

## Forming a Superior Generation: Psychological Portraits of Elementary School-Age Children and the Direction of Their Development

Iin Septianingsih<sup>1</sup>, Machbub Ainurrofiq<sup>2</sup>, Waluyo Satrio Adji<sup>3</sup>, Agus Fathoni Prasetyo<sup>4</sup>, Ahmad Fadil<sup>5</sup>, Nima Asemami Barekat<sup>6</sup>

STAI YPIQ Baubau, Indonesia<sup>1</sup>, STIT Miftahul Ulum Bangkalan, Indonesia<sup>2</sup>, UIN Maulana Malik Ibrahim Malang, Indonesia<sup>3</sup>, IAI Nahdlatul Ulama Tuban, Indonesia<sup>4</sup>, IAIN Madura, Indonesia<sup>5</sup>, Farhangian University Karaj, Iran<sup>6</sup>  
Email correspondence: [fadil.staiza@gmail.com](mailto:fadil.staiza@gmail.com)

### Abstract

This study examines the development of elementary school students in Indonesia by considering various aspects of development, including cognitive, social, emotional, identity formation, roles, learning capacity, and environmental influences. By adopting the Systematic Literature Review (SLR) methodology, this study integrates various study results related to these aspects of development. The results of the analysis showed that the development of cognitive aspects played an important role in improving learning and problem-solving, while social-emotional development contributed to the formation of positive relationships. The formation of children's identities and roles is influenced by three main pillars: family, educational institutions, and social communities. These three environments have a fundamental impact on the formation of a child's personality and overall development. In the context of the family, the parenting style and values instilled have a great influence on children's behavior. In the realm of formal education, in addition to academic achievements, schools also emphasize moral development with teachers as role models who provide motivation and create a constructive learning atmosphere. Interaction with peers helps develop social competence, while media exposure and mental health issues require appropriate mentoring. This research also emphasizes the importance of character education and the active role of parents in shaping the complete personality of Indonesian children.

### Keywords

Psychological Characteristics, Personality of Elementary School Children, School-Age Children

### INTRODUCTION

The development of children's personalities in Indonesia is greatly influenced by various aspects such as culture, social conditions, and economic conditions. For example, the economic pressure experienced by children from underprivileged families can have an impact on their psychological development. Culture and social norms in the local environment also play a role in shaping children's mindsets and behaviors. Given the uniqueness of these cultural and social factors, the study of the psychological characteristics of elementary school-age children in Indonesia needs to be considered in particular. It is important to understand each child's individual characteristics and create an environment that supports their psychological development, including providing emotional support, setting clear boundaries, and providing opportunities for children to explore and learn from their environment (Madu, Jediut, & Anwar, 2020).

The formal education system in Indonesia still tends to emphasise academic achievement, while psychological and social aspects receive less attention (Rahmah,

2019). Although several studies have examined child development in the context of basic education, there are still significant gaps in understanding the dynamic interactions between environmental factors, technology and academic load on children's holistic personality formation.

Previous studies by Madu, Jediut and Anwar (2020) have identified the importance of understanding the individual characteristics of each child, but have yet to integrate technology and digital transformation factors in the context of Indonesian child development. Meanwhile, Muryanti and Herman (2021) have examined significant growth phases in the formation of primary school-age children's personalities, but have yet to provide a comprehensive framework that links various psychological dimensions with overall educational success.

The most glaring research gap is the lack of integrative studies that link children's cognitive, social-emotional, identity and role aspects with the three main pillars of personality formation: family, educational institutions and social communities. Ulfah and Karolina (2023) have identified the need to broaden the definition of educational success, but have not provided an operational model that can be applied in the context of Indonesia's diversity.

This research fills this gap by proposing an integrative approach through a Systematic Literature Review (SLR) methodology that analyses the complex interactions of various aspects of child development in the Indonesian context. The main contribution of this research is the development of a conceptual model that links cognitive, socio-emotional, and identity formation aspects with three shaping environments: family, school, and social community.

