PSYCHOLOGICAL CHARACTERISTICS OF PERSONALITY IN ELEMENTARY SCHOOL-AGED CHILDREN IN INDONESIA: REVIEW AND IMPLICATIONS

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Keywords:	ABSTRACTS
Psychological Characteristics; Personality of Elementary; School-Aged Children	***Background:*** *Children are often exposed to various electronic media such as smartphones, tablets, and computers.* ***Purpose:*** *This research aims to understand and analyze the development of elementary school-aged children in Indonesia concerning various factors: cognitive, social, emotional, identity, role, learning abilities, and environmental aspects.* ***Method:*** *The research employs a Systematic Literature Review (SLR) to synthesize findings from multiple studies addressing these developmental factors. Cognitive development underpins learning and problem-solving skills, while social and emotional growth fosters healthy relationships.* ***Result:*** *The research findings reveal that children's identities and roles are shaped by familial, educational, and community influences, with the family, school, and community environments crucially impacting children's personalities and balanced development.* ***Conclusion:*** *Collaboration among stakeholders is essential for fostering holistic growth in children. The family environment significantly influences children's behavior, with parenting styles and values playing pivotal roles. Formal education, besides academic achievement, focuses on moral development, and teachers serve as role models, offering encouragement and creating supportive classrooms. Peer interactions enhance social skills, while media influence and mental health awareness require supervision and support. Additionally, character education and parental involvement are vital in shaping Indonesian children's holistic personalities. In conclusion, a collaborative effort among stakeholders, including families, schools, and communities, is necessary to nurture the comprehensive development of children in Indonesia, addressing cognitive, social, emotional, and environmental dimensions.*

A. INTRODUCTION

The In Indonesia, factors such as culture, social environment, and economic conditions have a significant influence on the development of children's personalities. For example, children growing up in less affluent family environments may experience economic pressure that can affect their psychological development. Additionally, local culture and social norms also play a role in shaping children's thoughts and behaviors. Therefore, research on the psychological characteristics of elementary school-aged children in Indonesia must take into account these unique cultural and social factors. Furthermore, the roles of educators and parents are crucial in helping shape the personalities of children during their elementary school years. They need to understand the individual characteristics of each child and provide an environment that supports their psychological development. This includes providing emotional support, setting clear boundaries, and giving children opportunities to explore and learn from their surroundings (Madu, Jediut, & Anwar, 2020).

In the context of formal education in Indonesia, curriculum and teaching methods also play an important role in shaping the personalities of elementary school-aged children. A holistic curriculum that is child-centered should consider the psychological and social aspects of learning. The use of engaging and relevant teaching methods can also help build children's confidence, independence, and social skills. However, there are still challenges to overcome in integrating the psychology of elementary school-aged children into the education system in Indonesia. One of them is the lack of understanding and awareness of the importance of fostering children's personalities at

the elementary level. Many schools and educators still focus solely on academic aspects, without giving enough attention to psychological and social aspects (Rahmah, 2019).

In efforts to improve understanding and practice in this area, in-depth research on the psychology of elementary school-aged children in Indonesia is highly needed. This research can help identify challenges and opportunities in shaping children's personalities, as well as formulate appropriate strategies to enhance their education quality. Furthermore, educators and parents also need to continue developing their understanding of child psychology and apply these principles in their daily practices. Thus, the background of the psychology of elementary school-aged children in Indonesia is a complex yet important topic in efforts to improve the quality of education for children in this country. Through a better understanding of children's individual characteristics, appropriate support from educators and parents, and effective integration of psychological and social aspects in the education curriculum, it is hoped that we can help Indonesian children grow into psychologically healthy, empowered, and potential individuals. In the context of elementary education in Indonesia, child psychology is an area that raises a number of important issues that need to be understood and addressed seriously. Elementary school-aged children, typically between the ages of 6 and 12, are a group undergoing rapid development in various aspects of their lives, including personality. In this narrative, we will explore some of the key issues related to the psychology of elementary school-aged children in Indonesia (Muryanti & Herman, 2021).

