

Internalization of Character Education in Learning for Generation Alpha to Foster Indonesia's Golden Generation by 2045

Ida Darwati^{1*}, Yunus Abidin², and Ai Sutini³

^{1,2,3}Elementary Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

*idadarwati@upi.edu

Abstract. Generation Alpha, born amidst rapid technological advancements, is notably dependent on technology, which may cause delays in their social-emotional development. This dependency highlights the necessity of internalizing character education into the learning processes tailored for this generation. This study uses a qualitative research approach with a literature review method. The research flow includes searching for primary and secondary sources, classifying data, processing data, referencing, displaying data, abstracting, interpreting data, and drawing conclusions. Findings from relevant previous studies indicate that internalizing character education into learning for Generation Alpha supports children's social-emotional development, facilitating optimal growth in cognitive, psychomotor, and affective domains. It is concluded that character education can play a critical role in fostering Indonesia's Golden Generation by 2045, as it nurtures intelligent, competent, and morally grounded individuals. Integrating character education into learning can be done by incorporating it into the curriculum, which will directly influence learning outcomes.

Keywords: Character Education, Generation Alpha, Indonesia's Golden Generation 2045

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INTRODUCTION

Each generation is born with distinct characteristics, shaped by the conditions of the era in which the generation was born. For example, children born in the early 2000s exhibit different traits compared to those born in 2024. Each generation has unique characteristics that influence communication across various contexts. These generational differences can sometimes lead to conflicts, as each generation tends to uphold distinct ideal values (Christiani & Ikasari, 2020).

In the past, generational differences were mainly limited to “older” and “younger” groups, often defined by birth year and shared historical experiences. Today, however, these classifications have expanded, categorizing generations into more refined groups. These include the Baby Boomers, Generation X (born between 1961-1980), Generation Y (or Millennials, born between 1981-1995), and Generation Z (born between 1995-2010). Such classifications are based on similar birth year ranges, cultural backgrounds, and significant events shaping each group's lives (Christiani & Ikasari, 2020).

Recently, attention has shifted to the newer generations, particularly Generation Z and Generation Alpha, who are familiar with the internet (and digital technology). Generation Alpha is a generation born between 2010-2025. This generation was born amidst rapid scientific and technological advancements. This generation is growing up surrounded by technology and is highly familiar with gadgets, making them accustomed to and even attached to various digital tools available today (Anwar, 2022).

With the many conveniences brought by technological advancements, Generation Alpha possesses several unique characteristics. One of these is a tendency toward instant gratification; they are accustomed to rapid access in various areas, from communication and transportation to acquiring food. Additionally, Generation Alpha holds a strong value for freedom—particularly in expressing opinions, being creative, and exploring diverse pursuits. This inclination fosters self-confidence and a desire for recognition, supported by easy access to information and advanced skills in using gadgets (digital skills) (Santosa, 2015).

Some of the challenges encountered in parenting and educating this generation concern moral declines that are very likely to occur. The heavy reliance on gadgets for daily interactions can limit direct interpersonal engagement, potentially impeding social and emotional development. Therefore, it is essential to establish proper parenting or learning (Yusuf et al., 2024).

As educators, teachers have the essential role of planning, implementing, and evaluating learning processes, including those designed specifically for Generation Alpha. Teachers must adapt their methods to meet the unique needs of each student, recognizing the distinct differences between past and present generations. Teachers need to balance the innate characteristics of students with the demands and influences of the current era. Given that Generation Alpha tends to be familiar with gadgets yet may lack strong social skills, they often demonstrate cognitive strengths but may be weaker in social-emotional areas. For cognitive growth, teachers can leverage Generation Alpha's familiarity with digital technology by integrating digital tools into the learning process, making it more relevant and engaging for them. Conversely, to support social-emotional development, character education can be used.

Character education provides a foundation in learning, fostering a balance between cognitive and affective development for this generation. In Indonesia, character education has been promoted as a national movement to cultivate positive traits and strengthen resilience against shifts in societal values, especially in an era dominated by digital technology (Hamdani et al., 2022). Character education plays a pivotal role in guiding children to make ethical decisions, uphold virtues, and internalize positive values (Murni, 2016).

Achieving Indonesia's Golden Generation in 2045 will be challenging if Generation Alpha, expected to make up the majority of the productive-age population by then, is not effectively nurtured. Their intellectual abilities must be supported by social-emotional intelligence, ensuring that they not only excel cognitively but also embody strong moral values. This article, therefore, discusses the Internalization of Character Education in Learning for Generation Alpha to Foster Indonesia's Golden Generation by 2045.

