

## 21st Century Character Values of Elementary School Students

Ali Mardius<sup>1\*</sup>, Yetty Morelent<sup>2</sup>, Suci Poro<sup>3</sup>, Mona Fitria<sup>4</sup>, Salsabila<sup>5</sup>, Yudi Paboja<sup>6</sup>

<sup>1,2</sup>Dosen PPG FKIP Universitas Bung Hatta, Indonesia

<sup>3</sup>Pamong PPG SD Percobaan Padang, Indonesia

<sup>4</sup> Mahasiswa Prodi PPG FKIP Universitas Bung Hatta, Indonesia

<sup>5</sup> Mahasiswa Prodi PGSD FKIP Universitas Bung Hatta, Indonesia

<sup>6</sup> Prodi PJKR FKIP Universitas Bung Hatta, Indonesia

### ABSTRACT

The purpose of this study is to reveal the 21st Century characters possessed by Elementary School students. This study uses survey research and descriptive methods. The research data were obtained by distributing questionnaires to students in grades 5 and 6 from 2 Elementary Schools in Padang City. The collected data were tabulated and analyzed to determine the values of the 21st Century characters possessed by students. The results of this study indicate that the 21st Century characters, namely moral and performance characters possessed by Elementary School students, are in the adequate category. These character values tend to have the same value for each indicator, both performance and morals. The kinar character at the level of persistence in learning and positive attitudes in learning have values in the low category. While in the moral character value, all indicators are in the adequate category. This value shows that there is a need to be aware of how to improve students' character to face the 21st Century. Such as providing character-based learning models in every subject at school.

**Keywords :** 21st Century; Character; Value

### Correspondence:

\* Full Name of Correspondence Author, Insitution, Institution Address with Postal Code. Email: [alimardius@bunghatta.ac.id](mailto:alimardius@bunghatta.ac.id)

### Article History:

Submitted: November 4, 2024

Revised: February 12, 2025

Accepted: February 16, 2025

Published: February 20, 2025

### Authors' contribution:

- A) Conception and design of the study;
- B) Acquisition of data;
- C) Analysis and interpretation of data;
- D) Manuscript preparation;
- E) Obtaining funding

**Cite this article :** Mardius, A., Morelent, Y., Poro, S., Fitria, M., Salsabila, & Paboja, Y. (2025). 21st Century Character Values of Elementary School Students. *Indonesian Journal of Sport Management*, Vol. 5(1), 185-191. <https://doi.org/10.31949/ijism.v5i1.12828>

### INTRODUCTION

Character education has become an important part of educational development and a strategic policy agenda in educational curricula in various countries (Arweck et al., 2005; Duncan et al., 2013; Narvaez & Lapsley, 2008; Pérez-Pueyo et al., 2021). Therefore, morality, character education or moral development, however defined, has been a concern of public schools since the beginning (Mouratidou et al., 2007) instilling character as a top priority in the development of 21st century projections. It is also the foundation for realizing the vision of national development, namely a society with high morals, in the sense of upholding existing moral values, ethical, cultured and civilized, based on the philosophy of Pancasila. The essence of this context is the embodiment of the ideal Indonesian human being in accordance with the philosophy of Pancasila (Ministry of National Education, 2010).

Entering the fourth industrial revolution (Industry 4.0), the re-implementation of the 2013 curriculum and the Independent Learning Curriculum in Indonesia in the education system considers several views including: (1) future challenges related to readiness to face the era of the industrial revolution 4.0; (2) future competencies according to 21st century skills; (3) improving student performance in science and technological literacy; and (4) the formation of better character qualities (Maheso et al., 2019; Tim & Widjianti, n.d.; Wagner et al., 2017). Referring to this, it is clear that character is the main thing in the projection of 21st century education from government policies and national education. Developing character values that are important to have and internalize in students and integrated into learning (Aryani & Yuliarti, 2023; Khumairoh, 2022).

