

## Youth Character Building through Quality Education in Realizing Golden Indonesia 2045

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**Abstract:** *This article aims to explore adolescent character building through quality education in realizing a Golden Indonesia 2045. These two goals are part of Indonesia's SDGs. Adolescent character development in Indonesia is on an upward trend, so a character education strategy is needed to achieve the golden goal. The urgency of this article is to formulate character development that is qualified in terms of a series of opportunities and challenges faced by the Indonesian nation. This article uses a qualitative method with a literature study approach. The primary sources of this article are education policy documents and relevant recent literature. Meanwhile, the secondary data used in this study are reportage documents and supporting research. The results show that there are three domains that must be suppressed in achieving a Golden Indonesia 2045, namely: 1) Ongoing Conflict, 2) Safety and Security and 3) Militarization. In addition to peace, there are eight factors of justice and educational efforts that can be implemented in achieving SDG's point number 16. On the other hand, the realization of this Gold must be accompanied by multiracial, gender and multireligious knowledge. Building the ideal adolescent character in realizing a Golden Indonesia 2045 involves quality education that emphasizes moral integrity, social skills, a sense of responsibility, and awareness of justice values. Quality education that can realize a Golden Indonesia 2045 requires a holistic approach that integrates character building, multicultural inclusiveness, social skills development, and the participation of all relevant parties. Critical Pedagogy and Social Development theories have an important role in reviewing and creating novelty in this research. The focus of development rests on aspects of criticality, social skills and understanding by encouraging collaboration. Then local values, history and religion become one of the reinforcing factors in achieving a Just and Peaceful Indonesia.*

**Keywords:** *Character building; education; peace; justice; SDG's.*

### Introduction

Youth character building through education is an urgent discourse in Indonesia. Reporting from the Worldtop20 database, Indonesia's education ranks 67 out of 203 countries (Worldtop20, 2023). This relatively modest ranking is based on several factors and the most dominant is the high school completion rate of only 78% and college completion of only 19% (CNBC Indonesia, 2023). In line with the data above, the quality of education greatly influences the characteristics of adolescents in Indonesia. Education is one of the central indicators that determine the value of the Youth Development Index (IPP) in Indonesia. Reporting from Data Indonesia (2023), the Ministry of Youth and Sports released that Indonesia's IPP from 2015-2022 tended to stagnate even though the numbers fluctuated.

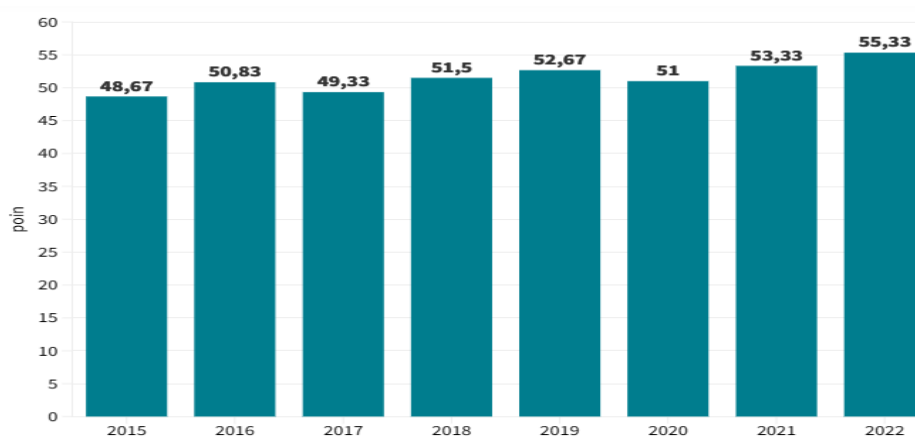


Figure 1. Indonesia's IPP from 2015-2022.

