

THE ROLE OF TEACHERS IN BUILDING THE CHARACTER OF THE YOUNG GENERATION

Dwi Aris Nurohman *

Sekolah Cinta Kasih Tzu Chi, Indonesia
E-mail: dwi.aris@cintakasihtzuchi.sch.id

Sofia Fitri Rahmani

Institut Bisnis Nusantara, Indonesia
E-mail: sofia.f.rahmani@gmail.com

Ahmad Khanali

Universitas Negeri Jakarta, Indonesia
E-mail: ahmad_9911922018@mhs.unj.ac.id

Abstract

This literature research examines the role of teachers in building the character of the younger generation in the era of globalization. The main focus of this study is to explore various strategies and methods of character education that can be implied by teachers in the learning process. Apart from that, this research also aims to assess the effectiveness of various character learning approaches adopted in various parts of the world. The method used is literature analysis, where data and information are collected from various sources such as academic journals, textbooks and relevant online articles. From this analysis, it was found that teachers play an important role in forming moral values, integrity, cooperation, social awareness, and interpersonal skills, all of which are essential in developing student character. This research identified several effective techniques used by educators, including project-based learning, interactive class discussions, and implementing a fair reward and punishment system. Apart from that, the integration of character values in all aspects of the curriculum and extracurricular activities is also emphasized as an important aspect of character education. In conclusion, teachers act as facilitators and role models in forming the character of the younger generation. This research recommends that educational institutions strengthen professional development programs for teachers, so that they are equipped with relevant skills, knowledge and methods to effectively support student character formation. Further research is recommended to examine the long-term impact of these approaches on student behavior and academic success.

Keywords: Role of Teachers, Character, Young Generation

INTRODUCTION

In the ever-changing world of education, the role of teachers is not only limited to teaching subjects in class. Teachers have a big role in forming the basic character of the younger generation, which is essential in preparing them to become good and competent citizens in facing the challenges of the times. Now, more than ever, character formation is very important considering the many challenges and temptations presented by developments in technology and information. Character education in schools is the foundation for equipping students with strong moral values, which they will use as a compass in everyday life (ullah, 2023).

A teacher plays an important role in identifying and developing the unique potential that each student has. Through daily interactions, teachers can recognize students' strengths and weaknesses, and provide support for their efforts to overcome challenges. Moreover, teachers as role models, their behavior and way of communicating are often used as references by students (Annisa, 2022). This shows that teachers are not only tasked with teaching subject matter, but also as a mirror for students in building strong character and integrity.

The application of character values in the learning process is very crucial. Teachers are required to be creative in integrating these values into each lesson material. This can be done through learning methods that not only focus on students' academic intelligence but also emotional and social intelligence, such as empathy, cooperation, honesty and responsibility. Activities such as group discussions, social projects, and self-reflection are some effective ways to internalize these important values in students (Islam & Iacob, 2023).

Facing the young generation who are the nation's assets, the task of building character is a complex task that requires synergy between teachers, parents and society. Teachers have a strategic role in this momentum, not only as educators but also as motivators, innovators and facilitators in students' lives. The success of character education is not only measured by students' academic achievements, but more than that, how they are able to apply the values they have learned in real life (Trisnawati & Pandiangan, 2022). Thus, teachers play an important role in forming a young generation who is not only intellectually intelligent, but also rich in character and kindness.

The qualifications and professionalism of teachers are key factors in the success of character development programs. Teacher competence to convey moral values is not only based on academic ability but also on personal

integrity and commitment to ethical values. Teachers must actively increase their knowledge and skills regarding the latest approaches in character education. Continuous professional training and development is important so that teachers can implement effective character curricula and adapt to the changing needs and challenges of their students (Xu, 2023).

Apart from that, a conducive school environment also plays an important role in supporting teachers' efforts to build student character. The school must provide a supportive atmosphere, where positive values continue to be strengthened through school policies, extracurricular activities, and through good examples set by all teaching and administrative staff (Lubis, 2024). This creates a learning environment that focuses not only on academic achievement but also on balanced and well-rounded character formation.