The novelty of this research lies in the comprehensive analysis of the impact of digital technology and post-pandemic education transformation on the formation of Indonesian children's personalities, aspects that have not been explored in depth by Fadlin (2021) and other researchers. By integrating the perspectives of developmental psychology, education, and sociology, this research offers a multidimensional understanding that can serve as a foundation for the development of educational policies that are more responsive to the psychological needs of Indonesian children in the digital era.

## **METHOD**

This study applies the Systematic Literature Review (SLR) methodology, which is secondary research with a transparent procedure to find, review, and interpret various evidence related to a research question objectively and repeatably. SLR is a formal method to combine data from various primary studies related to problem formulation. Using a quantitative descriptive approach, this study carried out the stages of data collection, analysis, and drawing of a conclusion. The search was carried out using the keyword "Psychological Personality of Elementary School Age Children". The data collected came from primary sources, such as national articles and journals that were registered and indexed by Sinta. After collection, the articles are selected based on the inclusion criteria that have been set, where only articles that meet the criteria used in the research (Ali, 2020).

The results were analysed through four methodical approaches: identification, screening, eligibility assessment, and inclusion determination, which enabled a systematic

literature review to be conducted on a continuous and routine basis. Application of the PRISMA methodology resulted in a stepwise selection of 30 journals initially identified: 3 articles were excluded because they were duplicates, 6 articles were not relevant to the research topic, and 11 articles did not fulfill the standard inclusion and exclusion criteria. Thus, only 10 journal articles fulfilled all requirements and were used as the basis for the results and discussion of the study.

## **DISCUSSION**

### **Diving into the Character of Indonesian Children: Psychological Map of Elementary School Students**

#### **1. Cognitive, emotional and social development**

The elementary school stage is a crucial period for the cognitive development of students in Indonesia. In this phase, the foundation of abstract thinking and various other cognitive functions begins to be formed. The development of cognitive aspects has a vital role as a foundation in the learning process, problem solving, and adaptability in the future. As children get older, they begin to show an improvement in their logical thinking skills. They began to develop the use of logic and reason to understand their surroundings, such as the ability to understand the sequence of events and identify cause-and-effect relationships. This developmental process is essential because it helps them understand academic concepts such as mathematics and science learned in school ([Ilhami, 2022](#)).

Children at the primary school level begin to develop skills in solving problems and facing various challenges. They learn to find appropriate solutions, which is an important part of their cognitive development. This helps to increase confidence and independence when facing difficulties in daily activities. During this time, one of the cognitive abilities that stands out is how they can receive and process new information. Children are getting better at absorbing new knowledge and experiences and combining them with their existing understanding of the world around them. This process greatly supports their learning and helps them adjust to their environment ([Mulyadi, 2019](#)).

The process of cognitive development is the result of a complex interaction of several factors, not something that happens suddenly. There are three main factors that influence each other, namely genetics that determine a person's basic cognitive potential, as well as the environment and experience that play a role in realizing this potential. In this case, environmental factors have a major impact on a child's cognitive development, with three important elements—family, school, and community—providing the stimuli and experiences needed for optimal development. For example, when families create a supportive environment by encouraging children to explore and learn, this will help optimize the development of their cognitive potential ([Darnis, 2022](#)).

In addition, in elementary school, children are in the stage of learning to manage emotions. In this phase, they often experience significant emotional fluctuations because they are still in the process of understanding and regulating various feelings such as joy, sadness, anger, fear, and anxiety. Mastery of this emotion management skill is crucial to support children's mental health and social skills, including in fostering relationships with people around them. However, the learning process is often a challenge for children. They can face difficulties in dealing with social and emotional dynamics, for example when they have to resolve disputes with friends or deal with situations they have never experienced

before. Thus, the active role of educators and parents in providing appropriate guidance and support is essential to help children overcome these challenges ([Jatmikowati, 2018](#)).