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Although Indonesia's IPP has continued to rise over the past three years, there are still many aspects that need improvement. The Vice President of Indonesia has a target value of 57.67 by 2024 and this target can be achieved by improving youth character building and quality education for the Indonesian people (Kabongo, 2021; Rahayu & Dong, 2023). Quality education is recognized as one of the main instruments in shaping adolescent character (Wang et al., 2022). By providing a holistic education that focuses on moral, intellectual and emotional development, we can create a young generation that has a strong foundation of values. Youth character building through quality education can be key in realizing Indonesia's vision as a golden nation.

The success of a nation is not only measured by the level of economic progress or political success, but also by the quality of character of the individuals in its society (Abbas et al., 2021). In the context of Indonesia, where cultural, religious and ethnic plurality is a hallmark, adolescent character building should include values of diversity, tolerance and cooperation (Fauzan et al, 2023; Raji et al., 2023; Robinah & Akello, 2023). Quality education should be able to teach adolescents to appreciate differences and work together to build the foundations of a peaceful, just and harmonious society.

Major challenges such as the uncontrolled influence of social media, promiscuity, and unequal access to education add to the complexity of adolescent character building in Indonesia (Hart, 2022; Sikumbang et al., 2024). Therefore, there is a need for serious and comprehensive efforts from various parties, including the government, educational institutions, families and communities, to jointly create an environment that supports the growth of positive character in adolescents.

The urgency of this research is to create an in-depth understanding of the critical role of quality education in building adolescent character as the main pillar in realizing a Golden Indonesia 2045. In the face of the complexity of social challenges and the ever-evolving global environment, this research is urgent to identify effective educational strategies in shaping the character of adolescents with integrity, responsibility and readiness to face future challenges. By deeply understanding the factors that influence adolescent character building through quality education, this research is expected to provide a solid empirical foundation for designing more effective and relevant education policies in achieving Indonesia's vision as a golden country through a resilient and ethical young generation.

## Literature Review

This research emphasizes the importance of adolescent character building as a process that should be taken seriously. Adolescent character encompasses the values, morality, attitudes and skills that shape their personality (Boichuk & Zhelanova, 2022). An in-depth understanding of these factors is considered crucial to understanding how adolescents shape their identity and how such character can contribute to the development of society.

On the other hand, this research highlights the key role of quality education in shaping adolescents' character. Quality education is considered a key tool that can equip adolescents with the positive values, interpersonal skills and moral insights needed to become citizens who contribute to realizing a Golden Indonesia 2045. Education is not only understood as a knowledge transfer process, but also as a tool to shape attitudes and values that can guide adolescents in facing the complexities of modern society (Kartikawati, 2019).

In this research, the author uses the Theory of Critical Pedagogy (Matiti, 2022). In this context, education should empower adolescents to think critically, explore the values of justice, and identify constructive ways to help realize a Golden Indonesia 2045. For development, the author uses Social Development Theory, in which quality education should create opportunities for adolescents to interact, cooperate, and learn from positive social experiences (Tyler, 2023).

In this literature review, the author has analyzed 1,000 previous studies collected using the Publish or Perish version 8 application. After the previous research is collected, the author will conduct network analysis and density analysis using the VosViewer application to identify terms that often appear with the theme "Teenagers Development". The results of the analysis are as follows:



## Materials and Methods

This research methodology uses a qualitative approach with a focus on literature study or literature review as an in-depth theoretical foundation (Creswell, 2020; Dekkers et al., 2022; Yin, 2013). The literature study will be conducted by exploring the literature related to youth character building, quality education, and its impact on realizing a Golden Indonesia 2045. Primary data sources will come from education policy documents, research articles and relevant current scientific literature. Secondary data sources include reportage documents and related research that will be analyzed to support the research findings.

This data collection technique will involve in-depth research and investigation of the literature to detail key aspects of youth character building through quality education (Américo et al., 2022; Guest et al., 2017). Data from the literature will be analyzed using a content analysis approach, where key concepts and findings will be identified and synthesized to form a holistic and in-depth understanding. This analytical approach suits the qualitative approach and allows researchers to explore various perspectives and concepts related to adolescent character building.