One of the main issues is the need for a deeper understanding of the influence of environmental factors on children's personality development. Indonesia, as a country with rich cultural and social diversity, has a significant influence on how children express themselves, form values, and develop their identities. The problem associated with this is that some children may struggle to adapt to cultural norms or their environment, which can negatively affect their personality development. Therefore, it is important for educators and parents to understand the cultural and environmental context in which children grow up and how it affects their development. Furthermore, another issue to consider is the high academic pressure among elementary school-aged children in Indonesia. An education system that emphasizes academic achievement often places great pressure on children to achieve high scores in exams and national tests. As a result, there is a risk that excessive focus on academic achievement may overlook other important aspects of children's personality development, such as independence, creativity, and emotional intelligence. This problem highlights the need to broaden the view of successful education beyond academic achievement alone to ensure that children can develop holistically (Ulfah & Karolina, 2023).

Moreover, another issue worth noting is the lack of understanding of individual psychological needs among educators and parents. Each child has unique personality characteristics, and effective education requires a deep understanding of each child's needs and interests. However, in many cases, educators and parents may not have the skills or sufficient knowledge to identify and respond appropriately to children's psychological needs. This can lead to children feeling misunderstood or unsupported in their personality development process, which can have negative impacts on their psychological well-being. Equally important is the issue related to the use of technology in children's personality development. In this digital age, children are often exposed to various electronic media such as smartphones, tablets, and computers. Excessive use of

technology can disrupt direct social interaction, creativity, and emotional development in children. This issue emphasizes the importance of understanding the impact of technology on children's psychological development and establishing healthy boundaries in its use. Overall, the issues related to the psychology of elementary school-aged children in Indonesia highlight the need for a holistic and sustainable approach in providing appropriate education and support for children's development. Collaboration among educators, parents, and various stakeholders is needed to ensure that children have a supportive environment for their optimal personality development (Fadlin, 2021).

B. METHODS

This research utilizes a Systematic Literature Review (SLR). A systematic literature review is a type of secondary research that employs transparent methodology to identify, evaluate, and interpret all relevant evidence related to a specific research question in a fair and (to some extent) consistent and replicable manner. A systematic literature review is a formal method for synthesizing data from primary studies related to the research question. This method employs a quantitative descriptive approach. The research procedure includes data collection, analysis, and drawing conclusions. The keywords are "Arabic Language Learning Strategies." All collected data consist of primary data published in the form of articles and national journals listed and indexed by Sinta. The next step involves sorting the articles based on inclusion criteria. Only relevant articles that meet the inclusion criteria will be used in the study (Ali, 2020).

C. RESULT AND DISCUSSION

Psychological Characteristics of Personality in Indonesian Elementary School-Aged Children

Cognitive Development

Children in Indonesian elementary schools experience a crucial period in their cognitive development. This is a phase where the fundamentals of abstract thinking and other cognitive abilities begin to form. Cognitive development is highly significant as it lays the foundation for learning, problem-solving, and future adaptation. At this age, children start to demonstrate increasingly developed logical thinking abilities. They begin to use logic and reasoning to understand the world around them. For example, they can comprehend sequences of events and connect cause-and-effect relationships. This process is essential as it aids them in understanding academic concepts such as mathematics and science taught in school (Ilhami, 2022).

Additionally, children at the elementary school age also begin to show problem-solving abilities. They learn to face challenges and seek appropriate solutions. This ability is a crucial aspect of cognitive development as it helps them overcome obstacles they encounter in daily life. By solving problems, children can develop their confidence and independence. One of the primary cognitive skills developed by children at the elementary school age is the ability to assimilate new information. They become increasingly adept at absorbing new knowledge and experiences and integrating them into their understanding of the world. This process underpins the learning process and helps them adapt to their environment (Mulyadi, 2019).