The character values developed are (1) performance character: (a) persistent in achieving what is desired (b) diligent in studying and working so that the results are maximized, (c) strong self-discipline causes him to succeed in achieving what he aspires to, (d) a positive attitude causes him to be respected by his friends. (2) moral character: (a) fair in making decisions (b) honest in words and deeds, (c) caring for oneself, (d) respect for rules and oneself and others (Carson, 2021). A review of previous research that has been carried out includes those related to the character education model (Liu et al., 2023; Muhtar et al., 2021; Sujarwo et al., 2020; Zhou & Tang, 2022). Most of the evidence shows that character education has a vital role in the learning process. One of the character-based physical education learning models is very much needed for. To understand better, in a structured and comprehensive manner the character values possessed by students at school, we need to conduct a survey related to the character possessed by students in elementary schools as a projection of education in Indonesia.

## **METHOD**

### **Research Design**

The research design using survey research allows researchers to conduct surveys among large sample subjects, for an in-depth understanding of student character in the projection of 21st century education (Henning E, Van Rensburg W, 2004)

### **Sample and data collection**

The target population in this paper is students, at Kematan Koto Tengah Elementary School, Padang City. Sampling in this study uses a quantitative phase, namely using a probability sampling technique, which involves "selecting a large number of elements from the population at random so that each member of the population is likely to get a chance to be a sample" (Teddle C, 2007). Random selection ensures that these findings about the sample will be generalized to the population (Bernard HR, 2010). The researchers purposively selected 2 schools, namely SD Negeri 26 Parupuk Tabing and SD Negeri 56 Anak Air, Padang City, totaling 60 students.

### **Research instrument**

The instrument used in this study is a survey questionnaire with open and closed questions providing perceptions or views of the character values possessed by students.

### **Data analysis**

First, data analysis facilitates researchers theologically to search, organize, synthesize, and convert data from questionnaires, interview manageable elements and help researchers understand the phenomena under investigation (McMillan J, 2006; Mouton J, 2002). Second,

data summary is done through frequency distribution, tables and percentages then displayed in the form of images, namely utilizing IBM SPSS software.

## RESULTS

The results of the study describe the character of students related to performance values and moral values. These two indicators will be the determinants of the character possessed by students in Elementary Schools in 2025. See Descriptive Results Table 1.

**Table 1.** 21st Century Character Assessment Results

Observed aspects	n	SD	M
Elementary School 26 Parupuk Tabing, Koto Tengah District, Padang City			
Performance Character			
Persistent in achieving what he wants to achieve	60	6,234	54,31
Persistent in studying and working so that the results are maximized	60	7,001	66,97
Strong self-discipline causes him to succeed in achieving what he aspires to	60	6,921	65,15
Positive attitude causes him to be respected by his friends	60	6,001	59,65
Average			63,92
Category			Adequate
Moral Character			
Fair in making decisions so that everyone can accept the decision	60	7,542	69,35
Honest in words and deeds so that he is respected	60	6,345	75,65
Care about himself and his friends	60	7,406	66,78
Respect for the rules and yourself and others	60	6,162	69,24
Average			70,26
Category			Adequate
Character value			67,09
Category			Adequate
Elementary School 26 Parupuk Tabing, Koto Tengah District, Padang City			
Performance Character			
Persistent in achieving what he wants to achieve	60	5,223	55,67
Persevere in studying and working so that the results are maximized	60	7,342	56,65
Strong self-discipline causes him to succeed in achieving what he aspires to	60	6,274	55,68
Positive attitude causes him to be respected by his friends	60	6,453	69,54
Average			59,39
Category			Laow
Moral Character			
Fair in making decisions so that everyone can accept the decision	60	8,345	69,25
Honest in words and deeds so that he is respected	60	5,312	61,03
Care about yourself and friends	60	6,231	61,92
Respect the rules and yourself and others	60	7,561	61,58
Average			63,45
Category			Adequate
Character value			61,42
Category			Adequate

Table 1 shows the average character value of 21st Century students of Elementary School 26 Parupuk Tabing, Koto Tengah District, Padang City and Elementary School 26 Parupuk Tabing, Koto Tengah District, Padang City, each of which is 61.42. All evaluation indicators are still included in the adequate category.