Data analysis uses the Miles and Huberman approach, which involves the stages of data collection, data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2016). Data from the literature study will be thematically analyzed to identify patterns, themes and key concepts related to adolescent character building through quality education. The results of this analysis will provide in-depth insights into effective educational practices and challenges faced in the effort to realize a Golden Indonesia 2045 through adolescent character building, focusing on existing literature and theories.

## Results

### *The Ideality of the "Golden" Narrative for the Indonesian Nation*

Embracing the concept of "Gold" for Indonesia is one of the sub-points in the Sustainable Development Goals (SDG's). These two concepts are brought together in point number 16 on Peace, Justice and Strong Institutions (Bappenas, 2023).

In building the foundation for understanding and realizing a Golden Indonesia 2045, the Global Peace Index presents three key domains: Ongoing Conflict, Safety and Security, and Militarization (Vision of Humanity, 2023). In looking at youth character building through quality education, these three domains provide a substantial perspective on the challenges and opportunities facing Indonesia. Ongoing Conflict, reflecting the course of conflict, marks the importance of education in shaping attitudes and skills that are able to respond to differences in a peaceful manner (Higgins & Novelli, 2020). Safety and Security emphasizes the need to create a safe and supportive environment for adolescent character growth (Vanderhoven et al., 2022).

Meanwhile, in the Militarization domain, the role of militarization reminds us of the urgency of educating adolescents about the values of peace, diplomacy, and dialogue-based conflict resolution (Wallenstein, 2019). It is in this context that youth character building through quality education can play a role as the main pillar in shaping a generation that is not only academically intelligent but also has the moral and social awareness to steer Indonesia towards golden ideals.

In the context of Indonesia, the aspects measured by the Global Peace Index, namely Ongoing Conflict, Safety and Security, and Militarization, provide important insights related to efforts to build adolescent character through quality education in realizing a Golden Indonesia 2045.

**Ongoing Conflict:** Although Indonesia is not currently experiencing large-scale conflicts, the existence of local conflicts, especially in certain regions, shows the importance of educating adolescents about the values of peace, dialogue, and peaceful conflict resolution. Quality education should include materials that teach tolerance, cooperation, and non-violent conflict resolution (Diab et al., 2022).

**Safety and Security:** Safety and security are key factors in creating a supportive environment for youth character building. Quality education should include aspects of personal safety, safety in the school environment, and an understanding of the role of society in creating a safe and secure environment for all (Wysokińska-Senkus, 2020).

Militarization: In the context of youth character building, the militarization aspect highlights the importance of teaching peace values and emphasizes the use of alternatives to conflict resolution other than military force. Quality education in Indonesia should emphasize the role of diplomacy, dialogue and peace as the main foundation in responding to differences and conflicts (Gozum et al., 2023).

Understanding these three domains is key to achieving Indonesia's SDGs. On the other hand, quality education in Indonesia can be designed to prepare young people who not only have academic knowledge but also the social and moral skills needed to create a peaceful society. On the other hand, in realizing the "Just Indonesia" narrative, WJP Releases there are at least eight points that must be pursued. Here is the information:

**Table 1. World justice factors and indicators.**

No	Justice Factor	Education Efforts
1	Constraints on Government Powers	Development of extracurricular activities related to the political system Citizen Rights and Obligations Curriculum Active Involvement in the Democratic Process Simulation and Discussion
2	Absence of Corruption	Anti-Corruption Campaign Creative Projects that Highlight the Consequences of Corrupt Behavior
3	Open Government	Open Government System Training Promoting Transparent Participation Promoting Information Disclosure
4	Fundamental Rights	Learning the Basic Principles of Human Rights Dialogue on Basic Rights such as Education, Freedom of Opinion, Education etc.
5	Orders and Security	Anti-Bullying Program Conflict Resolution Skill Development Advocacy for School Environment
6	Regulatory Enforcement	Teenage Role Simulation Law Institute Visit Research and Effectiveness of Regulation Enforcement
7	Civil Justice	Basic Legal Education Community Advocacy Program
8	Criminal Justice	Criminal Justice System Curriculum Emphasis on Societal Norms

Quality education plays an integral role in shaping the character of adolescents who are not only academically intelligent, but also have a deep understanding of the principles of democracy, justice and human rights. Through key points such as the limits of government power, emphasis on integrity, as well as an understanding of openness in government, education aims to empower teenagers as critical and active citizens in creating a just social environment. Teaching anti-corruption values, human rights and their role in maintaining order and security in society is an integral part of the youth character building process. In addition, quality education also equips them with knowledge of civil and criminal justice systems and the importance of active participation in maintaining justice and upholding human rights.