It is important to remember that cognitive development does not occur suddenly but is the result of complex interactions between genetic factors, the environment, and individual experiences. Genetic factors play a role in determining one's cognitive

potential, while the environment and experiences shape how that potential is actualized. Environmental factors have a significant influence on shaping children's cognitive development. The family, school, and community environments play a crucial role in providing the stimulation and experiences necessary for optimal cognitive development. For example, a supportive family environment that encourages exploration and learning can help children develop their cognitive potential more effectively (Darnis, 2022).

In Indonesia, cultural and social factors also influence the cognitive development of elementary school-aged children. For instance, different educational systems and cultural values applied within society can affect how children learn and process information. Therefore, it is important to understand the local cultural and social context when discussing the cognitive development of children in Indonesia. Furthermore, it is also important to be aware of the role of technology in the cognitive development of elementary school-aged children. In today's digital age, children are often exposed to various electronic media, which can influence how they process information and think. While technology can be a useful tool in learning, it is also important to limit children's exposure to media that is not suitable for their cognitive development (Noormawanti, 2017).

In developing educational approaches for elementary school-aged children in Indonesia, it is important to consider their cognitive development. Supporting and stimulating the cognitive development of children is key to helping them reach their full potential in academics and life overall. By understanding the characteristics of cognitive development in elementary school-aged children in Indonesia, educators and parents can collaborate to create environments that support and stimulate their growth. This involves providing meaningful learning experiences, offering challenges appropriate to their developmental level, and creating a climate that supports exploration and active learning. With a holistic and child-centered approach, we can help elementary school-aged children in Indonesia achieve their cognitive potential and become experienced lifelong learners (Asiah, 2018).

Social and Emotional Development

Children in Indonesian elementary schools experience a crucial period in their social and emotional development. This is a time when they begin to understand and learn various aspects of social interaction and emotional management. This process has a significant impact on their personality development and lays the foundation for healthy social relationships in the future. At this age, children are learning about social interactions. They start to understand how to interact with peers, teachers, and family members. This process is essential as it helps them develop the social skills necessary to build positive relationships with others. Children learn to share, cooperate, and understand the perspectives of others, which are crucial aspects of successful social life.

Additionally, children at the elementary school age are also learning about managing their emotions. They may experience rapid emotional changes as they are still in the process of learning to recognize and manage various types of emotions. This may include feelings of joy, sadness, anger, fear, and anxiety. The ability to manage emotions effectively is important for children's mental and social well-being, as well as for maintaining good relationships with others. This learning process is not always easy for children. They may face various challenges in managing their social interactions and emotions. For example, they may struggle to handle conflicts with peers or overcome anxiety when faced with new situations. Therefore, it is important for educators and

parents to provide appropriate support and guidance in helping children overcome these challenges (Jatmikowati, 2018).

Environmental factors play a crucial role in the social and emotional development of elementary school-aged children. The family, school, and community environments play a significant role in providing social behavior models and the necessary support for healthy social and emotional development. For example, children who grow up in supportive and loving environments tend to have better social and emotional skills than those who do not. In Indonesia, cultural factors also influence the social and emotional development of children. Cultural values, norms, and expectations applied within society can affect how children learn about social interaction and manage their emotions. Therefore, it is important to understand the local cultural context when designing approaches to support children's social and emotional development.(Tri Mahajani, 2019)

In developing approaches to support the social and emotional development of elementary school-aged children in Indonesia, educators and parents need to consider several things. First, it is important to provide positive social behavior models and the necessary support for children to develop their social skills. Second, it is important to provide opportunities for children to practice their social skills through various activities and social interactions. Third, it is important to teach children how to recognize and manage their emotions effectively, as well as provide strategies to overcome emotional challenges they face. By providing appropriate attention to the social and emotional development of elementary school-aged children, we can help them build strong social and emotional skills that will help them succeed in life. This involves cooperation between educators, parents, and the community as a whole to create an environment that supports and facilitates the social and emotional growth of children. Thus, we can help children in Indonesia become resilient, caring, and positively contributing individuals in society.