METHODOLOGY

This study uses a qualitative research approach, utilizing a literature review with a content analysis method. The qualitative research approach was chosen to explore the issues raised in this study (Darmalaksana, 2020).

A literature study involves collecting data related to the topic being researched, with literature serving as the primary reference (Fahrurrozi et al., 2022). This process includes sourcing relevant library materials, articles, and journals that address or relate to the topic being researched (Baharizqi et al., 2023). The data used in writing this article is secondary data, which is obtained through reading, listening, and observing existing materials rather than direct observation (Rahayu & Fitriza, 2021).

The research database used to collect articles and studies relevant to the topic is Google Scholar (<https://scholar.google.com/>). The research flow includes identifying relevant sources, followed by classifying the data for analysis. The data is then organized into abstract summaries. Next, the summarized data is interpreted to derive insights relevant to the topic discussed in this article. Finally, conclusions are drawn based on these interpretations.

The following is the research flow using the literature study method:

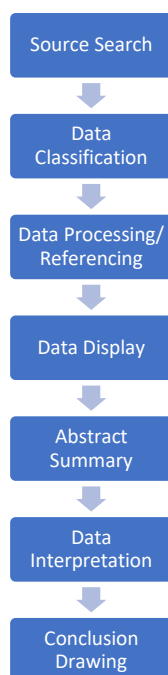


Figure 1. Research Flow using the Literature Study Method

In writing this article, national journals were used as secondary data sources, providing references relevant to the topic being researched. The keywords for data source searches included "Generation Alpha," "Character Education," and "Indonesia's Golden Generation by

2045." Through searches conducted over the past six years (2018–2024), 11 studies were identified as relevant to the topic being researched in this article.

RESULTS AND DISCUSSION

In this article, a literature study method was utilized. Following the research flow discussed in the previous section, the initial step involved identifying sources relevant to the topic being researched in this article. This process yielded 11 articles published within the last six years that are relevant.

The classification of previous studies is based on the keywords "Generation Alpha", "Character Education", and "Indonesia's Golden Generation by 2045". Data processing was done by synthesizing each article to extract core information from each study. The following sections summarize the findings and interpretations derived from the collected data after being processed by the author.

Table 1. Results of the Study on the Topic of Internalization of Character Education in Learning for Generation Alpha to Foster Indonesia's Golden Generation by 2045

No	Article	Aspect	Details
1	(Purnama, 2018)	Generation Alpha	<p>Generation Alpha consists of children born after 2010, who are highly familiar with technology but have their own challenges in their social-emotional skills.</p> <p>To ensure optimal growth and development, adult supervision and guidance—particularly from teachers and parents—are essential in helping children use technology in a balanced, supportive way.</p>
2	(Simanjuntak, 2019)	Character Education, Indonesia's Golden Generation by 2045	<p>A character education-based curriculum encourages the realization of national potential, particularly in Indonesia, which possesses significant potential and requires a generation with strong character traits to lead.</p> <p>Character education is crucial for realizing Indonesia's Golden Generation by 2045—with the implementation of the values of Pancasila and nationalism, aligning with national aspirations of equitable development, quality education, and poverty alleviation</p>

- Therefore, there needs to be synergy between the government, society and schools in implementing character education so that it becomes a comprehensive and essential understanding in students.
- 3 (Yasir & Susilawati, 2021) Character Education in Generation Alpha One significant challenge faced by Generation Alpha is related to the character/morals they have. While they tend to be intellectually capable, they often require guidance to strengthen their social-emotional skills.
- Character education, implemented in everyday life starting from the surrounding environment, is a potential solution.
- By encouraging character education, it is hoped that Generation Alpha will have good values within themselves (independence, responsibility, and discipline), complementing their cognitive abilities.
- 4 (Yulianti, 2021) Character Education, Indonesia's Golden Generation by 2045 Character education is crucial for preparing Indonesia's Golden Generation by 2045, especially in an era of rapid technological advancement.
- Character education is expected to be able to create intelligent, competent and morally upright individuals by focusing on five main values: religiousness, nationalism, independence, mutual cooperation, and integrity.
- Families, schools, and communities each play a vital role in integrating character education into both learning environments and everyday life.