Thus, quality education becomes the main foundation in shaping a young generation that is not only knowledgeable, but also responsible and committed to the principles of democracy and justice.

Constraints on Government Powers: Youth character building should include an understanding of the importance of constraints on government powers, which demonstrates the need for education (Han, 2023). It is important to empower adolescents to become critical citizens and actively participate in Indonesia's democratic system.



**Absence of Corruption:** Quality education should emphasize integrity and anti-corruption values (Suyadi et al., 2021). Youth need to understand that injustice can arise from corruption, and that they have a role to play in creating a clean and fair environment.

**Open Government:** Quality education needs to create an understanding of the importance of openness in government (Cantador et al., 2023). Youth should be taught how to promote transparency and accountability to strengthen the principles of fairness in governance.

**Fundamental Rights:** Building adolescent character through quality education should place emphasis on understanding and respecting human rights (Gaviria, 2022). This includes basic rights such as freedom of expression, the right to education and the right to a decent life.

**Order and Security:** Education should teach adolescents about the importance of their role in maintaining order and security in society (Catal et al., 2023). This involves building an understanding that cooperation and active participation are necessary to create a safe and peaceful environment.

**Regulatory Enforcement:** Quality education should provide insight into the need for regulatory enforcement to maintain fairness (Grimmelikhuijsen et al., 2021). Adolescents need to understand that consistently enforced rules help create an equal and fair environment.

**Civil Justice:** Youth should be empowered to understand the civil justice system and how they can contribute to fair and effective law enforcement. Quality education highlights the importance of civil society as a critical instrument in society (Ho & Barton, 2020).

**Criminal Justice:** Quality education should also provide an understanding of the criminal justice system (Pokhilenko et al., 2021). Adolescents need to realize the importance of fair treatment in the handling of criminal cases and the importance of rehabilitation rather than punishment alone.

Through quality education that includes these eight points of justice, it is hoped that Indonesian adolescents can grow into individuals who have strong character, ethics, and actively contribute to realizing a Golden Indonesia 2045.

In addition to reflecting on the factors above, adolescents have a crucial role in realizing a Golden Indonesia 2045, especially in the midst of multiracial, multireligious, gender, and social complexities (Durrani & Halai, 2018; Hays, 2020). They can be agents of change by promoting intercultural dialogue, appreciating diversity, and building awareness of national unity (Marquis, 2023). By internalizing the values of tolerance and inter-ethnic cooperation, adolescents can shape an inclusive environment that strengthens unity in the country.

In addition, adolescents play an important role in paving the way towards gender equality and social justice (de Looze et al., 2018; Wilcox et al., 2021). They can challenge gender stereotypes, support equal rights and opportunities, and take concrete steps to address inequalities. By understanding and respecting human rights without discrimination, adolescents can become agents of change that lead to a more just and peaceful society. With character building that focuses on these values, Indonesian youth can be an important pillar in creating a better future for the country.

#### *Youth Character Building as Social Actors*

Youth character development plays a crucial role in shaping the foundation of a golden society in Indonesia (Suciati et al., 2023). Along with the various challenges faced by the country, adolescents are agents of change who can have a positive impact in realizing the vision of a prosperous Indonesia. In this context, the ideal adolescent characters are those who have moral integrity, social skills, a sense of responsibility, and awareness of justice values.

At this level, moral integrity is the main foundation in building adolescent character (Zhou et al., 2021). Integrity includes loyalty to ethical and moral values that underlie decisions and actions. Adolescents who have moral integrity will tend to make right and ethical decisions, even in challenging situations. They understand the importance of honesty, fairness and responsibility in their daily lives.