Identity and Role

The lives of children in Indonesia at this critical age mark an important period in the formation of their identity and roles within social and family environments. Research in developmental psychology indicates that this period, often referred to as preadolescence, is a crucial phase in individual psychosocial development. In this context, children begin to develop an understanding of who they are, what they like, what talents they possess, and how they interact with others around them. Identity is a complex concept involving various factors, including personal experiences, environmental influences, and accepted social norms. In Indonesia, social, cultural, and economic conditions have significant impacts on the formation of children's identities. Family, school, and community environments play crucial roles in shaping how children understand themselves and their roles in the broader society (Sajidah, 2023).

One key aspect of children's identity development is the recognition of their interests and talents. Children at this age tend to exhibit diverse interests, ranging from sports, arts, music, to specific academic fields. The need for recognition and support from their environment is crucial in helping them explore their interests and talents more effectively. This underscores the importance of the roles of parents, teachers, and community members in supporting children's development. Additionally, children at this age also begin to realize their social roles within the family and society. They learn how to interact with family members, peers, and adults. They develop social skills such as empathy, cooperation, and communication, which are essential for building healthy and

sustainable relationships. This process can be influenced by family dynamics, cultural norms, and values taught in schools and society.

The importance of developing children's identity and roles should not be overlooked in the context of sustainable human development. Children who have a strong understanding of who they are and their roles in society are more likely to become independent individuals who contribute positively to society. Therefore, there needs to be ongoing efforts to provide support and recognition to children in shaping their identities and roles. However, certain challenges may arise in this process, especially in Indonesia, which has vast cultural, economic, and social diversity. Some children may struggle to find their identity due to pressures from strict social norms or limited available resources. Moreover, rapid changes in popular culture and technology can also affect how children understand themselves and their roles in society (Masduki, 2020).

To address these challenges, a holistic approach is needed, involving cooperation between families, schools, governments, and the wider community. Educational programs that promote positive self-acceptance, the development of social skills, and the exploration of interests and talents should be reinforced and integrated into school curricula. Additionally, psychosocial support should be available for children experiencing difficulties in navigating their identity processes. Furthermore, it is important to raise awareness and understanding among parents and the community about the importance of supporting children's identity development. The support provided by parents, teachers, and community members can have a significant impact in helping children find their identity and feel accepted in their environment. In the context of globalization and ongoing social changes, the roles and identities of children in Indonesia will continue to evolve and change. Therefore, it is crucial for us to continually update our approaches in supporting children's psychosocial development and ensuring that they have a supportive environment to explore and develop their identities and roles to the fullest. Only in this way can we ensure that the future generation will become independent, empathetic individuals who contribute to the progress of Indonesian society as a whole (Suryana & Sakti, 2022).

Learning Abilities

The personalities of children in primary education are also influenced by their learning abilities. They may exhibit different learning preferences, such as visual, auditory, or kinesthetic, which can affect how they absorb and process information. Primary education is a crucial stage in shaping the personalities of children in Indonesia. During this period, they not only hone their academic skills but also begin to develop their identities and characters. One factor influencing this development is children's learning preferences, which can impact how they absorb and process information. In this context, it is important to understand how learning preferences affect children's learning activities in Indonesia and how this impacts their personality formation (Krismawati & Daeli, 2021).

First and foremost, it is important to understand what learning preferences entail. Learning preferences refer to the way individuals prefer to access, process, and assimilate information. This concept was first introduced by Neil Fleming through the visual, auditory, and kinesthetic (VAK) learning theory in 1987. According to this theory, each individual has a unique learning preference, with some tending to learn better through visual (using pictures and diagrams), auditory (listening), or kinesthetic (through physical experience) means. In Indonesia, the diversity of learning preferences among children in

primary education becomes a crucial factor in understanding classroom dynamics and learning. Some children may prefer learning through visual interaction, such as viewing pictures or presentations, while others may prefer learning through auditory means, such as listening to lectures or group discussions. There are also children who prefer learning through direct experience or physical activities (Husain, 2021).

