

Educating the Alpha Generation: Challenges and Opportunities for Elementary School Teachers in Supporting the Achievement of SDGs and the Vision of a Golden Indonesia 2045

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Abstract

This research is a narrative review that aims to identify the challenges and opportunities primary school teachers face in educating the Alpha Generation in supporting the achievement of the Sustainable Development Goals (SDGs) and the Golden Indonesia Vision 2045. This research uses an analytical descriptive approach by collecting, analyzing, and synthesizing literature from various relevant sources. The results show that the main challenges faced include the technology gap between students and teachers, integration of character education with academics, school and family collaboration, teacher professional development, and inclusiveness. However, there are great opportunities to leverage technology to improve learning quality, strengthen school-family partnerships, and develop ongoing training programs for teachers. Adaptive and responsive policy support is also crucial in overcoming these challenges. By optimizing these opportunities, primary education is expected to play a significant role in realizing the SDGs and the Golden Indonesia Vision 2045 and forming a generation ready to face global challenges and contribute positively to national development.

Keywords: Alpha Generation, Sustainable Development Goals (SDGs), Golden Indonesia Vision 2045

1. INTRODUCTION

In this era of rapid change, education plays a vital role in shaping the nation's future. Generation Alpha, born after 2010, is the first generation to fully grow up in a digital world [1,2]. According to research by Harari et al. [3], they differ significantly in how they learn, interact, and view the world compared to previous generations. Alphas tend to rely strongly on technology, which affects how they acquire information and develop skills. Technology is an integral part of their lives, making them more adept at digital navigation and using advanced tools than previous generations. This demands adaptation and innovation in the education system,

especially in supporting the achievement of the Sustainable Development Goals (SDGs) and the Golden Indonesia Vision 2045.

The last decade's demographic, social, and technological changes have transformed how society understands education. Primary education, in particular, plays a crucial role in forming the foundation for individual and societal development. According to a report by the OECD in 2019 [4], primary school teachers must have more dynamic and flexible skills to meet students' increasingly diverse and complex learning needs. With its unique characteristics, Generation Alpha requires a different approach to education. Research by Kivunja [5] shows that this generation is more responsive to interactive and technology-based learning methods, which means that traditional approaches based on lectures and memorization may no longer be practical. Teachers should develop skills to use technology effectively in learning, such as using learning apps, educational games, and online learning platforms to capture students' interest and make learning more fun and relevant to their daily lives.

Quality education is a crucial foundation for achieving the SDGs, especially the fourth goal, which aims to ensure inclusive and quality education and support lifelong learning opportunities for all. According to a UNESCO report [6], countries that successfully achieve quality education have better social and economic development. This suggests a strong correlation between the quality of education and society's overall well-being. Therefore, the role of primary school teachers in implementing innovative and relevant education is very important. They do not only act as knowledge transmitters but also as facilitators, motivators, and role models for students. They must be able to stimulate students' curiosity, teach critical thinking skills, and guide them in developing the social and emotional skills needed for future success.

To support the Golden Indonesia Vision 2045, primary education is a foundation that cannot be ignored. This vision aims to make Indonesia a developed country with high levels of welfare, quality education, and competitive human resources. According to Bappenas [7], one of the primary keys to achieving this vision is improving the quality of education, especially at the primary level. This aligns with research by Hattie [8], which states that the quality of primary education has a long-term impact on individual and community development. High-quality primary education can form a solid foundation for children's cognitive, social, and emotional development, contributing to sustainable and inclusive national development. Primary school teachers must have adequate knowledge and skills to meet these challenges, including integrating technology into learning, developing relevant and engaging curricula, and building inclusive and supportive learning environments.

However, the challenges faced by primary school teachers in educating Generation Alpha are not few. According to research by Horgan [9], one of the main challenges is the gap between students' and teachers' technological skills. The Alpha Generation grew up with technology and is more proficient in using digital devices than many teachers. This demands an increase in digital competency for teachers to optimize technology-based learning. Teachers must be able to understand and

integrate technology in their teaching methods and continue to learn and adapt to rapid technological advances. Continuous training and professional development are essential to ensure teachers have the skills and knowledge to teach this generation effectively. In addition, support from the government and other stakeholders in providing adequate technology infrastructure in schools is also crucial to achieving this goal.