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| 5 | (Anwar, 2022) | Generation Alpha | <p>Generation Alpha, born from 2010 onward, is defined by its deep connection to rapidly advancing technology, making them the most accustomed to today's digital world.</p> <p>Key characteristics of Generation Alpha include a desire for freedom, a preference for instant solutions, and familiarity with technology from a young age.</p> <p>To maximize the potential of Generation Alpha, teachers should develop proficiency in technologies relevant to Generation Alpha's lives, making learning to be essential (meaningful)</p> |
| 6 | (Hale, 2022) | Generation Alpha | <p>As a generation born in the digital era, Generation Alpha possesses the advantage of mastering various technologies that are close to their lives.</p> <p>This causes Generation Alpha to have vast amounts of information compared to other generations.</p> <p>However, they face challenges related to underdeveloped social-emotional skills, as the convenience and instant nature of the digital era can limit interpersonal skills.</p> <p>There needs to be proper care from adults and the surrounding environment.</p> |
| 7 | (Hamdani et al., 2022) | Character Education, Indonesia's Golden Generation by 2045 | <p>To achieve the vision of Indonesia's Golden Generation by 2045, it is crucial to provide an education that supports cognitive, affective, and psychomotor development.</p> <p>Character education should be part of the curriculum and extended into community life.</p> <p>Achieving a widespread impact requires collaboration among the government, schools, and the community.</p> |
| 8 | (Purba & Bety, 2022) | Indonesia's Golden Generation by 2045 | <p>To create Indonesia's Golden Generation by 2045, school-based learning should nurture intellectual</p> |

			(IQ), emotional (EQ), and spiritual (SQ) intelligence.
			The curriculum needs to be designed to develop these three areas, with character education reinforced and embedded throughout.
			In addition, in its implementation it must be supported by all stakeholders, extending beyond schools to include government and community involvement.
9	(Jenuri, 2023)	Character Education	Integrating character education into Islamic religious education aims to cultivate a generation that excels both intellectually (good brain) and morally (good moral).
10	(Parai, 2023)	Character Education	<p>In the digital era, children are facilitated with various access to information technology in everyday life, but sometimes this is not accompanied by supervision from parents. This lack of supervision makes it possible for the character values in children to decline/fade.</p> <p>The decline of good values is caused by many factors. Therefore, character education must be upheld—starting from the environment closest to the student, namely in the family.</p> <p>Parents play a crucial role in guiding and supervising their children to prevent deviations in their life journey.</p>
11	(Putri & Madiun, 2024)	Generation Alpha, Education for Generation Alpha	<p>Generation Alpha, having been exposed to technology from birth, is characterized by quick learning, curiosity, creativity, and independence.</p> <p>However, the real challenge for Generation Alpha is that their social-emotional development often lags behind their cognitive growth.</p> <p>To meet the educational needs of Generation Alpha, learning should integrate technology, adopt project-based approaches, include role</p>

modeling, and integrate moral education.

Instilling moral values is crucial for helping Generation Alpha develop balanced social-emotional skills so that Generation Alpha can excel both intellectually (good brain) and morally (good moral).

This moral instillation can also be done by integrating character education into the curriculum/learning.

Generation Alpha is a generation born with a strong attachment to digital technology. This is supported by data from studies indicating that 12% of children begin using the internet as early as age five, 4% at age four, and 1% at age three, illustrating how deeply integrated digital technology and the internet are in the lives of Generation Alpha (Anggraeni & Juhriati, 2023).

Early exposure to technology impacts multiple developmental areas, including motor skills, physical health, moral reasoning, social-emotional skills, language, and cognition. According to (Mahfuji & Lastriani, 2023), children who frequently use gadgets in their daily lives tend to experience challenges (obstacles) in affective development. In this case, one of them is social-emotional development. Signs of these challenges include reduced interest in socializing with peers, a preference for screen time over other activities, difficulty accepting mistakes, and tendencies to lie or take extra time to use gadgets.

Character education plays a critical role in supporting children's social-emotional development, as its aim is to cultivate individuals who are moral, intelligent, rational, innovative, hardworking, optimistic, confident, and patriotic (Sahroni & Malang, 2017). The task of educators across all levels of education is not limited to science. But rather a comprehensive task in which the child's social-emotional development is one of the points that must also be considered and honed within the child.

In response to this, internalization of character education into learning for Generation Alpha to foster Indonesia's Golden Generation by 2045 must be done. In addition, analysis of several previous studies relevant to this article offers several key insights, including:

1. As a generation born with a high attachment to digital technology, Generation Alpha has been accustomed to using various types of digital technology since a young age. This causes Generation Alpha to be proficient in using digital technology. They find it easier to access various information because of their skills in using digital technology. However, Generation Alpha's attachment to digital technology is a double-edged sword. Generation Alpha grows into a generation that is more engrossed in their gadgets, so that they sometimes avoid social contact with their surroundings. This causes Generation Alpha to experience challenges in their social-emotional development.
2. Indonesia's golden generation by 2045 is a demographic bonus that Indonesia will get because 70% of Indonesian citizens in that year are of productive age. Generation Alpha, born from 2010 onward, will represent a significant portion of this productive population. Indonesia's golden generation by 2045 is a generation that is familiar with technological advancements and rapid societal changes, Indonesia's golden generation by 2045 is accustomed to various advances in the times, but Indonesia's golden generation by 2045 will not be realized if it is not driven by a balance between cognitive and social-emotional skills. Indonesia's golden generation by 2045 must be balanced between intellectual (IQ), emotional (EQ), and spiritual (SQ) intelligence.
3. Character education is education that aims to create intelligent, competent and morally upright individuals. Character education strengthens the emotional and spiritual side of children.
4. Character education needs to be integrated into the applicable learning/curriculum, so that Generation Alpha that will become one of the majority of the population in Indonesia's golden generation by 2045, in addition to having good intellectual abilities (IQ), is also strengthened by good emotional (EQ) and spiritual (SQ) intelligence. So, in addition to being intelligent, Indonesia's golden generation by 2045 is a generation that is moral and noble.
5. Integrating character education into learning for Generation Alpha requires collaboration from all stakeholders, including government support, community involvement, family engagement, and the educational institutions themselves.

From the conclusion above, it can be seen that the Internalization of Character Education into Learning for Generation Alpha can foster Indonesia's Golden

Generation by 2045. The following are several ways that can facilitate the Internalization of Character Education (Latifah, 2014) into Learning for Generation Alpha to Foster Indonesia's Golden Generation by 2045.

1. Character education should be integrated into all subjects. The integration in question is the internalization of values into the substance of each subject.
2. Character education can be internalized through the implementation of student development activities.
3. Furthermore, character education should be internalized through management activities for all school affairs involving the entire school community.

Furthermore, (Purnamasari, 2022) highlights that internalization of character education into learning can be done by instilling values directly into each learning material. By instilling character education values within the core content, students can internalize these values more effectively.

Similarly, (Angga et al., 2022) suggest that character education should be integrated into current educational frameworks, particularly those aligned with 21st-century education. This integration requires adapting educational practices to ensure that character education is meaningfully incorporated into the learning process.

Based on insights from previous studies, the following strategies can be used to internalize character education into learning for Generation Alpha to support the realization of Indonesia's Golden Generation by 2045:

1. Make character education an integral component of the applicable curriculum.
2. Integrate character education within every subject area.
3. Integrate character education into student development activities within the educational environment.
4. Collaborate with all stakeholders to support the implementation of character education for Generation Alpha and future generations, aiming to create an intelligent, competent, cultured, and ethical generation.

CONCLUSION

To achieve Indonesia's Golden Generation by 2045, collaboration and commitment from all stakeholders are essential to support this vision. Beyond strengthening children's cognitive

skills, it is equally important to nurture their social-emotional development so that Generation Alpha can realize Indonesia's Golden Generation by 2045. Becoming a superior generation in terms of cognitive, social and emotional domains.

The following are the conclusions obtained after conducting a research flow using the literature study method for the topic of internalizing character education into learning for Generation Alpha to foster Indonesia's Golden Generation by 2045.

1. Generation Alpha is a generation that has a high level of attachment to digital technology. This allows Generation Alpha to easily access various information needed through searches in cyberspace. However, this ease of access is a double-edged sword. While it simplifies information retrieval, it can also hinder Generation Alpha's social-emotional development due to reduced interaction with their surrounding environment.
2. Character education aims to create intelligent, competent and morally upright individuals. This vision aligns with the ideal profile of Indonesia's Golden Generation by 2045. Where Indonesia's Golden Generation by 2045 is a generation poised to advance Indonesian civilization. Supported by a demographic bonus, with 70% of the population at a productive age, this generation holds the potential to drive significant growth in the economy and technological innovation
3. To internalize character education into learning for Generation Alpha to foster Indonesia's Golden Generation by 2045, character education should be integrated into the applicable curriculum. This integration allows character education to be seamlessly incorporated into learning experiences, resulting in outcomes that are more profound and meaningful. These values aim to guide Generation Alpha in becoming intelligent, competent, and morally upright individual, achieving balance between intellectual (IQ), social-emotional (EQ), and spiritual (SQ) intelligence.
4. Most importantly, the integration of character education into daily learning requires support from all stakeholders. This includes the government, which provides policy direction, schools, which implement the curriculum, and the community, which plays a role in overseeing the integration of general education with character education.

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Mendorong Lahirnya Generasi Emas Indonesia 2045) conducted through a literature review methodology. The author is affiliated with the Master's Program in Elementary Education at Universitas Pendidikan Indonesia, Cibiru Campus. The content of this article is the sole responsibility of the author.

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