The social and emotional development of primary school-age children is greatly influenced by the conditions of their surrounding environment. Support from the family, school, and community environment plays a vital role in providing examples of social behavior and the support they need for socially and emotionally healthy growth and development. Research shows that children who are raised in a supportive and compassionate environment generally have better social and emotional abilities. In the Indonesian context, cultural aspects help shape children's social and emotional development through societal values, norms, and expectations that affect how children interact and regulate their emotions. Thus, a deep understanding of the local cultural context is key to developing appropriate strategies to support children's social and emotional development ([Mahajani & Muhtar, 2019](#)).

The development of social and emotional aspects in primary school students in Indonesia requires special attention from educators and parents. This includes providing examples of good social behavior and adequate support so that children can develop social skills. In addition, children need to be given space to practice their social skills through various activities and interactions with others. They must also be taught how to understand and regulate emotions appropriately, as well as be given an understanding of how to deal with emotional challenges. By giving the right focus to the social and emotional aspects of primary school-age children, they can develop competencies that will be beneficial for their future success. This process requires collaboration between educators, parents, and the community to create an atmosphere conducive to children's social and emotional development. Through these efforts, Indonesian children can grow into resilient individuals, have empathy, and are able to make positive contributions to society.

## **2. Identity, role, and learning ability**

Children's childhood in Indonesia is a crucial stage that shapes their identity and function in the social and family context. In this phase, they begin to recognize their identity, interests, potential, and how to interact with the surrounding environment. Identity formation is a complex process, influenced by various aspects such as individual experiences, external influences, and prevailing social values. Socio-cultural and economic conditions in Indonesia have a great impact on the process of forming children's identities. The three main pillars, namely family, educational institutions, and society, play a vital role in helping children understand themselves and their position in the larger social order ([Sajidah, 2023](#)).

The formation of children's identities is greatly influenced by how the environment recognizes the potential they have. During this period of growth, children show a wide range of interests—from sports and arts activities to specific subjects. Support from the people around them is an important key for children to explore and optimize their interests and talents. This is where the vital role of parents, educators, and the community in assisting children's growth and development is in. In this phase, children also begin to understand their position in the context of family and society. They learn how to socialize with family, peers, and older people. They hone social skills that include empathy, collaboration, and

communication which are fundamental aspects in building healthy and sustainable relationships. This development cannot be separated from the influence of family dynamics, local culture, and values embedded through formal and informal education in the community.

In sustainable human development, the aspect of identity development and the role of children is an element that cannot be ruled out. Individuals who have built a solid understanding of their identity and social function since childhood tend to grow into independent individuals and are able to make a positive contribution to society. This emphasizes the importance of consistent support and recognition in the process of forming a child's identity and role. In Indonesia, with its cultural, economic, and social complexity, this process faces various obstacles. Rigid social norms and limited resources can hinder some children from finding their identity. The dynamics of cultural change and popular technology that are so rapid also shape the way children interpret themselves and their social roles (Masduki, 2020).

The development of Indonesian children's personalities is highly determined during the period of primary education, where they not only develop academically but also form their own identity. The learning style that every child has, be it visual, auditory, or kinesthetic, has a significant influence on how they understand and process the information they receive. Understanding the relationship between learning preferences and the learning process and personality formation of Indonesian children is essential to pay attention to (Krismawati & Daeli, 2021).

First and foremost, it is important to understand the necessary learning preferences. The way a person prefers to acquire, process, and assimilate data is called learning preference. The theory of visual, auditory, and kinesthetic learning (VAK) was first created by Neil Fleming in 1987. This theory says that everyone has different learning preferences. Some people tend to learn better through hearing (listening), visual (using pictures and diagrams), or kinesthetics (through physical experience). The diversity of children's learning styles in primary schools in Indonesia is essential to understanding classroom and learning dynamics. Some children may prefer to learn through visual interactions, such as looking at pictures or presentations, while others may prefer to learn through hearing, such as listening to lectures or group discussions. There are also children who prefer to learn through hands-on experience or physical activity (Husain, 2021).

Understanding these learning preferences is essential for a child's learning success and personality formation. How children absorb and process information can have an impact on their level of engagement in learning and their overall psychosocial development. Children who are comfortable with a particular learning style tend to be more motivated to learn and more confident in speaking, which in turn can affect the formation of their personality. However the learning preferences and personality formation of Indonesian children must be considered as well. Learning preferences are greatly influenced by the social and cultural environment. For example, children who grow up in traditional environments may have different learning preferences than children who grow up in urban environments or are exposed to advanced technology.