In addition, there are challenges in integrating character education with academic education. Research by Phi et al. [10] shows that character education is becoming increasingly important in shaping a generation that is not only academically smart but also has integrity, responsibility, and empathy. In the context of the SDGs, character education plays an important role in creating an inclusive, peaceful, and sustainable society. Primary school teachers must be able to integrate character values in every aspect of learning. Character education is about teaching moral values theoretically set, teaching concrete examples through daily actions, and creating a school culture that supports positive character development. Teachers should be able to create a supportive learning environment where students feel valued, safe, and encouraged to develop holistically. Integrating character and academic education also requires a balanced and flexible curriculum approach that allows students to learn and develop according to their potential and interests.

At the same time, the opportunities for elementary school teachers to educate Generation Alpha are also considerable. According to the World Economic Forum's 2020 report [11], technological advances provide a variety of tools and resources that can be used to improve the quality of learning. For example, online learning platforms and educational apps can make learning more engaging and interactive. Research by Ferrer et al. [12] shows that using technology in education can increase students' learning motivation and strengthen their understanding of the material. Technology can also personalize learning, allowing teachers to adapt teaching materials and methods according to students' needs and abilities. In addition, technology can help overcome geographical and social barriers, providing access to quality educational resources for students in remote or physically challenged areas. Primary school teachers should continue to explore and utilize these various technologies to improve the quality of their teaching and support student learning.

Furthermore, collaboration between schools, families, and communities is becoming increasingly important in supporting Alpha Generation education. Paccaud [13] states that strong partnerships between schools and families can improve student learning outcomes. Parents' involvement in their children's education significantly impacts students' motivation and learning achievement. Primary school teachers should be able to build effective communication with parents and involve them in the learning process. This can be done through various means, such as regular meetings between teachers and parents, using digital platforms to share information and student progress, and organizing activities that involve parents in school activities. This collaboration helps improve student learning outcomes and creates a supportive and sustainable learning environment. Community engagement is also important in

creating a holistic education ecosystem where various parties work together to support student development and well-being.

Research by Kennedy [14] also emphasizes the importance of professional development for teachers facing the challenges of 21st-century education. Teachers must continue to learn and develop to adapt teaching methods to suit the needs of students. Continuous professional development programs can help teachers improve their competence in using technology, implementing project-based learning, and integrating character education into the curriculum. This professional development can also include training in classroom management, inclusive learning strategies, and communication and collaboration skills. In addition, support from colleagues and school leaders is essential to create a positive learning culture and support teachers' professional development. By continuously improving their skills and knowledge, teachers can be better equipped to face the evolving challenges of education and provide better student learning experiences.

In a global context, education for Generation Alpha must also address diversity and inclusivity. According to a report by UNICEF [15], inclusive and equitable education is key to creating a just and equal society. Primary school teachers must be able to deal with the diversity of students, whether in terms of culture, language, or special needs. Research by Slee [16] shows that inclusive education benefits students with special needs and improves the quality of education for all students. Inclusive education requires teachers to develop teaching strategies that are accessible and effective for all students, including those with different learning needs. This requires a deep understanding of different pedagogical approaches and the use of tools that can support inclusive learning. In addition, an inclusive learning environment also requires support from supportive education policies and cooperation between teachers, students, and parents to create a culture of inclusivity in schools.

The importance of education in supporting the achievement of the SDGs and the Golden Indonesia Vision 2045 cannot be separated from the quality of primary school teachers. Qualified teachers are valuable assets for the nation. According to a 2018 report by the World Bank [17], investment in teacher education significantly impacts the overall quality of education. Therefore, policies that support improving teacher quality and welfare are crucial. The government must develop and implement policies supporting teachers' professional development, providing competitive salaries and incentives, and creating a supportive and motivating work environment. It is also important to ensure that teacher education programs in higher education provide relevant and up-to-date training to meet the needs of 21st-century education. With the proper support, teachers can more effectively fulfill their role as agents of change in the education system and contribute to achieving national and global education goals.

Changes in the education system also need support from the right policies. According to a report from The Brookings Institution [18], education policies that are adaptive and responsive to technological developments and community needs can improve the overall quality of education. The government's role in providing adequate educational infrastructure and continuous professional development programs is crucial. Policies that support the use of technology in education, the development of

relevant and innovative curricula, and the provision of support to teachers and students in the form of adequate resources and training are strategic steps that need to be taken. It is also important to involve various stakeholders in the policy-making process, including teachers, parents, students, and communities, to ensure the policies are relevant and can be implemented effectively.