The involvement of parents and local communities is also no less important in supporting teachers' efforts in character education. Effective character education requires synergy between school, home and the wider community. Parents act as partners with teachers in instilling and honing character values at home, while the community can provide wider opportunities for students to practice these values through various social and communal activities. Close collaboration between school, home and community creates a strong support network for student character development (Aprilianita & Yudiana, 2024).

Considering the importance of this role, a teacher's responsibility in shaping the character of the younger generation must be seen as a noble and important mission. Teachers not only produce an intelligent generation, but also ensure that they grow into individuals who have strong moral and ethical values (Amalia et al., 2024). Thus, significant investment must continue to be made in teachers in terms of training, resources and moral support so that they can carry out their duties to the best of their abilities. Through dedication and joint efforts, the dream of forming a young generation who is not only successful academically, but also as people with high integrity, can be realized.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Character Learning Theory

Character learning is an educational process that aims to form and strengthen positive values, attitudes and behavior in individuals. Character learning theory emphasizes the importance of integrating ethical values in the school curriculum so that it does not only focus on academic achievement but also on developing students' personalities. This theory is based on the principle that education is an important tool in character development and the socialization of applicable social norms. Through character education, students are taught to internalize values such as honesty, responsibility, respect and justice, which are important foundations in social life (Ramadhani et al., 2023).

According to this theory, a supportive learning environment is the key to forming student character. Schools must create an atmosphere that supports the development of positive values, through formal lessons as well as non-formal and informal activities such as extracurricular activities. Teachers play a central role in this process, not only as transmitters of knowledge but also as examples and mentors in terms of ethical behavior. Effective and continuous teacher training is also very important, so that they can implement character learning strategies that are effective and relevant to students' needs in the current era (Putri et al., 2024).

Apart from that, character learning theory also emphasizes the role of family and community in character education. Character learning is not limited to the school environment but must also involve and receive support from parents and the wider community. The success of character education depends greatly on the consistency and continuity of the values taught at school with those applied at home and in everyday life. With close collaboration between schools, families and communities, the process of internalizing values becomes more effective and comprehensive, forming individuals who are not only academically intelligent but also strong in character (Rosyid, 2023).

Active involvement of students in the character learning process is also very important. Character learning theory recognizes that the best character is cultivated through direct experience and practice, not just through theory or verbal instructions (Soutter, 2023). Therefore, learning methods that emphasize experience, such as project-based learning, community service, and reflective activities, are considered very effective in character formation.

These methods allow students to apply the values they have learned in real situations, strengthening their understanding of and commitment to these values. This kind of experiential learning approach not only helps students develop the ability to make ethical decisions but also improves their social skills, empathy, and social awareness.

One of the challenges in implementing character learning theory is the need to adapt the approach to the local socio-cultural context. The values instilled through character education must be relevant and in accordance with local cultural values, thus requiring curriculum and methodology adaptations that are sensitive to cultural differences. This requires educators to have a deep understanding of students' socio-cultural backgrounds as well as flexibility in designing and implementing character learning programs (Rahma et al., 2022).

Assessment in character education also requires a different approach from conventional academic assessment. As a more subjective and multifaceted area, character assessments are often more complex. Regular assessment of students' character development, whether through observing daily behavior, self-reflection, or projects and activities that demonstrate the application of these values, is very important (Rediani et al., 2024). By taking a holistic and continuous approach to learning and character assessment, education can contribute not only to the formation of individuals who are intelligent and skilled but also responsible and empathetic, preparing them to become productive and ethical members of society.

Methods Used by Teachers in Building Student Character

In an effort to build student character, teachers can apply a number of diverse and interactive methods. One effective method is through project-based learning. This approach encourages students to engage in projects that have real purpose and relevance outside the classroom environment. Through project-based learning, students not only deepen their academic knowledge but also develop social competencies such as cooperation, communication, and leadership. This process naturally stimulates the growth of character traits such as responsibility, perseverance, and empathy, as students learn to work together to achieve common goals (Marzec & Depczyńska, 2024).