Understanding these learning preferences is important not only in the context of learning effectiveness but also in the formation of children's personalities. How children absorb and process information can influence their level of engagement in learning and, broadly, their psychosocial development. Children who feel more comfortable with a certain learning style tend to be more motivated to learn and more confident in expressing themselves, which in turn can affect their personality formation. However, there are also aspects to consider when linking learning preferences to the formation of children's personalities in Indonesia. Culture and social environment play a significant role in influencing learning preferences. For example, children growing up in more traditional environments may have different learning preferences than those growing up in urban environments or exposed to modern technology. Therefore, it is important to take cultural and social contexts into account when understanding children's learning preferences.

Furthermore, the role of teachers and educators is crucial in supporting various learning preferences of children. Teachers should understand the diversity of learning preferences in their classrooms and provide a learning environment that supports all learning styles. This may involve using various teaching strategies, such as the use of pictures and diagrams, the use of audio aids, or organizing physical activities in learning. Moreover, it is also important to involve parents in supporting children's learning preferences. Parents can serve as educational partners by helping support their children's learning styles at home. They can also communicate with teachers to ensure that children's learning preferences are accommodated in the school environment.

Environmental Factors

Children's personalities are also influenced by environmental factors, including their family, school, and surrounding community. These factors can play a significant role in shaping children's values, beliefs, and behaviors. Children's personalities are a product of complex interactions between internal and external factors, among which environmental factors play a crucial role. In Indonesia, the family, school, and community environments play crucial roles in shaping children's values, beliefs, and behaviors. Each of these environments contributes unique dynamics and influences, which collectively form the foundation for children's personality development. The family environment is the first and closest environment that influences the formation of children's personalities in Indonesia. The family is where children first learn about the values, norms, and behaviors accepted in society. Interaction patterns within the family, such as communication, support, and discipline, provide the foundation for children's personality development. For example, parental role modeling within the family serves as a strong example for children in shaping their identities. Children who grow up in families that provide emotional support and promote open communication tend to develop confident and stable personalities (Mansir, 2022).

In addition to the family, the school environment also has a significant influence on shaping children's personalities in Indonesia. Schools are not just places to acquire academic knowledge but also arenas for learning social skills, ethics, and moral values.

Teachers and the learning environment in schools have a strong influence on how children understand themselves and interact with others. For example, in the school environment, children can learn about cooperation, competition, and responsibility, all of which influence their personality development. Besides the family and school, the community also plays a vital role in shaping children's personalities in Indonesia. The community exposes children to various norms, values, and cultures that can influence how they view the world and themselves. Interactions with peers, neighbors, and other community members provide opportunities for children to hone their social skills and develop a broader understanding of the world around them. For example, in communities that prioritize togetherness and solidarity, children tend to internalize these values and develop inclusive and caring personalities.

However, it is important to remember that the environment is not static, and its influence can change over time. Amidst the evolving social, economic, and cultural dynamics, the family, school, and community environments also undergo changes. These changes can affect how children perceive themselves and the world around them, as well as the values they adhere to. Therefore, it is important to continuously monitor and evaluate the influence of the environment on the formation of children's personalities and take steps to ensure that the environment supports positive development. Additionally, it must be acknowledged that every child is a unique individual, and the influence of the environment may vary for each child. Some children may be more susceptible to certain environmental influences than others, depending on factors such as personality, talents, and personal experiences. Hence, a holistic and differential approach is needed to understand and address the influence of the environment on the formation of children's personalities in Indonesia. In this context, it is crucial for families, schools, and communities to collaborate in creating environments that support balanced and holistic development for children. Collaboration among various institutions and stakeholders can help create comprehensive support systems for children's development, enabling them to grow into independent, empathetic, and positively contributing individuals in society. Thus, environmental influence can become a powerful driver for shaping strong and competitive personalities for children in the future.