In addition to policy support, research by Darling-Hammond et al. [19] shows that a conducive and supportive learning environment contributes significantly to education quality. An inclusive, safe, and supportive learning environment can improve students' learning motivation and teachers' well-being. Primary school teachers must create a positive learning environment that supports students' holistic development. This involves creating a safe and welcoming classroom atmosphere, using teaching strategies that motivate and challenge students, and providing emotional and social support. In addition, it is also important to ensure that the school's physical environment supports learning, with adequate facilities, comfortable classrooms, and access to quality learning resources. By creating a conducive learning environment, teachers can help students feel more motivated, confident, and prepared to face the challenges of academics and everyday life.

Furthermore, international collaboration in education can also bring significant benefits. According to a report by The World Bank [15], exchanging knowledge and best practices between countries can help improve the quality of education globally. Indonesia can learn from countries that have successfully implemented high-quality education and adapted it to suit the local context. This international collaboration can also help introduce innovations in education, expand access to educational resources and technology, and improve the capacity of teachers and educational leaders through training and exchange programs. In addition, international cooperation can also help raise global awareness of the importance of inclusive and sustainable education and support joint efforts to achieve broader global education goals.

In the face of these challenges and opportunities, education stakeholders must collaborate. According to Winthrop [20], collaboration between governments, educational institutions, civil society, and the private sector can accelerate the achievement of the SDGs and the Golden Indonesia Vision 2045. Strong and sustainable partnerships can help overcome existing challenges and capitalize on available opportunities. By working together, various stakeholders can support and complement each other, creating substantial synergies to improve the quality of education. Governments can provide the necessary policy framework and resources, while education institutions can implement innovative and relevant programs. Civil society and the private sector can provide additional support in the form of funding, technology, and expertise and play a role in advocating the importance of quality education for all.

This research offers a fresh perspective on primary school teachers' challenges and opportunities in educating Generation Alpha. By integrating recent literature and empirical data, the article identifies problems and offers practical solutions that can be applied in the Indonesian educational context. It also provides insights into how primary education can support the achievement of the SDGs and the Golden

Indonesia Vision 2045 and the importance of teachers in creating a better future for future generations. This paper emphasizes that investing in improving the quality of primary education and the professional development of teachers are strategic steps that must be taken by the government, society, and all stakeholders in realizing a bright future for Indonesia.

The role of primary school teachers is crucial to supporting sustainable development and realizing the Golden Indonesia Vision 2045. Quality, innovative, and inclusive education is key to creating a generation ready to face global challenges and contribute positively to society. Thus, investing in improving the quality of primary education and teacher professional development is a strategic step that the government, the community, and all stakeholders must take to realize a bright future for Indonesia.

2. METHODS

2.1 *Type of Article and Research Design*

This research was a narrative review aimed at providing a comprehensive overview of the challenges and opportunities elementary school teachers faced in educating Generation Alpha in supporting the achievement of the Sustainable Development Goals (SDGs) and the Golden Indonesia Vision 2045. This narrative review employs a descriptive-analytical approach to collect, analyze, and synthesize relevant literature from various sources [21]. The research design is qualitative, where the author conducts an in-depth examination of various journal articles, research reports, and policy documents published in the last five years.

Table 1. Research Design

Aspect	Description
Type of Research	Narrative review
Approach	Descriptive-analytical
Research Design	Qualitative
Data Sources	Journal articles, research reports, policy documents
Inclusion Criteria	Articles from the last five years, reputable journals relevant to the topic
Exclusion Criteria	Irrelevant articles, not available in full text, before 2018

The data sources used in this article consist of reputable international journal articles, research reports, and policy documents related to primary education, Generation Alpha, SDGs, and Indonesia's Golden Vision 2045. Data sources were

identified through literature searches using academic databases such as PubMed, Scopus, Web of Science, and Google Scholar. The keywords used in the search included "Generation Alpha," "basic education," "SDGs," "Vision of a Golden Indonesia 2045," "inclusive education," "educational technology," and "teacher professional development." From the keyword search results, a map of the research development in the last five years was obtained, as seen in Figure 1.