The second method often used by teachers is the use of stories or narratives. Stories are a powerful tool for teachers to instill character values. Through stories, teachers can convey examples of good or bad behavior, introduce role models that can be imitated, and discuss moral dilemmas or

ethical situations in a context that students can relate to. Listening, reading, or participating in story-based role-plays allow students to reflect on these values and see their implications in real life (Comstock, 2024). Thus, the narrative approach helps students understand and absorb character values more deeply.

Character education can also be integrated through community service activities. This method teaches students about the importance of contributing to the common good and develops a sense of social responsibility. By participating in community service activities, students learn to prioritize the needs of others and develop the ability to collaborate with diverse groups. These activities not only strengthen values such as empathy and cooperation but also give students the opportunity to apply their knowledge and skills in real contexts, thereby increasing their self-confidence and social awareness (Ali et al., 2022). Through this method, character learning becomes a memorable life experience and has a long-term impact on students' personal development.

The methods for building student character mentioned previously must be supported by a positive and inclusive learning environment, which allows all of these methods to be implemented effectively. Learning that prioritizes emotional and social aspects is an important part of creating this kind of environment. Teachers can utilize small group activities and class discussions to encourage students to share experiences and opinions (Talakua, 2023). This helps build respect and understanding between students with diverse backgrounds, underscoring the importance of diversity and inclusivity in building character.

Apart from that, constructive and regular feedback from teachers is very important in the character building process. Positive and constructive feedback encourages students to continue trying and learn from mistakes without fear of failure. Teachers can apply techniques such as the "sandwich method" in providing feedback, where criticism or suggestions for improvement are surrounded by praise for what has been done well (Azizah et al., 2024). This approach places mistakes as part of the learning and growth process, not as the end of effort, and teaches students the importance of having a positive, solution-oriented mindset.

The role of teachers as role models cannot be ignored. Teachers must carry out the values they want to instill in students in their daily actions at school. This example creates real standards of behavior that students can emulate. Thus, teachers' authenticity, empathy and openness in interacting

with students are key factors in character building efforts. When students see these values embodied in their teachers' daily lives, they are more likely to emulate them in their own behavior (Hafidurrahman et al., 2023).

By combining participatory learning methods, a supportive learning environment, positive feedback, and teacher example, the process of building student character can take place naturally and effectively. This creates a generation that not only excels academically but also has the solid strength of character to navigate the challenges in their lives (Jaani, 2022).

The Effectiveness of Various Approaches Used by Teachers in the Modern School Context

In the context of modern schools, teachers face increasingly complex challenges along with social and technological changes. To achieve effectiveness in educating the current generation, various approaches have been implemented by teachers, each with its uniqueness and benefits. Project-based learning approaches, for example, have demonstrated their effectiveness in increasing student engagement and promoting deeper learning (Markelj et al., 2023). Through this method, students are given the opportunity to explore relevant topics in real life, allowing them to develop important skills such as problem solving, teamwork, and critical thinking. This kind of approach supports active learning and equips students with skills relevant to 21st century needs.

On the other hand, the differentiation learning approach has proven its effectiveness in addressing the diversity of student learning needs in the classroom. By adapting teaching strategies, materials, and assessments based on each student's strengths, interests, and learning styles, this approach facilitates the achievement of more inclusive learning goals (Riabinina et al., 2024). This is important in the context of modern schools which are increasingly dominated by cultural diversity and intellectual abilities. Implementing this approach shows the teacher's commitment to encouraging every student to reach their best potential, ensuring that no student is left behind.

