and other positive attitudes. b. Outside the classroom, teachers remain teachers and educators. The positive relationship between educators and students continues and is maintained beyond the classroom. However, do not let it reduce the credibility of the educator himself. Often relationships that are too close make educators and students forget their respective positions, which results in more open associations so that students are more courageous to joke until they cross the line. Personal things such as negative pasts and educators' household problems should not be known to students, let alone ask for something material from students. Familiarity should not diminish the authority of educators in the eyes of students, because it can result in teacher failure in fostering noble morals. c. Educators in the eyes of the community. Outside of their work environment, educators interact with their social environment. Society views teachers as educators and role models. Therefore, positive attitudes must still be displayed by teachers even outside their workplace at school. If educators are careless and shameful in their behavior and behavior, then their dignity will decrease, especially if some of their students are members of the community. Usually negative news about teachers will spread easily and it takes a very long time to recover. d. The teacher is a person who is admired and imitated All teacher behavior will be followed by his students. How many students trust their teachers more than their parents. Teacher behavior becomes a measure of the behavior of students.

The positive things displayed by a teacher will be a motivation and inspiration for students in their future. Therefore, every teacher should always maintain all his thoughts, words, and deeds so that they can be a good example and can be a guide for students. The following describes the duties of teachers in addition to their main duties as subject supervisors, namely: 1). Mobilizing activities that are habituative to students to apply values and norms such as greeting each other, greeting, praying, cooperating, and so on. 2). Guiding discipline in various activities in schools that contain noble moral values such as religious worship, collecting assistance to be distributed to those in need, and others. 3). Holding competitions to explore and hone the creativity of students. 4). Monitor the attitudes and behavior of students in daily activities at school. 5). Lead and coordinate student activities that can create a sense of security, order, and fun in the environment (Arianto &; Lubis, 2017)

Teacher tips to welcome the golden generation 1. Teachers must be able to master technology and information, teachers must be literate about technology. Teachers must also always be up to date on the latest technological developments. Teachers are required to understand technology better than learners. Don't want to lose to the students. In addition, teachers are familiar with operating PCs, laptops, LCDs and so on, as supporting media for the teaching and learning process in the classroom. Not only that, teachers can also activate communication applications through wahtshapp, You tube and social media that have an impact on students. 2. Teachers must be creative, innovative and inspiring, especially in delivering learning materials, teachers must be creative, innovative and inspirational, especially in transferring learning materials. Teachers must be able to improvise in using learning procedures to make it more interesting and not seem boring. Teachers can produce exciting learning with the dialogue method with modules to trigger the creativity and activeness of students. So, teachers do not only focus on teaching with a one-way flow but use a two-way teaching flow that creates interaction between teachers and students or what is now known as the "student center" 3. Teachers always adhere to 4 competencies (professional, pedagogic, social and personality).

Based on Law No. 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1) reports that "Teacher competence as defined in Article 8 includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional learning." Teacher competency standards include the core competencies of teachers who graduated from the competence of PAUD/ KINDERGARTEN/ RA teachers, elementary / MI class teachers, as well as subject teachers at SD / MI,

SMP / MTs, SMA / MA, and Vocational High Schools (SMK) / MAK *. 4. Teachers must be able to understand the character of students The characteristics of each individual child have their own uniqueness, teachers need to understand the initial characteristics of students so that teachers can easily manage everything related to learning. The abilities of students vary so that a teaching component is needed that can adapt to the characteristics of students so that meaningful learning is obtained. Based on this explanation, in this ability it can be determined from where the teacher should start teaching and up to what point the teaching can be ended. so, learning takes place from the initial ability to the final ability (final goal) that is the responsibility of the teacher (Meriyati, 2015: 1). 5. Teachers must emphasize the learning process rather than learning outcomes Teachers must build a mindset in our students, if "The main orientation is not from the final result, but the process in obtaining the final result." This embedded mindset makes humans resilient and not easily discouraged in experiencing failure and not arrogant when they meet success. Teachers must respect every result obtained by students. We share positive feedback for them so that it continues to strengthen them in the educational process. 6. Teachers can channel and optimize student potential Effective and professional teachers should need to understand student growth and development comprehensively and periodically. Each student has different characteristics and diversity in ability or personality. Abilities that each individual by includes potential abilities that allow it to be developed, such as talents and intelligence. The potential skills possessed by individual students should receive attention from elementary and secondary school. Because, the learning process that children go through in real life and to welcome the golden generation in 2045 (DePorter, 2006) (Nasir, 2013).