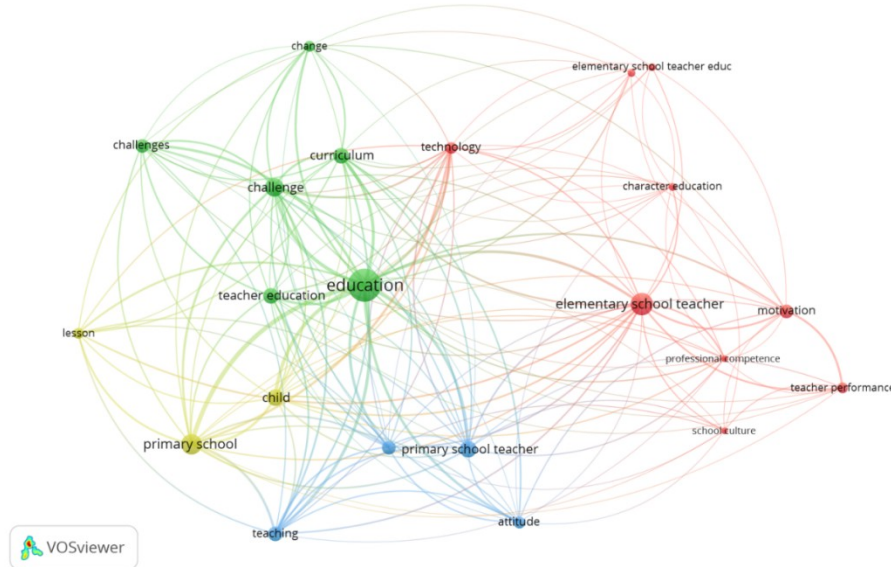


Figure 1. Research Development Map of the Last Five Years

Based on the mapping of research developments in the last five years, very few studies still discuss the opportunities and challenges of elementary school teachers in educating the alpha generation. Therefore, the map clarifies this research gap, so the study of the opportunities and challenges of elementary school teachers in educating the alpha generation is very important.

2.2 Data Analysis

Data analysis was conducted through several stages: data collection, critical evaluation, theme identification, data synthesis, and article writing. First, the author collected all articles, research reports, and policy documents that met the inclusion criteria. Each article was then read and critically evaluated to identify key themes related to the challenges and opportunities in educating Generation Alpha and their relevance to achieving SDGs and the Golden Indonesia Vision 2045.

Data collection involved identifying and downloading journal articles, research reports, and policy documents from academic databases and international organizations. Critical evaluation was conducted by reading and assessing the relevance and quality of each article using a critical evaluation checklist to ensure that only high-quality articles were included in the analysis. Theme identification involved identifying key themes from the reviewed literature, including technological

challenges, character education, school-family collaboration, teacher professional development, and inclusivity in education.

Data synthesis involved synthesizing information from various sources to create a comprehensive overview of the challenges and opportunities elementary school teachers face in educating Generation Alpha. These findings were then linked to the context of achieving SDGs and the Golden Indonesia Vision 2045. Article writing involved composing the narrative review article based on findings from data analysis, including quotes and references from relevant reputable international journal articles.

Table 2. Research Design

Stage	Description
Data Collection	Identifying and downloading journal articles, research reports, and policy documents from databases
Critical Evaluation	Reading and evaluating each article for relevance and quality
Theme Identification	Identifying key themes emerging from the reviewed literature
Data Synthesis	Synthesizing information from various sources to create a comprehensive overview
Article Writing	Composing the narrative review article based on findings from data analysis

With this method, this research hopes to significantly contribute to the understanding of the role of elementary school teachers in educating Generation Alpha and supporting the achievement of SDGs and the Golden Indonesia Vision 2045.

3. RESULTS AND DISCUSSION

The results of this study show that primary education plays a very important role in shaping the future of the Alpha Generation and supporting the achievement of the SDGs and the Golden Indonesia Vision 2045. Quality, innovative, and inclusive education is key to creating a generation ready to face global challenges and contribute positively to society. This research reveals the challenges and opportunities primary school teachers face in educating the Alpha Generation [22-25].

Research shows that one of the main challenges is the gap between students' and teachers' technological skills. Generation Alpha has grown up in a technology-laden environment, where they are accustomed to using digital devices from an early age, according to Jukic. [26], this generation is more proficient in using digital devices than many of their teachers. This requires teachers to continuously develop their digital competencies to keep up with the rapid development of technology and optimize technology-based learning. Technology in education can increase students'

learning motivation and strengthen their understanding of the material. However, addressing this gap requires continuous training and professional development for teachers.