The technological approach in education also cannot be ignored in the modern context. The use of digital technology in the learning process, such as learning management systems (LMS), educational applications, and online collaboration platforms, has become a necessity. Technology supports more flexible and accessible learning, allowing learning to occur anywhere and at any time. Moreover, the integration of technology in learning prepares

students with important digital skills, preparing them for the future (Anitha & Raju, 2023). However, the effective use of technology in education depends on proper understanding and implementation by teachers, marking the importance of ongoing professional development for educators in this digital era.

The development of interdisciplinary approaches also plays an important role in improving the effectiveness of teaching in modern schools. This approach requires students to connect knowledge and skills from multiple disciplines, allowing them to view problems and solutions from multiple perspectives. This is especially relevant in an increasingly connected world, where global issues such as climate change and sustainability require holistic thinking. Teachers who are able to design and implement learning activities that facilitate interdisciplinary thinking not only help students understand the relationships between fields of study, but also foster the ability to adapt and innovate (Jones et al., 2024).

Socio-emotional learning methods are also increasingly emphasized in modern education. Aspects of students' emotional well-being and social skills are now understood as an integral part of academic success. This approach recognizes that each student has emotional and social uniqueness that can influence the way they learn. By including emotional intelligence principles in the curriculum, teachers can help students develop empathy, self-awareness, and emotional management abilities, all of which are important skills for a balanced personal and professional life (Aborisade, 2024).

It is important to understand that no one approach guarantees educational success for every student; rather, the effectiveness of educational approaches lies in the adaptation and integration of each method to suit the context and needs of students. Accordingly, effective teachers have recognized the importance of being reflective educators, continually assessing and adapting their teaching methods to ensure that the learning they facilitate is relevant, engaging, and meaningful. In an ever-changing environment, teachers' ability to innovate and adapt to the needs of their students is one of the main keys to future educational success (Ferriswara et al., 2024).

Strategies for Increasing the Role of Teachers in Character Development of the Young Generation

To increase the role of teachers in developing the character of the younger generation, there are several important strategies that can be implemented. One of the main strategies is through the integration of

character values in all aspects of learning. Teachers can start by identifying the core values they want to instill in students, such as integrity, empathy, responsibility and respect (Aceska, 2023). After that, these values can be integrated into daily lessons, not only through learning materials, but also through teaching methods, such as discussion approaches, case studies, and group projects that encourage collaboration, critical thinking, and problem solving. In this way, character development becomes an inseparable part of the learning experience, enabling students to apply these values in their daily activities.

Implementing role models is another key strategy. Teachers have a significant role as role models for students, and their behavior and attitudes are often modeled by students. By being a good role model, teachers can strengthen character development among students. This means, apart from teaching good values, teachers also need to demonstrate these values through everyday actions. For example, teachers who show honesty, perseverance, and respect in daily interactions with students and colleagues, indirectly teach students the importance of these values through concrete actions (Antika & Supriyadi, 2022). Thus, students not only learn about the value of books or lectures, but also through observation and imitation of authoritative figures in their lives.

Furthermore, positive reinforcement and constructive feedback are also important strategies in character development. Recognition and praise for good behavior can motivate students to continue to demonstrate these positive values. Teachers must create a supportive classroom environment, where every student feels valued and given the opportunity to grow. When students show progress in good behavior or decision making, teachers should acknowledge and celebrate it, while negative behavior is addressed in a way that educates and leads to understanding and improvement. This approach not only helps students develop self-confidence and self-esteem, but also instills an understanding that mistakes are part of the learning process and character growth (Akhmad, 2024).

Apart from that, character education can also be strengthened through involvement in extracurricular activities. Teachers can use this activity as a platform to develop leadership, teamwork and social responsibility. Activities such as scouts, debate clubs, and humanities projects allow students to apply the values they have learned in real-life situations, deepen their understanding, and hone their interpersonal skills. The teacher's active involvement in this activity also provides the opportunity to provide direct

guidance and see student character growth outside the classroom. Teachers must provide support and guidance in this activity by emphasizing the importance of sportsmanship, integrity and commitment (Arjana et al., 2022).