## DICUSSION

The development of a country is determined by the character of its citizens. Character education is very strategic if it is developed through education in schools. Character values that are applied and developed in all activities involved in the learning process are evaluated systematically, measurably, and sustainably. The results of observations and teacher notes on student character during the learning process can be used as a basis for evaluating the achievement of the implementation of character values. The results of the evaluation can be used as a basis for consideration and conclusions that describe the character profile of students and as a basis for determining further actions (Hasnadi & Inayatillah, 2022).

These results show that the development of students' moral character influences and is related to learning outcomes, self-character, and performance, which contribute to students' mental health. So that efforts can be made to develop and strengthen students' character through internal educational strategies, such as material content that contains character values (Suciati et al., 2023). This condition has recently become an obstacle in implementing character education because learning is carried out virtually. This study helps provide information regarding the character values possessed by Elementary School students (Hidayat et al., 2022).

Instilling character values from an early age is expected in this condition. There are six pillars of character, namely trust, respect, responsibility, justice, caring, and citizenship. These six pillars can be taught to students through parenting patterns in the family, the learning process at school, and socialization and interaction in society through role models. Trust is related to honesty, children are taught to always be honest in speaking and acting so that children will gain a sense of trust. Respect is related to an attitude of mutual respect and politeness, from an early age children are taught how to queue, respect parents and teachers, and manners in socializing. Responsibility teaches children to always dare to bear what is their obligation and the consequences of what they do. In order for children to become responsible individuals, parents and teachers provide examples and stimuli about responsibility to children, how children should behave towards the work given, and the problems they face. Justice is related to equal rights and obligations. Thus, parents and educators can provide encouragement and examples of how to be fair. This can be taught through various pair or group games that require children to follow the applicable rules and how to play without any demands to win in various ways (Nurdin, 2020). So that children will get used to not being selfish and cheating to get something. Caring is related to sensitivity to the surrounding environment, such as caring for plants, feeding pets, visiting sick friends, helping parents and teachers, and so on. Citizenship is related to love for the homeland and defending the country (Hudaidah et al., 2021). Children are taught to become citizens with character and noble morals as a form of love for the homeland because the character and morals of citizens influence the character and morals of the nation (Setiawati et al., 2022). Character education-based learning is a very important issue/matter because character and moral education is a form of strengthening and developing values (Dea Nerizka, Eva Latifah, 2021). There are 18 character values that can be integrated into learning through the syllabus, lesson plans, materials, and assignments given to students (Birhan et al., 2021). So character-based learning models and learning media are effective in improving learning and developing the quality of students' character and morals (Aningsih et al., 2022; Irawan & Windarti, 2023; Van Der Leij et al., 2022). Local wisdom-based learning can also be integrated into learning through values and aesthetics to support and influence students' character and morals, such as the culture of shame which is associated with faith, compassion, honesty, respect, cooperation, sincerity, and hard work (Hidayati et al., 2020). The use of e-assessment and literacy skills in reading fiction (fairy tales and legends), as well as simulations/practices in the application



of economic learning have a very good influence on students' character and moral development (Amri et al., 2020; Astutik & Pramita, 2023; Rindrayani, 2020).

## CONCLUSION

The character values currently possessed are in the adequate category. Character values are an important part of the 21st century education projection. Knowledge related to moral character and performance formulated in this study, becomes the basis for improving the character of SISAW which begins early, through a curriculum and learning model that is suitable for forming the character of students in Elementary Schools.