Character education is becoming increasingly important in the current educational context. Research by Hidayati [27] shows that character education plays a crucial role in shaping a generation that is not only academically intelligent but also has integrity, responsibility, and empathy. Primary school teachers face the challenge of effectively integrating character education into the academic curriculum. Good character education can help students develop social and emotional skills essential for their future lives. This requires a comprehensive approach, where character values are taught through various learning activities and applied in daily life at school. Teachers must also be good student role models regarding integrity, responsibility, and empathy.

Parents' involvement in their children's education has been shown to significantly impact students' motivation and learning achievement. Penuel [28] highlights the importance of strong partnerships between schools and families. Primary school teachers should be able to establish effective communication with parents and involve them in the learning process. This collaboration can create a more supportive and inclusive learning environment for students. Parents can provide moral and material support to their children and help teachers understand the needs and potential of each student. With good cooperation between schools and families, students will feel more motivated and supported in learning.

Research by Zhang [29] emphasizes the importance of continuous professional development for teachers in facing the challenges of 21st-century education. Teachers must continue to learn and develop to adapt teaching methods to suit the needs of students. Continuous professional development programs can help teachers improve their competencies in using technology, implementing project-based learning, and integrating character education into the curriculum. Professional development can also include training in classroom management, inclusive learning strategies, and communication and collaboration skills. Support from colleagues and school leaders is essential to create a positive learning culture and support teachers' professional development.

Inclusive and equitable education is key to creating a just and equal society. According to UNICEF [30], inclusive education benefits students with special needs and improves the quality of education for all students. Primary school teachers must be able to deal with the diversity of students in terms of culture, language, and special needs. Research by Slee (2018) shows that inclusive education requires teaching strategies that are accessible and effective for all students. Teachers must develop a deep understanding of various pedagogical approaches and use tools to support inclusive learning. In addition, an inclusive learning environment also requires support from supportive education policies and cooperation between teachers, students, and parents to create a culture of inclusiveness in schools.

Education policies that are adaptive and responsive to technological developments and community needs can improve the overall quality of education.

The importance of the government's role in providing adequate educational infrastructure and continuous professional development programs [31,32]. Strong policy support can help overcome the challenges primary school teachers face in educating Generation Alpha. The government must develop and implement policies supporting teachers' professional development, providing competitive salaries and incentives, and creating a supportive and motivating work environment. In addition, it is important to ensure that teacher education programs in tertiary institutions provide relevant and up-to-date training for 21st-century education needs. With the proper support, teachers can more effectively fulfill their role as agents of change in the education system and contribute to achieving national and global education goals.

International collaboration in education can also provide significant benefits for improving the quality of education in Indonesia. The World Bank [33] reports that exchanging knowledge and best practices between countries can help improve the quality of education globally. Indonesia can learn from countries that have successfully implemented high-quality education and adapt it to the local context. This international collaboration can also help introduce innovations in education, expand access to educational resources and technology, and improve the capacity of teachers and educational leaders through training and exchange programs. In addition, international cooperation can also help raise global awareness of the importance of inclusive and sustainable education and support joint efforts to achieve broader global education goals.

The role of primary school teachers is crucial to supporting sustainable development and realizing the Golden Indonesia Vision 2045. Quality, innovative, and inclusive education is key to creating a generation ready to face global challenges and contribute positively to society. Primary school teachers must have high competencies, including mastery of technology, application of interactive and project-based learning methods, and integration of character education in the curriculum. In addition, they must also be able to create an inclusive learning environment that supports student diversity.

Investing in improving the quality of primary education and teacher professional development is a strategic step that the government, society, and all stakeholders must take to realize a bright future for Indonesia. Strong policy support, sustainable training programs, and cooperation between various parties are key to achieving this goal. Thus, a well-educated Alpha generation is expected to be able to face global challenges and contribute positively to national and global development.

The results of this study show that primary education plays a very important role in shaping the future of the Alpha Generation and supporting the achievement of the SDGs and the Golden Indonesia Vision 2045. Quality, innovative, and inclusive education is key to creating a generation ready to face global challenges and contribute positively to society. This research uncovers the challenges and opportunities faced by primary school teachers in educating the Alpha Generation.