It is also important to remember that families and communities have an important role in developing the character of the younger generation. Therefore, teachers must strive to build partnerships with parents and stakeholders in the community. This can be done through parent and teacher meetings, workshops, and community projects involving students. This kind of collaboration ensures that character-building efforts begun at school are continued and strengthened at home and in the community. This forms an ecosystem that supports character education, where the younger generation receives consistent confirmation of the importance of socially respected values (Suyono et al., 2022).

Teachers must continue to educate themselves on the latest and most effective character development techniques. This may include participation in professional training, educational seminars, and independent research. By updating their approaches and adopting best practices in character education, teachers can remain relevant and effective in meeting the changing challenges and needs of young people. Success in developing the character of the younger generation lies in the teacher's ability to adapt, innovate, and implement new strategies that motivate and inspire students to become individuals with high integrity and contribute positively to society (Fitriana, 2024).

CONCLUSION

Teachers play an important and influential role in developing and shaping students' character and moral values. They not only act as educators, but also as role models that the younger generation can emulate. Through the application of various innovative and creative educational methods in the classroom, such as discussions, stories, group projects, and case-based learning, teachers can instill positive character values such as integrity, empathy, responsibility, and cooperation. Through involvement in extracurricular activities, teachers can develop students' leadership, teamwork and social responsibility abilities, which are an important part of character education. Collaboration between teachers, parents and communities is key in ensuring that the character values instilled at school are reinforced in students' homes and environments. For the effectiveness of character development, it is very important for teachers to continue to update

knowledge and character development techniques through professional training and continuing education. Thus, teachers have a crucial role in forming the character of the younger generation. They help educate and inspire students to grow into individuals with high integrity, responsibility, and ready to contribute positively to society. Success in character education not only creates an academically educated generation but also strengthens the moral and social foundations for the future of society.

REFERENCES

- Aborisade, R. A. (2024). Student violence against high school teachers in Africa: The context, impacts, and interventions. *Handbook of School Violence, Bullying and Safety*, Query date: 2024-08-26 20:03:27, 151–166. <https://doi.org/10.4337/9781035301362.00021>
- Aceska, N. (2023). *The Role of Teachers' Competencies in Education of Sustainable Development*. Query date: 2024-08-26 20:06:04. <https://doi.org/10.5194/egusphere-egu23-7232>
- Akhmad, S. W. (2024). The Role of Teachers in Realizing the Golden Generation Noble Character. *International Journal of Scientific Research and Management (IJSRM)*, 12(5), 3395–3405. <https://doi.org/10.18535/ijrm/v12i05.el03>
- Ali, M., Mukhtyar, M., & Kanwal, Z. (2022). The Teaching of Islamiyat and Students' Character Building: An Analysis of Elementary School Teachers. *Global Social Sciences Review*, Query date: 2024-08-26 20:00:11, 437–445. [https://doi.org/10.31703/gssr.2022\(vii-i\).40](https://doi.org/10.31703/gssr.2022(vii-i).40)
- Amalia, D. R., Huda, M., Sugirma, S., Hidayat, A. F. S., & Sulaikho, S. (2024). Implementation of Imam Al-Ghazali's Perspective Character Values in Nahwu Learning at UMALA. *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab*, 11(1), 1–31. <https://doi.org/10.21111/lisanudhad.v11i01.10702>
- Anitha, Dr. V., & Raju, V. S. (2023). Teachers Effectiveness Of Secondary School. *Educational Administration: Theory and Practice*, Query date: 2024-08-26 20:03:27. <https://doi.org/10.53555/kuey.v29i4.6691>
- Annisa, M. (2022). Needs Analysis of Wasaka Character Assessment Instruments (Religious&Hard Work) in Learning in Elementary Schools. *International Journal of Social Science and Human Research*, 5(5). <https://doi.org/10.47191/ijsshr/v5-i5-19>
- Antika, A. R., & Supriyadi, S. (2022). The Role of Teachers in the Discipline Character Habituation of Students at Muhammadiyah Elementary School. *Journal of Islamic and Muhammadiyah Studies*, 3(Query date: 2024-08-26 20:06:04). <https://doi.org/10.21070/jims.v3i0.1563>
- Aprilianita, K. A., & Yudiana, K. (2024). Innovative Videoscribe: Improving Science Learning Outcomes for Fourth Grade of Elementary School