### **Reading the Future: The Psychological Impact on Character Formation of Elementary School Students in Indonesia**



Personality psychological characteristics in elementary school-age children in Indonesia show diversity and provide an important influence in their growth and development process. One of the factors that has a big impact is the condition of the family. Daily interactions at home, the way parents take care of them, and the values instilled in the family play a vital role in shaping the psychological aspects of children. The family environment is a fundamental element that shapes the psychological characteristics of children and this has been the focus of various developmental psychology studies (Cholilah & Afridah, 2022).

According to Saripah (2022), there are several factors in the family environment that play an important role in shaping a child's personality. The way parents parent, how family members interact with each other, and the values that are consistently taught at home have a real impact on a child's development. This is in line with the theory of ecological systems which explains the complexity of the relationship between a person and his environment. Every parenting style, be it authoritative, democratic, or permissive, will produce different behaviors in children. When interactions in the family go well, children will develop good social skills and confidence. Meanwhile, instilling values such as integrity, honesty, and empathy at home will shape children's understanding of morals and ethics. Therefore, the study of the family environment is not only useful for understanding how a child develops but also for developing programs aimed at improving the quality of parenting and the formation of a child's personality. The relationship between these various factors shows how complex the influence of the family environment is on the psychological development of children.

*Second*, formal education. The formal education environment provides space for children to develop themselves through positive interactions with friends and teachers, which helps them master the social skills and understanding of social concepts necessary in life. Education that prioritizes character formation also encourages the growth of values such as integrity, honesty, and empathy in students. A supportive learning environment not only encourages academic achievement but also forms individuals who have moral principles and good social skills. This foundation is important to prepare a generation that is able to make a positive contribution and have high social sensitivity. Therefore, the basic education system in Indonesia needs to continue to adapt to meet the needs of children's overall development by providing a balanced portion of academic, social, and emotional aspects (Suci et al., 2023).

*Third*, educators. Educators are the third component that has a significant contribution to the formation of children's personalities. Teachers not only play a role in transferring knowledge but also act as social role models for students. In daily practice, they are able to create a safe and supportive learning atmosphere, provide positive reinforcement, and exemplify good behavior. Research in the field of developmental psychology has proven the importance of the role of teachers in shaping children's character. Through classroom interaction, teachers can guide students to develop positive moral and ethical values (Prihantoro, 2021).

The *fourth* aspect that needs to be considered is the development of social skills. In elementary school, children are in a crucial phase to develop social skills that will be useful for their lives in the future. This underscores how important it is to provide enough space for children to interact with their peers. Through this interaction process, they can

understand important values such as cooperation, and empathy, and how to communicate effectively in various situations. When children interact with their peers, they get a valuable opportunity to understand social dynamics and practice the social skills they have learned. For example, group activities teach them how to work together to achieve common goals, respect differences, and resolve conflicts in a positive way. Furthermore, interaction with peers helps them develop a sense of empathy by learning to understand the feelings and viewpoints of others ([Andika & Widiastuti, 2022](#)).

*Fifth*, media and technology. Currently, children in Indonesia are increasingly interacting with modern media and technology. This condition underscores the importance of supervision and direction in the use of media to avoid negative impacts on their psychological development. The increasing interaction of children with modern technology in Indonesia indicates the need for appropriate assistance and direction to ensure their psychological development remains healthy. When children are exposed to too much inappropriate content, this can affect various aspects of their development, from cognitive, and emotional, to behavioral. In this situation, parents and educators need to understand the potential influence of modern media and provide appropriate guidance in managing and utilizing it constructively. This is an important step in maintaining the psychological condition of children in the digital era as it is now ([Ariyana, 2019](#)).