Implications of Psychological Characteristics of Children's Personalities in Primary Education Age in Indonesia

The implications of psychological characteristics of children's personalities in primary education age in Indonesia can be highly diverse and have significant impacts on their development. Some key implications include (Cholilah & Afridah, 2022).

Family Environment Influence

The family environment plays a significant role in shaping the psychological characteristics of children. Parenting styles, interactions with family members, and values taught at home will influence the development of children's personalities. The family environment plays an integral role in shaping children's psychological characteristics, being the primary focus of much developmental psychology research. Parenting styles applied by parents, interpersonal interactions experienced by children with family members, and values consistently instilled at home significantly influence the development of children's personalities. This concept reflects the ecological systems theory, which highlights the complexity of the relationship between individuals and their environment. Authoritative, democratic, or permissive parenting styles can shape

different behavior patterns in children. Positive interactions among family members support the formation of healthy social relationships and children's self-confidence. Values upheld at home, such as integrity, honesty, and empathy, directly influence children's understanding of morality and ethics. Thus, research on the family environment is not only important for understanding individual development but also for designing interventions aimed at improving parenting quality and shaping children's personalities. The synergy among these factors illustrates the complexity of dynamics in the influence of the family environment on children's psychological development (Saripah, 2022).

Formal Education

Primary education in Indonesia aims not only to enhance academic skills but also to shape good character. The implication is the importance of creating a learning environment that supports the social and emotional development of children, rather than solely focusing on academic achievements. Primary education in Indonesia is an integral part of shaping individuals, functioning not only to improve academic competence but also to cultivate good character. This signifies a paradigm shift from education solely oriented towards academic achievement to a more holistic approach. The implication is the need to create a learning environment that supports the social and emotional development of children, not just focusing on academic performance.

In a supportive learning environment, children have the opportunity to learn and interact positively with peers and teachers, helping them understand social concepts and develop important interpersonal skills for everyday life. Furthermore, education focused on character formation also encourages the development of strong moral and ethical values, such as integrity, honesty, and empathy. Thus, creating a supportive learning environment not only helps enhance academic skills but also shapes individuals with moral integrity and good social skills. This provides a strong foundation for creating a generation that contributes positively to society and has high social awareness. Therefore, primary education in Indonesia must continue to adapt to the holistic developmental needs of children by providing balanced attention to academic, social, and emotional aspects (Suci, Humaizi, Zulkifli, Saladin, & Manurung, 2023).

The Role of Teachers

Teachers play a crucial role in helping children develop their personalities. They can set a good example, provide positive encouragement, and create a safe and supportive classroom environment. In the context of education, the role of teachers in shaping children's personalities has been widely recognized in developmental psychology research. Teachers not only serve as conveyors of academic knowledge but also as social models for children. They have the ability to set a good example through their everyday behavior, guiding children to develop good moral values and ethics.(Prihantoro, 2021)

In addition to setting a good example, teachers also play a vital role in providing positive encouragement to children. This encouragement can come in the form of praise for achievements, providing constructive feedback, and acknowledging children's successes in reaching specific goals. This builds confidence and motivation for children to continue to grow. Furthermore, teachers are responsible for creating a safe and supportive classroom environment. A positive and inclusive environment allows children to feel comfortable to learn and explore without fear or tension. This creates optimal conditions for healthy and positive personality development. Overall, the role of teachers in shaping children's personalities cannot be overlooked. They have great potential to

influence the social, emotional, and moral development of children through their interactions in the learning environment. Therefore, it is important for teachers to be aware of the significant impact they have and to use it effectively to create valuable learning experiences for every child.