- Students Through Character-Based Learning Media. *Indonesian Values and Character Education Journal*, 7(1), 77–87. <https://doi.org/10.23887/ivcej.v7i1.77732>
- Arjana, I. W., Yadnyawati, I. A. G., & Utama, I. W. B. (2022). The role of Puri Saren Ubud for young Hindu generation character building in Ubud. *International Journal of Health Sciences*, Query date: 2024-08-26 20:06:04, 2290–2298. <https://doi.org/10.53730/ijhs.v6ns4.7199>
- Azizah, N., Permanasari, P., & Jamal, M. (2024). The Implementation of Contextual Teaching and Learning in Student Character Building. *Jurnal Lingua Idea*, 15(1), 83–83. <https://doi.org/10.20884/1.jli.2024.15.1.8162>
- Comstock, M. (2024). Understanding Teachers' Culturally Responsive Instruction: A Mixed-Methods Analysis of Teacher and Student Perspectives. *Proceedings of the 2024 AERA Annual Meeting*, Query date: 2024-08-26 20:00:11. <https://doi.org/10.3102/2111347>
- Earley, M. A. (2014). A synthesis of the literature on research methods education. *Teaching in Higher Education*, 19(3), 242–253.
- Ferriswara, D., Ambarwati, A., Roekminiati, S., & Pramudiana, I. D. (2024). School Committees' Effectiveness in the Context of School-based Management Policy. *KnE Social Sciences*, Query date: 2024-08-26 20:03:27. <https://doi.org/10.18502/kss.v9i7.15533>
- Fitriana, T. (2024). The Role of Pancasila and Citizenship Education Teachers in Forming Students' Character in Primary Schools. *International Journal of Students Education*, Query date: 2024-08-26 20:06:04, 123–128. <https://doi.org/10.62966/ijose.vi.748>
- Hafidurrahman, Moh., Arifin, S., & Sholehuddin, A. (2023). THE DILEMMA OF ONLINE EDUCATION IN BUILDING STUDENT CHARACTER. *Molang: Journal Of Islamic Education*, 1(2), 1–14. <https://doi.org/10.32806/dxt57m98>
- Islam, M. A., & Iacob, I. E. (2023). Manuscripts Character Recognition Using Machine Learning and Deep Learning. *Modelling*, 4(2), 168–188. <https://doi.org/10.3390/modelling4020010>
- Jaani, A.-N. A. (2022). Tertiary teachers' instructional methods, strategies and resources used. *International Journal of Health Sciences*, Query date: 2024-08-26 20:00:11, 14161–14174. <https://doi.org/10.53730/ijhs.v6ns1.8591>
- Jones, E. A., Tsai, C.-L., & Bergin, C. (2024). Teachers can differentiate between standards-based leadership skills in principal evaluation surveys: A multilevel analysis. *School Effectiveness and School Improvement*, Query date: 2024-08-26 20:03:27, 1–26. <https://doi.org/10.1080/09243453.2024.2369061>
- Lubis, B. P. (2024). Integration of Character Education in Citizenship Education Learning to Develop the Character of Elementary School Students. *International Journal of Students Education*, Query date: 2024-08-26 19:54:43, 108–111. <https://doi.org/10.62966/ijose.vi.744>