From the above explanation, it can be concluded that the implications of psychological characteristics in the personality development of elementary school children in Indonesia are influenced by various factors, ranging from the family environment, education at school, the role of teachers, the development of social skills, to the impact of media and technology. Each of these components has a meaningful influence on children's psychological development and needs to be considered in creating a comprehensive and effective education system. In this context, the family plays a crucial role in the formation of children's psychological characteristics. The parenting methods that parents apply, the interactions that occur between family members, and the principles instilled in the home environment will shape their personality. Parenting approaches, whether authoritative, democratic, or permissive, produce diverse patterns of behavior in children. Harmonious relationships in the family encourage the formation of good social skills and confidence in children. Meanwhile, values such as integrity, honesty, and empathy emphasized in the family directly shape children's understanding of moral and ethical principles ([Santika & Dafit, 2023](#)).

The basic education system in Indonesia has a dual purpose, namely developing academic abilities and shaping students' character. An effective education system creates a learning atmosphere that encourages children's social and emotional development, not solely pursuing academic achievements. Teachers play a vital role in the process of shaping students' personalities through setting examples, strengthening positivity, and creating a safe and supportive classroom environment. In primary education, children are developing their social skills, so it is very important to provide opportunities to interact with peers and learn values such as cooperation, empathy, and effective communication. Proper supervision and guidance in the use of modern media and technology are also important aspects of maintaining children's mental health. Comprehensively, a deep understanding of the psychological aspects of the personality development of Indonesian children of primary school age is an important foundation for developing an effective

education system and supporting the overall growth and development of children (Ningrum et al., 2022).

## **CONCLUSION**

The process of child development at the primary education level in Indonesia is the result of various interrelated aspects, including cognitive, social, emotional, identity, roles, and learning capacity. The cognitive aspect is the foundation for developing learning and problem-solving skills, while development in the social and emotional fields creates the foundation for establishing good social relationships. The formation of children's identities and roles is influenced by their interests, talents, and values obtained from the family, school, and surrounding community.

The environment, including family, school, and community, contributes significantly to the formation of personality and supports balanced development in children. To achieve comprehensive and sustainable child growth, cooperation from all parties involved is needed. The family environment plays a key role in shaping children's behavior, where parenting, interaction between family members, and values instilled at home are very influential factors.

In the context of formal education, the formation of children's character requires a comprehensive approach, not only focusing on academic achievement but also the development of moral values. Teachers have a vital role in setting an example, reinforcing positivity, and creating a classroom atmosphere that is conducive to the formation of children's personalities. The development of social skills through interaction with peers is no less important, while the influence of media and technology and attention to mental health require appropriate supervision and support. In addition, character education in schools and parental participation in the educational process are important elements in supporting the overall development of Indonesian children's personalities.

## **BIBLIOGRAPHY**

- Ali, M. (2020). Pembelajaran Bahasa Indonesia Dan Sastra (Basastra) Di Sekolah Dasar. *PERNIK: Jurnal Pendidikan Anak Usia Dini*, 3(1), 35-44.
- Andika, D. M., & Widiastuti, A. A. (2022). Keterlibatan Pendidik Dan Tenaga Kependidikan Laki-Laki Dalam Sistem Dan Layanan Pendidikan Bagi Anak Usia Dini Di Kota Salatiga Dan Sekitarnya. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 8(2), 177.
- Ariyana, A. (2019). Pengenalan Ragam Bahasa Melalui Gambar Pada Anak Usia Dini (Tinjauan Psikolinguistik). *Lingua Rima: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(2), 85.
- Cholilah, C., & Afridah, W. (2022). Pengaruh Karakteristik Ibu Terhadap Status Imunisasi Dasar Pada Anak Usia 12-23 Bulan Di Indonesia: Analisis Data Survei Demografi Dan Kesehatan Indonesia 2017. *BIOGRAPH-I: Journal Of Biostatistics And Demographic Dynamic*, 2(2), 66.
- Darnis, S. (2022). Penyebab Dan Resiko Stunting: Implikasi Terhadap Pendidikan Anak Usia Dini. *Nusantara: Jurnal Pendidikan Indonesia*, 2(2), 343-356.
- Fadlin, I. (2021). Perkembangan Psikologis Anak Usia Pendidikan Dasar; Emosional, Kognitif, Dan Psikomotor. *Jurnal Al-Fikrah*, 10(2), 180-192.