Development of Social Skills

Children at the primary education age are developing their social skills. The implication is the importance of providing opportunities for children to interact with peers and learn about cooperation, empathy, and effective communication. During the primary education stage, children are in the process of developing social skills that are vital for their future lives. The implication of this is the importance of providing ample opportunities for children to interact with peers. Through these interactions, they can learn about the importance of cooperation, empathy, and effective communication in various contexts. Interacting with peers provides a crucial platform for children to understand social dynamics and practice the social skills they learn. For example, through group activities, they learn how to collaborate in achieving common goals, appreciate differing opinions, and resolve conflicts constructively. Additionally, interacting with peers also allows them to develop empathy by understanding the feelings and perspectives of others (Andika & Widiastuti, 2022).

Furthermore, the learning environment should be designed in such a way as to provide opportunities for children to practice effective communication. Teachers can facilitate activities that encourage children to speak, listen, and articulate their ideas clearly and accurately. By providing adequate opportunities for children to interact with peers and learn about cooperation, empathy, and effective communication, primary education can help shape a strong foundation for children's social skills in the future. This is not only important for their academic success but also for their ability to adapt and contribute to society.

Influence of Media and Technology

Children in Indonesia are increasingly exposed to modern media and technology. The implication is the importance of monitoring and directing their media usage to prevent detrimental effects on their psychological development. The growing exposure of children in Indonesia to modern media and technology implies the need for appropriate supervision and guidance to ensure that their psychological development is not compromised. Excessive exposure to inappropriate content can have negative impacts on various aspects of development, including cognitive, emotional, and behavioral aspects. In this context, it is crucial for parents and educators to understand the potential effects of modern media and provide appropriate guidance in managing and utilizing it positively. This is a key step in safeguarding the psychological well-being of children in this digital era (Ariyana, 2019).

Mental Health

Attention to children's mental health is becoming increasingly important. The implication is the importance of providing mental health education to children from an early age and offering appropriate support services when needed. The growing recognition of the importance of children's mental health underscores the need for providing mental health education to children from a young age and offering suitable support services when necessary. Mental health education can help children understand and manage their emotions, develop healthy coping skills, and increase awareness of the importance of maintaining mental health. Additionally, appropriate support services such

as counseling or psychological interventions are needed to provide assistance to children experiencing mental health issues. Thus, holistic education and support services will help create an environment that supports the growth and mental well-being of children (Yudha & Hendrica, 2023).

Importance of Character Education

Character education is an essential part of primary education in Indonesia. The implication is the importance of integrating values such as honesty, responsibility, and cooperation into the school curriculum. Character education has become a crucial element in the curriculum of primary education in Indonesia, highlighting the need to integrate values such as honesty, responsibility, and cooperation into the school curriculum. Through character education, schools aim not only to transfer academic knowledge but also to shape students' character positively. Integrating these values into the curriculum helps develop students' moral awareness and ethics, preparing them to be responsible members of society who contribute positively. Thus, character education serves as a vital foundation in preparing the young generation of Indonesia to face future challenges (Ainiyah, 2023).

Parental Involvement

Parents play a crucial role in shaping the personalities of their children. The implication is the importance of parental involvement in their children's education, both at home and at school. The role of parents in shaping the personalities of their children has been widely acknowledged. The implication is the importance of parental involvement in their children's education, both at home and at school. The interactions and support provided by parents lay a crucial foundation for the psychological and social development of children. At home, parents can set a good example, provide guidance, and facilitate learning centered around important values such as honesty, empathy, and cooperation. At school, parental involvement in the education process also plays a key role. Through participation in school activities, communication with teachers, and monitoring of their children's academic and behavioral development, parents can support their children's learning experience to the fullest. Thus, active and ongoing parental involvement is a crucial factor in shaping the personalities and academic success of children (Lupi, 2017).

DISCUSSION

The psychological characteristics of personality development in Indonesian children of elementary school age encompass various important aspects in shaping their personalities. Firstly, cognitive development becomes the primary focus at this age. Children begin to develop logical thinking and problem-solving skills, which form the foundation for their future learning abilities. Genetic factors, environment, and individual experiences play a role in shaping their cognitive development. The family, school, and community environments play a crucial role in providing the necessary stimuli and experiences. Furthermore, social and emotional development are crucial aspects in shaping children's personalities. They learn about social interactions and emotional management, which form the basis for healthy social relationships in the future. The family, school, and community environments also have a significant impact on children's social and emotional development (Mulia & Kurniati, 2023).