Quality education plays a key role in building adolescents' moral integrity. In-depth subjects on ethics, moral learning, and open discussions on moral dilemmas can form deep understanding and reflection in adolescents. In addition, the role of teachers as moral role models is also important. Teachers who

demonstrate moral integrity in their daily actions will serve as strong models for adolescents. Teacher leadership plays an important role in shaping young people with character, integrity and spiritual awareness (Sulasmi & Akrim, 2023).

Social skills are an important element in shaping the character of adolescents who can contribute to a golden society. Adolescents who have good social skills tend to be able to communicate effectively, cooperate in groups, and resolve conflicts in a constructive way. Quality education should focus on developing interpersonal skills, empathy and cooperation (Leach, 2022; Akrim et al, 2021).

Extracurricular activities such as social clubs, collaborative projects or volunteer activities can be an effective means of practicing teenagers' social skills. Participation in these activities helps adolescents understand the importance of working together towards a common goal, building healthy relationships and valuing differences. In addition, learning approaches that involve simulating social situations help adolescents practice their skills in overcoming interpersonal challenges.

A sense of responsibility is an important element in shaping the ideal adolescent character (Jiang et al., 2021). Adolescents with a sense of responsibility tend to be aware of the impact of their actions on others and the environment. They feel responsible for their decisions and actions, and have an awareness of their rights and obligations as citizens.

Quality education should teach adolescents about the meaning of personal and social responsibility. This includes responsibility towards oneself, family, community and the environment. Through social responsibility projects, such as environmental activities or humanitarian projects, adolescents can experience firsthand the positive impact that their responsibility towards others can have.

In addition, awareness of justice values is a key element that adolescents should have. Adolescents who have this awareness will strive to create a just society, where the rights of each individual are respected and equal opportunities are provided to all. Quality education should include subjects and extracurricular activities that teach about the principles of justice, human rights, and combating discrimination.

Furthermore, open discussions on social justice issues, visits to human rights organizations, or research projects on inequality can help adolescents better understand the issues and stimulate empathy (Villacís et al., 2023). By understanding the reality of inequality, adolescents can be inspired to contribute to positive change in society.

It is important to apply a holistic approach to adolescent character building that also takes into account the multicultural and multireligious dimensions of Indonesia. Quality education should create spaces that support understanding and tolerance of cultural and religious differences. In general, the internalization of religion significantly affects individual and community health (Akrim & Junaidi, 2021). Activities that celebrate diversity, learning about local cultures, and interfaith dialog can be effective tools in shaping the character of adolescents who value diversity (Linder, 2021).

In order to achieve ideal adolescent character development, collaboration between educational institutions, families and communities is essential. Good coordination between various parties can create an educational environment that supports adolescent character development (Zhu et al., 2022). Quality education also needs to actively involve adolescents in the learning process, giving them the responsibility and freedom to explore values and relate them to their life experiences (Desnelita et al, 2023).

By promoting moral integrity, social skills, a sense of responsibility, and awareness of justice values, adolescents can become powerful agents of change in realizing a Golden Indonesia 2045. The ideal character development of adolescents is not only about building personally successful individuals, but also their positive contribution in creating an inclusive, equitable and harmonious society.

#### *Quality Education in Realizing Golden Indonesia 2045*

Quality education has a central role in shaping a golden society in Indonesia. In the context of realizing a Golden Indonesia 2045, education should not only focus on academic aspects, but also on developing character, ethics and social skills. This article will explain in detail about the quality education needed to achieve this goal. At this level, there are several important points regarding quality education in the actualization of a Golden Indonesia 2045, including the following:

Table 2. Actualization of quality education in achieving golden Indonesia 2045.