Research shows that one of the main challenges is the gap between students' technology skills and teachers' technology skills. Generation Alpha grew up in a technology-intensive environment, where they were accustomed to using digital

devices from an early age. According to McCrindle [34], this generation has a higher proficiency in using digital devices compared to many of their teachers. This requires teachers to continuously develop their digital competencies in order to keep up with rapid technological developments and optimize technology-based learning. The use of technology in education can increase students' learning motivation and strengthen their understanding of the material. However, addressing this gap requires continuous training and professional development for teachers.

Character education is becoming increasingly important in the current educational context. Research by Birhan [35] shows that character education plays a crucial role in shaping a generation that is not only academically intelligent but also has integrity, responsibility, and empathy. Primary school teachers are faced with the challenge of effectively integrating character education into the academic curriculum. Good character education can help students develop social and emotional skills that are essential for their future lives. This requires a comprehensive approach, where character values are taught through various learning activities and applied in daily life at school. Teachers also need to be good role models for students in terms of integrity, responsibility, and empathy.

Parents' involvement in their children's education has been shown to have a significant positive impact on students' motivation and learning achievement. The importance of strong partnerships between schools and families [36-40]. Primary school teachers should be able to build effective communication with parents and involve them in the learning process. This collaboration can create a more supportive and inclusive learning environment for students. Parents can provide moral and material support to their children and help teachers understand the needs and potential of each student. With good cooperation between schools and families, students will feel more motivated and supported in learning.

Research by Fernandez [41] emphasizes the importance of continuous professional development for teachers in facing the challenges of 21st-century education. Teachers must continue to learn and develop to be able to adapt teaching methods to suit the needs of students. Continuous professional development programs can help teachers improve their competencies in using technology, implementing project-based learning, and integrating character education into the curriculum. Professional development can also include training in classroom management, inclusive learning strategies, and communication and collaboration skills. Support from colleagues and school leaders is essential to create a positive learning culture and support teachers' professional development.

Inclusive and equitable education is key to creating a just and equal society. According to UNICEF [15], inclusive education not only benefits students with special needs but also improves the quality of education for all students. Primary school teachers must be able to deal with the diversity of students, both in terms of culture, language, and special needs. Research by Slee ([16] shows that inclusive education requires teaching strategies that are accessible and effective for all students. Teachers need to develop a deep understanding of different pedagogical approaches and use tools that can support inclusive learning. In addition, an inclusive learning

environment also requires support from supportive education policies, as well as cooperation between teachers, students, and parents to create a culture of inclusiveness in schools.

Education policies that are adaptive and responsive to technological developments and community needs can improve the overall quality of education. Glyptis [42] underlines the importance of the government's role in providing adequate educational infrastructure and continuous professional development programs. Strong policy support can help overcome the challenges faced by primary school teachers in educating Generation Alpha. The government needs to develop and implement policies that support teachers' professional development, provide competitive salaries and incentives, and create a supportive and motivating work environment. In addition, it is also important to ensure that teacher education programs in tertiary institutions provide training that is relevant and up-to-date with 21st-century education needs. With the right support, teachers can more effectively fulfill their role as agents of change in the education system and contribute to the achievement of national and global education goals.

International collaboration in education can also provide significant benefits for improving the quality of education in Indonesia. O'Dowd [43] explains that the exchange of knowledge and best practices between countries can help improve the quality of education globally. Indonesia can learn from countries that have successfully implemented high-quality education and adapt it according to the local context. This international collaboration can also help introduce innovations in education, expand access to educational resources and technology, and improve the capacity of teachers and educational leaders through training and exchange programs. In addition, international cooperation can also help raise global awareness of the importance of inclusive and sustainable education and support joint efforts to achieve broader global education goals.

In order to support sustainable development and realize the Golden Indonesia Vision 2045, the role of primary school teachers is crucial. Quality, innovative, and inclusive education is key to creating a generation that is ready to face global challenges and contribute positively to society. Primary school teachers must have high competencies in various aspects, including mastery of technology, application of interactive and project-based learning methods, and integration of character education in the curriculum. In addition, they must also be able to create an inclusive learning environment that supports student diversity.

Investing in improving the quality of basic education and teacher professional development is a strategic step that the government, society, and all stakeholders must take to realize a bright future for Indonesia. Strong policy support, sustainable training programs, and cooperation between various parties are key to achieving this goal. Thus, it is expected that a well-educated Alpha generation will be able to face global challenges and contribute positively to national and global development.