## REFERENCES

- Amri, F., Djatmika, E. T., Wahyono, H., & Widjaja, S. U. M. (2020). The effect of using simulation on developing students' character education in learning economics. *International Journal of Instruction*, 13(4). <https://doi.org/10.29333/iji.2020.13424a>
- Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1). <https://doi.org/10.36941/jesr-2022-0029>
- Arweck, E., Nesbitt, E., & Jackson, R. (2005). Common values for the common school? Using two values education programmes to promote "spiritual and moral development." *Journal of Moral Education*, 34(3). <https://doi.org/10.1080/03057240500206154>
- Aryani, I. K., & Yuliarti, Y. (2023). 21st Century Learning Values, Character and Moral Education in An Effort to Overcome Student's Moral Decadence. *Proceedings Series on Social Sciences & Humanities*, 8. <https://doi.org/10.30595/pssh.v8i.609>
- Astutik, H. S., & Pramita, R. A. (2023). Evaluation of Implementation Strengthening Character Education's Program at Junior High School in Sorong Regency. *Indonesian Journal of Mathematics Education*, 6(2). <https://doi.org/10.31002/ijome.v6i2.1016>
- Bernard HR, R. G. (2010). *Analysing Qualitative Data: Systematic Approaches*.
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. *Social Sciences and Humanities Open*, 4(1). <https://doi.org/10.1016/j.ssaho.2021.100171>
- Carson, J. (2021). 'Re-thinking a Bachelor of Arts for the 21st-Century precariat.' *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2021.1916906>
- Dea Nerizka, Eva Latifah, A. M. (2021). Heredity and environment factors in building characters. *Jurnal Pendidikan Karakter*, 12.
- Duncan, D. W., Cannon, J., & Kitchel, A. (2013). Teaching Efficacy: A Comparison of Traditionally and Alternately Certified CTE Teachers in Idaho. *Career and Technical Education Research*, 38(1). <https://doi.org/10.5328/cter38.1.57>
- Hasnadi, & Inayatillah. (2022). INCULCATING CHARACTER VALUES THROUGH HISTORY LEARNING. *Jurnal Ilmiah Peuradeun*, 10(1). <https://doi.org/10.26811/peuradeun.v10i1.732>
- Henning E, Van Rensburg W, S. B. (2004). *Finding Your Way in Qualitative Research*.
- Hidayat, M., Rozak, R. W. A., Hakam, K. A., Kembara, M. D., & Parhan, M. (2022). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Cakrawala Pendidikan*, 41(1). <https://doi.org/10.21831/cp.v41i1.45920>

- Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno. (2020). Exploring the implementation of local wisdom-based character education among Indonesian higher education students. *International Journal of Instruction*, 13(2). <https://doi.org/10.29333/iji.2020.13213a>
- Hudaidah, Susanti, R., & Andriani, D. S. (2021). *Building a Love Character of the Cultural Environment Through Historical Learning*. <https://doi.org/10.2991/assehr.k.210204.018>
- Irawan, D., & Windarti, Y. (2023). The case of character education implementation in elementary schools: How are promotions and its problems? *IJEVSS: International Journal of Education, Vocational and Social Science*, 02(01).
- Kemendiknas. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Badan Penelitian dan Pengembangan.
- Khumairoh, A. (2022). The Importance of Inculcating Character Education in Facing the Era of Globalization in the 21st Century Generation. *Jurnal Pendidikan Karakter*, 13(1). <https://doi.org/10.21831/jpka.v13i1.41787>
- Liu, C., Dong, C., Li, X., Huang, H., & Wang, Q. (2023). Analysis of Physical Education Classroom Teaching after Implementation of the Chinese Health Physical Education Curriculum Model: A Video-Based Assessment. *Behavioral Sciences*, 13(3). <https://doi.org/10.3390/bs13030251>
- Maheso, N., Mpofu, K., & Ramatsetse, B. (2019). A Learning Factory concept for skills enhancement in rail car manufacturing industries. *Procedia Manufacturing*, 31, 187–193. <https://doi.org/10.1016/j.promfg.2019.03.030>
- McMillan J, S. S. (2006). *Research in Education: Evidence-based Inquiry 6th Edition*.
- Mouratidou, K., Goutza, S., & Chatzopoulos, D. (2007). Physical education and moral development: An intervention programme to promote moral reasoning through physical education in high school students. *European Physical Education Review*, 13(1). <https://doi.org/10.1177/1356336X07072675>
- Mouton J. (2002). *Understanding Social Research. 3rd Impression*.
- Muhtar, T., Supriyadi, T., Lengkana, A. S., & Cukarso, S. H. I. (2021). Character education in physical education learning model: A bibliometric study on 2011-2020 scopus database. *International Journal of Human Movement and Sports Sciences*, 9(6). <https://doi.org/10.13189/saj.2021.090613>
- Narvaez, D., & Lapsley, D. K. (2008). TEACHING MORAL CHARACTER: TWO ALTERNATIVES FOR TEACHER EDUCATION. *The Teacher Educator*, 43(2). <https://doi.org/10.1080/08878730701838983>
- Nurdin, A. (2020). The Influence of the Learning Environment in Student Character Building. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(02). <https://doi.org/10.32678/tarbawi.v6i02.3042>
- Pérez-Pueyo, Á., Hortigüela-Alcalá, D., Hernando-Garijo, A., González-Víllora, S., & Sánchez-Miguel, P. A. (2021). The attitudinal style as pedagogical model in physical education. *International Journal of Environmental Research and Public Health*, 18(2). <https://doi.org/10.3390/ijerph18020374>
- Rindrayani, S. R. (2020). The implementation of character education in Indonesia high school curriculum program. *Universal Journal of Educational Research*, 8(1). <https://doi.org/10.13189/ujer.2020.080137>
- Setiawati, R. D., Robiansyah, F., & Darmawan, D. (2022). Implementasi Program Jumat Bersih

Dalam Pembinaan Karakter Peduli Lingkungan Siswa di SD Madani. *Jurnal Gentala Pendidikan Dasar*, 7(1). <https://doi.org/10.22437/gentala.v7i1.16791>

Suciati, I., Idrus, I., Hajerina, H., Taha, N., & Wahyuni, D. S. (2023). Character and moral education based learning in students' character development. *International Journal of Evaluation and Research in Education*, 12(3). <https://doi.org/10.11591/ijere.v12i3.25122>

Sujarwo, Suharjana, Rachman, H. A., Siswantoyo, & Saputra, J. (2020). Identifying the factor structure of physical education learning model and its effectiveness in improving the character values of students. *Journal of Advanced Research in Dynamical and Control Systems*, 12(6). <https://doi.org/10.5373/JARDCS/V12I6/S20201092>

Teddlie C, Y. F. (2007). Mixed methods sampling: A ty-pology with examples. *Journal of Mixed MethodsResearch*, 1(1): 77-100.

Tim, K., & Widjajanti, C. (n.d.). *Desain Pengembangan Fasilitas Sekolah Di Era Revolusi Industri 4 . o.*

Van Der Leij, T., Avraamidou, L., Wals, A., & Goedhart, M. (2022). Supporting Secondary Students' Morality Development in Science Education. In *Studies in Science Education* (Vol. 58, Issue 2). <https://doi.org/10.1080/03057267.2021.1944716>

Wagner, T., Herrmann, C., & Thiede, S. (2017). Industry 4.0 Impacts on Lean Production Systems. *Procedia CIRP*, 63, 125–131. <https://doi.org/10.1016/j.procir.2017.02.041>

Zhou, L., & Tang, Q. (2022). Construction of a Six-Prong Intelligent Physical Education Classroom Model in Colleges and Universities. *Scientific Programming*, 2022. <https://doi.org/10.1155/2022/9003864>