No	Actualization of Education	Description
1	Quality and Character Development	Education should embrace learning models that emphasize character development, including the teaching of moral values, ethics and interpersonal skills.
2	Inclusiveness and Respect for Diversity	The curriculum should cover different aspects of culture, religion and ethnicity to create a strong foundation for a united and just society.
3	Multicultural and Multireligious Education	The teaching of religion and ethics should emphasize the commonality of universal moral values and involve interfaith dialogue and collaborative activities between religious groups.
4	Social and Leadership Skills Development	Quality education should emphasize the development of social and leadership skills through extracurricular programs and collaborative projects.
5	Technology Utilization and Innovation	The use of technology and innovation can improve the effectiveness and inclusiveness of education, especially in remote areas.
6	Safe and Inclusive School Climate and Collaboration between Parties	The importance of creating a school climate that is safe, inclusive, and supports the personal growth of each individual through anti-bullying programs, wise conflict handling, psychological support, and collaboration between government, educational institutions, families, and communities.

The table above indicates that the importance of quality education in character development and inclusiveness creates a strong foundation for a just and equitable society. Learning models that emphasize character development, moral values and social skills are key to forming smart and ethical individuals. Multicultural and multireligious teaching enriches the understanding of diversity while the use of technology increases the effectiveness and inclusiveness of education. A safe school climate and collaboration between parties are important aspects in supporting the personal growth of each individual.

Ideally, quality education should embrace learning models that emphasize character development. In addition to ensuring the understanding of academic concepts, education should prioritize the formation of strong and positive character traits at every level of education (Tang et al., 2019). This character education model includes teaching moral values, ethics and interpersonal skills. Teachers are not only teachers, but also mentors who guide students in understanding and applying these values in daily life.

The importance of character education lies in its contribution to the formation of individuals who have moral integrity, responsibility and empathy for others (Alnashr & Suroso, 2020). Through special programs, such as ethics seminars, community service projects, or extracurricular activities that support character building, students can internalize the positive values needed to create a just and peaceful society.

In addition, quality education should emphasize inclusiveness and respect for diversity. The curriculum should be designed to cover the various cultural, religious and ethnic aspects that exist in Indonesia (Johnson et al., 2023). This involves learning about the history and culture of different groups of people, cultivating understanding and tolerance of differences, and promoting gender equality. Integrating this diversity in education will create a strong foundation for a united and just society.

Multicultural and multireligious education is also an integral part of quality education in the context of realizing a Golden Indonesia 2045. The teaching of religion and ethics in schools should not only focus on the understanding of each faith, but also emphasize the commonality of universal moral values (Byrne & Sweetman, 2023). Interfaith dialogue programs and collaborative activities between religious groups can stimulate tolerance and reduce the potential for religious conflict.

Furthermore, quality education also requires an emphasis on developing social and leadership skills. Students need to be involved in activities that promote cooperation, effective communication and constructive conflict resolution (Indainanto et al, 2023). Extracurricular programs, such as debate clubs, student organizations or collaborative projects, can help students hone these skills early on.

Through learning social skills development, students can become individuals who are able to contribute positively in society (Gil-Madrona et al., 2019; Mendo-Lázaro et al., 2018). Leadership skills instilled through



training, mentoring and participation in social projects will shape future generations of leaders who are able to lead with integrity and fairness.

Quality education should also utilize technology and innovation to support more effective and inclusive learning. The use of digital platforms, online resources and technology-based learning methods can improve the accessibility of education, especially in remote areas (Dalimunthe et al, 2023). Innovation can also be used to create learning environments that are more interactive, engaging and suited to individual needs.

In an effort to create a just society, quality education should also include learning about social justice and human rights (Vogelfanger, 2021; Westerman et al., 2016). Students need to understand the structure of inequality in society and how they can contribute to positive change. Human rights subjects, participation in advocacy projects, or visits to organizations fighting for justice can be part of the curriculum to form a deep understanding of social and justice issues.

It is also important to create a school climate that is safe, inclusive and supportive of each individual's personal growth. Anti-bullying programs, wise handling of conflicts and psychological support are important parts of quality education. Schools should be environments that support students' personal development, ensuring that each individual feels valued and has an important role to play in realizing the vision of a Golden Indonesia 2045.