- Husain, A. P. (2021). Pendidikan Karakter Pada Anak Usia Dasar Dalam Pembelajaran Daring Di Era Digital. *Nusantara: Jurnal Pendidikan Indonesia*, 1(3), 439-456.
- Ilhami, A. (2022). Implikasi Teori Perkembangan Kognitif Piaget Pada Anak Usia Sekolah Dasar Dalam Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 605-619.
- Jatmikowati, T. E. (2018). Efektifitas Komunikasi Orang Tua Terhadap Kepribadian Intrapersonal Anak. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 4(2), 1.
- Krismawati, Y., & Daeli, A. (2021). Pendidikan Kristen Bagi Anak Balita (Sebuah Kajian Psikologis Dan Teologis). *Montessori Jurnal Pendidikan Kristen Anak Usia Dini*, 2(1), 46-65.
- Madu, F. J., Jediut, M., & Anwar, M. R. (2020). Melestarikan Kearifan Lokal Daerah Manggarai Melalui Kegiatan Mendongeng Pada Anak Sekami Usia Sd Di Paroki Santu Nikolaus Kelurahan Golo Dukalmelestarikan Kearifan Lokal Daerah Manggarai Melalui Kegiatan Mendongeng Pada Anak Sekami Usia Sd Di Paroki Sa. *JIPD: Jurnal Inovasi Pendidikan Dasar*, 4 (1), 62-70.
- Masduki, A. (2020). Implikasi Pendidikan Islam Dalam Keluarga Dan Kepribadian Anak. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 3(2), 53.
- Mulyadi, B. (2019). Model Pendidikan Karakter Anak Usia Dini Dan Anak Usia Sekolah Dasar Di Jepang. *KIRYOKU*, 3(3), 141.
- Muryanti, E., & Herman, Y. (2021). Studi Perbandingan Sistem Pendidikan Dasar Di Indonesia Dan Finlandia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 1146-1156.
- Ningrum, N. P. W., Pane, F. M. J., Yani, S. I., & Khadijah. (2022). Pendidikan Anak Usia Dini: Perannya Dalam Membangun Karakter Dan Tumbuh Kembang Anak Usia Dini. *Tematik: Jurnal Penelitian Pendidikan Dasar*, 1 (1), 59-63.
- Prihantoro, A. (2021). Asesmen Formatif Pada Pendidikan Anak Usia Dini Di Indonesia. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 6(1), 53-64.
- Rahmah, H. (2019). Konseling Realitas Untuk Meningkatkan Penerimaan Diri Pada Anak Di Usia Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(1), 37.
- Sajidah, L. (2023). Pengaruh Game Online Terhadap Kepribadian Sosial Anak Usia Sekolah Dasar. *Jurnal Penelitian Bidang Pendidikan*, 29(1), 9.
- Santika, R., & Dafit, F. (2023). Implementasi Profil Pelajar Pancasila Sebagai Pendidikan Karakter Di Sekolah Dasar. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 6641-6653.
- Saripah. (2022). Tahapan Perkembangan Seni Rupa Anak Usia Dini. *Primarily: Jurnal Kajian Pendidikan Dasar Dan Anak Usia Dini*, 4(2), 77-95.
- Suci, S. Z., Humaizi, H., Zulkifli, Z., Saladin, T. I., & Manurung, R. (2023). Pola Pengasuhan Dan Pendidikan Karakter Anak Pada Keluarga Nelayan Di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 1142-1152.
- Tri Mahajani & Muhtar R. H. (2019). Pemerolehan Bahasa Dan Penggunaan Bahasa Anak Usia Sekolah Dasar. *JPI: Jurnal Ilmiah Pendidikan*, 5(1), 170-178.
- Ulfah, M., & Karolina, V. (2023). Ketimpangan Gender Guru Di Taman Kanak-Kanak Dan Sekolah Dasar Di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 3407-3417.