- Markelj, N., Kovač, M., & Jurak, G. (2023). The dynamics of burnout among Slovenian primary school teachers over the school year in relation to their perceptions of various predictors of burnout in the school context. *Frontiers in Psychology*, 14(Query date: 2024-08-26 20:03:27). <https://doi.org/10.3389/fpsyg.2023.1108322>
- Marzec, H., & Depczyńska, D. (2024). Wykorzystanie innowacyjnych metod nauczania przez współczesnych nauczycieli w klasach I–III szkoły podstawowej. *Kultura i Wychowanie*, 2, 35–52. https://doi.org/10.25312/2083-2923.18/2020_03hmdd
- Putri, M. D. P., Suarjana, I. M., & Yudiana, K. (2024). The Impact of Strengthening Character Education Based on Tri Hita Karana on Mathematics Learning Outcomes for Fourth-Grade Students. *Indonesian Values and Character Education Journal*, 6(2), 154–163. <https://doi.org/10.23887/ivcej.v6i2.67822>
- Rahma, N., Tahmir, S., & Tiro, M. A. (2022). Students' Mathematics Learning Model in the Integration of Character Value (PMT-Character). *Asian Journal of Applied Sciences*, 10(4). <https://doi.org/10.24203/ajas.v10i4.7030>
- Ramadhani, T. W., Sinaga, A. I., & Haidir, H. (2023). The Influence of Character Education Learning Media Based on Comics and Learning Motivation on Students' Character. *EDUTEC: Journal of Education And Technology*, 7(2). <https://doi.org/10.29062/edu.v7i2.682>
- Rediani, N. N., Palittin, I. D., & Kaize, B. R. (2024). Project Based Learning: Enhancing Character and Creative Thinking Skills through Activity-Based Projects in Numeracy Literacy Courses. *Indonesian Values and Character Education Journal*, 7(1), 88–100. <https://doi.org/10.23887/ivcej.v7i1.80139>
- Riabinina, I., Prydma, S., & Savchenko, H. (2024). The Current State of the Ukrainian Language in the Context of Globalization. *Modern Science: Multidisciplinary Discourses*, Query date: 2024-08-26 20:03:27. <https://doi.org/10.51587/9798-9895-14649-2024-118-88-92>
- Rosyid, M. N. (2023). *The impact of online learning on student character building and ethics*. Query date: 2024-08-26 19:54:43. <https://doi.org/10.31219/osf.io/yvh9a>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.
- Soutter, M. (2023). Teacher Professional Learning Communities for Student Character Development. *Proceedings of the 2023 AERA Annual Meeting*, Query date: 2024-08-26 19:54:43. <https://doi.org/10.3102/2007810>
- Suyono, S., Fahyuni, E. F., & Haryanto, B. (2022). The Role of Principal's Participatory Leadership in Increasing Creativity among Islamic Religious Education Teachers. *KnE Social Sciences*, Query date: 2024-08-26 20:06:04, 586–595. <https://doi.org/10.18502/kss.v7i10.11262>

- Talakua, M. A. (2023). The Role of Christian Religious Education Teachers in Shaping Student Character Through Peace Education and Conflicts Resolution Among Students. *Athena: Journal of Social, Culture and Society*, 1(4), 257–261. <https://doi.org/10.58905/athena.v1i14.202>
- Trisnawati, T., & Pandiangan, A. Y. (2022). INTERNALIZATION OF CHARACTER EDUCATION THROUGH THE APPLICATION OF WEB-BASED GENRE APPLICATIONS. *JLCEdu (Journal of Learning and Character Education)*, 2(1), 20–28. <https://doi.org/10.56327/jlcedu.v2i1.32>
- ullah, muneeb. (2023). Pashto handwritten character recognition based on Generative Adversarial Network (GAN) and Deep learning. Query date: 2024-08-26 19:54:43. <https://doi.org/10.21203/rs.3.rs-2503086/v1>
- Xu, Y. (2023). Interaction With a Television Character Powered by Artificial Intelligence Promotes Children’s Science Learning. Query date: 2024-08-26 19:54:43. <https://doi.org/10.35542/osf.io/m3ej9>