The importance of collaboration between the government, educational institutions, families and communities cannot be overlooked (Rahmah et al., 2022). Institutional policies significantly moderate the relationship between government support, human capital improvement, and educational development, especially for adolescents in Indonesia (Zailani et al., 2022). This synergy is necessary to create an educational ecosystem that supports and promotes the desired values. Parental involvement programs, local community engagement, and collaboration with various parties will strengthen the positive impact of quality education in shaping students' character and outlook.

In order to achieve the goal of realizing a Golden Indonesia 2045 through quality education, there needs to be a shared commitment to continuously improve the education system (Rusyidi et al., 2023). Involving all relevant parties in policy formulation, continuing to improve teacher quality, making optimal use of technology, and emphasizing character building as the core of education are crucial steps in this direction.

Thus, quality education in realizing a Golden Indonesia 2045 includes not only academic aspects, but also character building, respect for diversity, and development of social skills. Only with holistic and integrated education can Indonesia produce a generation that is ready to become future leaders who are responsible, have integrity, and are able to contribute to a golden society.

## Discussion

Youth character development is a crucial foundation in shaping a Golden Indonesia 2045 society (Nogueiro & Saraiva, 2023). In order to achieve this goal, quality education is the main pillar that plays a central role. Two theories that can provide insight into this context are Critical Pedagogy and Social Development Theory.

Critical Pedagogy theory, promoted by figures such as Paulo Freire, emphasizes criticality and social awareness in education (Darder, 2017). In the context of adolescent character building, this approach emphasizes the active involvement of students in the learning process, where they are not only passive objects but also subjects who are critical of their social reality. Through critical dialog, students can reflect on the values, norms and power structures that underlie their society. Quality education should provide space for students to voice their perspectives, understand social conflicts, and develop critical capacities that enrich their character building.

Meanwhile, Social Development Theory, initiated by Lev Vygotsky, emphasizes the role of social interaction in individual development (Vigotski, 2018). In the context of adolescent character building, this theory highlights the importance of interpersonal relationships, collaboration and social understanding. Quality education should create an environment where adolescents can interact, share experiences and build social skills. By strengthening social relationships, students can learn to support each other, empathize and respond positively to diversity in their society.

The importance of integrating Critical Pedagogy and Social Development Theory in quality education is to create a holistic approach that includes critical and social dimensions in adolescent character building. Actively engaging students in the teaching and learning process and strengthening social interactions can help them internalize critical values, social ethics and interpersonal skills that are essential to realizing the vision of a Golden Indonesia 2045.

Quality education that adopts the principles of Critical Pedagogy and Social Development Theory has great potential to shape adolescents as agents of change who are critical, empathetic, and able to contribute positively to their society (Al-Ansi et al., 2023). By empowering adolescents to think critically and develop social skills, education can be an effective tool in building strong character, creating an inclusive environment, and, in turn, realizing a Golden Indonesia 2045.

The novelty of this research is the formulation of a powerful educational strategy to shape the character of adolescents in realizing a just and peaceful Indonesia that takes a holistic approach by integrating the principles of critical pedagogy and social development theory. The focus on developing criticality, social skills and social understanding through learning methods that encourage critical reflection and collaborative activities is the main foundation. Partnerships with parents, community engagement and the use of technology in learning are underpinnings, while a curriculum that encompasses Indonesia's local values, history and diversity ensures that youth character education is rooted in a strong national identity. Regular evaluations are conducted to ensure the effectiveness of the program, making education a major force in shaping adolescents who are not only academically competent, but also possess the moral values and social skills needed to contribute positively to their communities.

## Conclusion

From the above, it can be concluded that youth character building is a crucial aspect in achieving a Golden Indonesia 2045. Quality education has a central role in shaping positive character in adolescents, involving moral values, leadership, and social care. By paying more attention to adolescent character development, Indonesia can produce a generation that is resilient, responsible, and sensitive to the values of justice. Education that focuses on character development not only provides academic provision, but also prepares adolescents to face the challenges of daily life with a positive and responsible attitude. Thus, by investing in quality education that promotes adolescent character development, Indonesia can strengthen the foundation for a peaceful, just and sustainable society.

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