Table 3. Challenges and Opportunities in Educating Generation Alpha

Aspect	Challenges	Opportunities
Technology	Technology gap between students and teachers	Use of online learning platforms and educational applications to improve the quality of learning
Character Education	Integrating character education with academics	Formation of students with integrity, responsibility, and empathy
School-Family Collaboration	Parental involvement in children's education	Strong partnerships between school and family improve student learning outcomes
Professional Development	Need for continuous professional development	Training programs that enhance teacher competence in various aspects of education
Diversity and Inclusivity	Facing cultural, linguistic, and special needs diversity among students	Inclusive education that improves the quality of education for all students
Policy Support	Educational policies responsive to technological developments and societal needs	Adequate educational infrastructure and continuous professional development programs

In order to support sustainable development and realize the Golden Indonesia Vision 2045, the role of primary school teachers is crucial. Quality, innovative, and inclusive education is key to creating a generation that is ready to face global challenges and contribute positively to society. Primary school teachers must have high competencies in various aspects, including mastery of technology, application of interactive and project-based learning methods, and integration of character education in the curriculum. In addition, they must also be able to create an inclusive learning environment that supports student diversity.

Investing in improving the quality of basic education and teacher professional development is a strategic step that must be taken by the government, society, and all stakeholders to realize a bright future for Indonesia [44-46]. Strong policy support, sustainable training programs, and cooperation between various parties are key to achieving this goal. Thus, it is expected that a well-educated Alpha generation will be able to face global challenges and contribute positively to national and global development.

Table 4. The Role of Teachers in Achieving the Golden Indonesia Vision 2045

Aspect	Description
Technology Mastery	Teachers must master the latest technology and integrate it into the learning process

Teaching Methods	Teachers must implement interactive and project-based teaching methods
Character Education	Teachers must integrate character education into the curriculum
Learning Environment	Teachers must create an inclusive and supportive learning environment that embraces diversity
Professional Development	Teachers must continuously engage in professional development programs to enhance competence

Changes in the education system also require support from appropriate policies. In this context, the government's role in providing adequate educational infrastructure and continuous professional development programs is crucial. Policies that support the use of technology in education, the development of relevant and innovative curricula, and the provision of support to teachers and students in the form of adequate resources and training are strategic steps that need to be taken. It is also important to involve various stakeholders in the policy-making process, including teachers, parents, students, and communities, to ensure that the policies made are genuinely relevant and can be implemented effectively in the field.

A conducive and supportive learning environment also contributes significantly to the quality of education. Research by Darling-Hammond et al. [19] shows that an inclusive, safe, and supportive learning environment can improve students' learning motivation and teachers' well-being. Primary school teachers must be able to create a positive learning environment that supports students' holistic development [47-50]. This involves creating a safe and welcoming classroom atmosphere, using teaching strategies that motivate and challenge students, and providing the necessary emotional and social support. In addition, it is also important to ensure that the physical environment of the school supports learning, with adequate facilities, comfortable classrooms, and access to quality learning resources. By creating a conducive learning environment, teachers can help students feel more motivated, confident, and prepared to face academic and daily life challenges.

International collaboration in education can also provide significant benefits for improving the quality of education in Indonesia. It can also help introduce innovations in education, expand access to educational resources and technology, and improve the capacity of teachers and educational leaders through training and exchange programs. In addition, international cooperation can also help raise global awareness about the importance of inclusive and sustainable education and support joint efforts to achieve broader global education goals.

4. CONCLUSION

Education plays a vital role in shaping the future of the nation, especially in the context of educating the Alpha Generation, which has fully grown up in a digital world. The challenges faced by elementary school teachers in educating this generation are complex, including the technology gap, integration of character education, collaboration with families, professional development, and inclusivity in education. However, some opportunities can be leveraged to improve the quality of education, such as the use of technology in learning, partnerships with families, and continuous professional development programs.

Quality, innovative, and inclusive education is key to creating a generation that is ready to face global challenges and contribute positively to society. Strong policy support, sustainable training programs, and collaboration between various parties are strategic steps that must be taken to achieve this goal. Investing in improving the quality of primary education and the professional development of teachers is an important step in realizing the Golden Indonesia Vision 2045. Thus, it is expected that a well-educated Alpha Generation will be able to face global challenges and contribute positively to national and global development.

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