Identity and roles are another focus in shaping children's personalities. Children begin to develop an understanding of who they are and what roles they play in their social

and family environments. Learning preferences also influence their personality development, highlighting the importance of understanding how learning preferences affect learning activities and identity formation. Environmental factors, such as family, school, and community, also have a significant impact on shaping children's personalities. These environments exert a strong influence on how children understand themselves and the world around them, as well as the values they adopt. It is important to monitor and evaluate the influence of the environment on the formation of children's personalities and to create environments that support positive development.

The implications of the psychological characteristics of personality development in Indonesian elementary school-aged children encompass various aspects involving family environment, formal education, the role of teachers, social skills development, media and technology influence, mental health, the importance of character education, and parental involvement. Each of these aspects has a significant impact on the psychological development of children and has important implications for designing holistic and effective education. The family environment plays a significant role in shaping the psychological characteristics of children. Parenting styles, interactions with family members, and values taught at home will influence their personality development. Authoritative, democratic, or permissive parenting styles can shape different patterns of behavior in children. Positive interactions among family members support the formation of healthy social relationships and children's confidence. Values advocated at home, such as integrity, honesty, and empathy, directly influence children's understanding of morality and ethics (Santika & Dafit, 2023).

Primary education in Indonesia aims not only to improve academic skills but also to instill good character. Effective primary education creates a learning environment that supports the social and emotional development of children, rather than solely focusing on academic achievement. Teachers play a crucial role in helping children develop their personalities by setting a good example, providing positive reinforcement, and creating a safe and supportive classroom environment. Children at the primary education age are developing their social skills, hence the importance of providing them with opportunities to interact with peers and learn about cooperation, empathy, and effective communication. Additionally, proper supervision and guidance regarding the use of modern media and technology are also important for maintaining the psychological well-being of children.

Attention to children's mental health is increasingly important, emphasizing the need to provide mental health education to them from an early age and to provide appropriate support services when needed. Character education is also an integral part of primary education in Indonesia, with the integration of values such as honesty, responsibility, and cooperation into the school curriculum. Parental involvement is also a key factor in shaping children's personalities, both at home and at school. The interactions and support provided by parents lay a crucial foundation for the psychological and social development of children, making active and sustained parental involvement essential. Overall, a deep understanding of the implications of psychological characteristics of personality development in Indonesian children of primary school age is key to designing effective education and supporting the holistic development of children in the future (Ningrum, Pane, Yani, & Khadijah, 2022).

D. CONCLUSION

The development of children at the primary education age in Indonesia involves complex interactions between various factors, including cognitive, social, emotional, identity, role, learning abilities, and environmental factors. Cognitive development forms the basis for learning and problem-solving skills, while social and emotional development lays the foundation for healthy social relationships. Children's identities and roles are influenced by interests, talents, and values taught in the family, school, and community environments. Environmental factors, such as family, school, and community, play a crucial role in shaping children's personalities and supporting balanced development. Collaboration among all stakeholders is necessary to create an environment that supports the holistic and sustainable growth of children, with significant implications for their development. The family environment is a primary factor shaping children's behavioral patterns, with parenting styles, interpersonal interactions, and values taught at home playing an integral role. Formal education also plays a significant role in shaping children's characters, requiring a holistic approach that focuses not only on academic achievement but also on the development of moral values. The role of teachers in setting examples, providing positive reinforcement, and creating a supportive classroom environment is crucial in shaping children's personalities. Developing social skills through interaction with peers is also crucial, while the influence of media and technology and attention to mental health require proper supervision and support. Character education in schools and parental involvement in the educational process are also important factors in shaping the holistic development of Indonesian children's personalities.

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