Teachers who are experts in finding out together with their students, know how to do something, know how to recognize a or how to use something to do something new properly and correctly. Teachers are expected to be able and able to carry out an educational process that relies on and carries out the 4 pillars of learning suggested by the UNESCO International Commission for Learning, namely: 1) Learning to Know, 2) Learning to Do, 3) Learning to Be, and 4) Learning to Live Together. (Karim, 2017) 1. Learning to Know Learning to recognize is an activity in obtaining, deepening and using knowledge material. Material ability is one of the valuable things for students in the XXI century. Students must also have the desire for lifelong learning. In this regard, it can be said that students must continuously take into account their own expertise about what is already known and continue to feel the need to strengthen explanations for the success of their later lives.

Students must be ready to always learn when experiencing a new atmosphere that requires new skills. Education in the 21st century should place more emphasis on the theme of interdisciplinary education. The 4 special themes relevant to modern life are: 1) global understanding; 2) financial, economic, business, and entrepreneurial literacy; 3) civic literacy; and 4) health literacy. These themes need to be studied in schools to better prepare students to experience life and the world of work in the future. 2. Learning to Do In order to be able to get used to and adjust to a very fast growing society, every individual needs to learn to work. Teachers or students together need academic and applied knowledge that can connect knowledge and expertise, creative and adaptive, and able to transform all these aspects into valuable skills. (Saputro, 2022) 3. Learning to Be Academic and cognitive skills are indeed meaningful skills for a teacher but are not among the skills that teachers or students need to be successful. Teachers who have fundamental cognitive competencies are qualified and identified individuals. Such teachers are able to answer failures and conflicts and crises, and are ready to experience and overcome difficult problems in the XXI century. In particular, teachers are obliged and able to work and study together with various groups in various types of work and social areas, and are able to adapt to the changing times. 4. Learning to Live Together Various facts show that students who work cooperatively can achieve a greater level of expertise when viewed from the results of thinking and expertise to put data in the long term than students who work individually. With this, teachers as leaders can position themselves towards the group. Learning together will provide opportunities for students to actively participate in dialogue, keep track of their learning strategies and achievements and become critical thinkers. For this reason, there are several things that teachers must master and do in order to be able to keep pace with the changing times and become ideal and professional teachers in preparing the golden generation (Djono, n.d.).

It should be emphasized that the influence of globalization on the one hand turns out to have a negative influence on the younger generation to preserve the culture of the Indonesian nation. The norms contained in

the culture of the Indonesian nation slowly began to fade. The onslaught of technology and the interistic values applied in it, have raised the issue of globalization and ultimately gave rise to new values about world unity. The way to handle all these influences can be taken on the positive side is by filtering the culture that enters Indonesia and preserving the nation's culture. With the persistence of national identity in each individual, it is hoped that it can become a filter for foreign cultures that can enter anytime and anywhere. Future cultural strategies are actually needed not only to become technologists, but the community must be able to become inventors, in other words educate people to think, say and act correctly (Saputro, 2022) (Agustin, 2011)

This is where the role of a teacher in schools is needed to provide There are several roles of teachers in the current learning process; (1) Teachers as learning resources; the role of the teacher as a learning resource is related to the teacher's ability to master the subject matter; (2) Teachers as facilitators; the role of teachers as facilitators in providing services to students to make it easier for students to receive lesson material; (3) Teachers as managers; In the learning process, G Uru's role is to be in full control of the climate in the learning atmosphere; (4) Teachers as demonstrators; Acting as a demonstrator means not taking to the streets to demonstrate. The teacher is a figure whose role is to show attitudes that will inspire students to do the same, even better; (5) Teachers as guides; His role as a guide, the teacher is asked to be able to direct students to become what they want to be; (6) Teachers as motivators; The learning process will be successful if students have motivation within themselves; (7) Teachers as elevators; teachers must evaluate all the results that have been carried out during the learning process (Al Fatah &; Amirudin, 2022)

Conclusions

Teachers have a strategic role in creating a golden generation with noble character. Teachers can direct students to prepare the provisions needed in the era of the golden generation. Teachers provide direction and role models for attitudes, thoughts and behavior that have noble character and carry out daily activities.

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