Independent Character Values in 21st-Century Learning: Systematic Literature Review with PRISMA

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Abstract. This study aims to describe the indicators of each element of independent character values in 21st century learning in elementary schools. The research was conducted utilizing a systematic literature review approach. The method employed was the Preferred Reporting Item for Systematic Review and Meta-Analytic (PRISMA). The article search was carried out online using the keywords "hard work in learning," "creative innovative," "disciplined," "resilient," and "lifelong learner." Article searches were from 2015 to 2022 through National Library and Google Schoolar. Based on the literature review, the findings revealed that indicators of hard work include never giving up in learning something, doing assignments seriously and properly at the allotted time, and observing and paying attention during learning. Creative and innovative indicators consist of being able to identify and formulate problems, summarize and describe a subject, and complete projects. Discipline indicators are paying attention to lessons, participating, being present on time, and being on time when submitting assignments. Indicators of resilient encompass enthusiasm for learning, daring to try, and not giving up easily. Finally, indicators of lifelong learning comprise being aware of continuing to learn, willing to observe and then practicing or developing, and willing to accept challenges and have high motivation in learning new things.

Keywords: independent character values, 21st century learning

1 Introduction

The currently being implemented education curriculum in Indonesia is the independent curriculum. In the independent curriculum, schools have the right to policies for their implementation in learning. On the other side, today's 21st-century learning also has various strategies in its development. One example of developing digital-based teaching materials is making learning videos using the online application Canva [1] and ethnoscience-based teaching materials in accordance with the surrounding environment [2]. In addition, digital-based 21st-century learning has been examined; 21st-century learning is also based on creativity, communication,

collaboration, and critical thinking or higher-order thinking skills [3]–[6]. Learning with these criteria cannot only be applied cognitively but also in cultivating character values.

Peterson and Seligman asserted that strong character is a means for developing human virtues [7]. According to Thomas Lickona, character education includes knowing the good, desiring the good, examining the good, loving the good, and doing the good [8] [9]. Heidari, Nowrozi, & Ahmadpoor also stated that "character" refers to fundamental moral values, such as caring, honesty, fairness, responsibility, and respect for oneself and others. In contrast, character education means a systematic, comprehensive, and planned approach to teaching moral values [10]. The good character components encompass moral knowledge, feelings, and actions [11]. Moreover, character education is not limited to moral knowledge but is also embedded in feelings, comprising conscience, self-confidence, empathy, kindness, self-control, and humility, which then proceed to actions reflecting one's good behavior. From these actions, a person can be assessed for his competence, passion, and habits.

One characteristic most related to the independent curriculum in learning is independent character. Independent character is one of the characters that become the profile of Pancasila students, which means that students can be responsible for the process and results of their learning. Elements of independent character in the profile of Pancasila students are awareness of themselves and the situation they face and self-regulation [12]. Independence is also a form of individual characteristics that can make decisions confidently and responsibly and apply them well to their environment [13]. Further, independent character education is an attitude of self-confidence, self-study ability, ability to analyze and solve problems, and responsible [14]. Independent character from the findings [15] is indicated by preparing for the need to learn, having self-confidence, completing assignments individually, daring to express opinions, working in groups, reading and writing correctly and adequately, and doing assignments calculations independently. Independent character is also crucial to be instilled since, with independence, a person can increase his potential [16].

Children's independent character can be applied in their daily life to get used to completing their work without depending on others [17] [18]. Independent character is also one of the goals of education implemented in formal and non-formal schools [19]. Hence, all parties, both parents and schools, play an important role in instilling independent character values in children [20]. Instilling character values can be through several aspects, i.e., class-based (learning), school-culture-based, and community-based (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

For this reason, the primary point of this study's discussion is the value of independent character in learning to review indicators of each element of independent character values stated by the Ministry of Education and Culture of the Republic of Indonesia, mentioning the five independent character values: hard worker, creative and innovative, discipline, resilient, and lifelong learner (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

2   Methodology

This study used the systematic literature review (SLR) method [22]. Searching for articles from 2017-2022 was through the National Library, both national and international journals, and Google Scholar. The article search was done online. This study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement (http://www.prisma-statement.org/) [23], with inclusion and exclusion criteria, information sources, search strategy, study selection, data extraction, and data items, study risk of bias assessment, effect measures, and synthesis methods.

The inclusion criteria were research journals published in 2015-2022, with the results reviewed being indicators of independent character values, including hard work, creative innovation, discipline, resilience, and lifelong learners. The chosen research design was both qualitative and quantitative research or literature review. Meanwhile, the exclusion criteria included research whose methods were unclear and not listed in the journal, journals that were not full text and not in accordance with the subject matter, articles with unclear or incomplete abstracts, and duplicate articles. Information sources from literature searches were conducted on online databases with large repositories for academic studies, such as National Library, both local and international, Google Scholar with journal publications for the last ten years.

The search strategy and keywords used "hard work indicator*" AND "innovative creative indicator*" AND "disciplined indicator" AND "resilient character" OR "learners resilient*" AND "lifelong learner*" in National Library, Google Scholar, and Science Direct databases. Study selection was carried out by applying to screen. First, an education-based article was selected since it reviewed behavior in a lesson. Second, full-text or open-access articles with a DOI number were chosen. Third, the method used, qualitative and quantitative research designs, and the literature review should all be transparent in the chosen publications. Third, the chosen papers were published between 2015 and 2022, the most recent seven years. Fourth, accredited and active journals published the articles. After the selection stage, data extraction was conducted from individual studies to obtain relevant data. Then, the risks involved included biased articles.
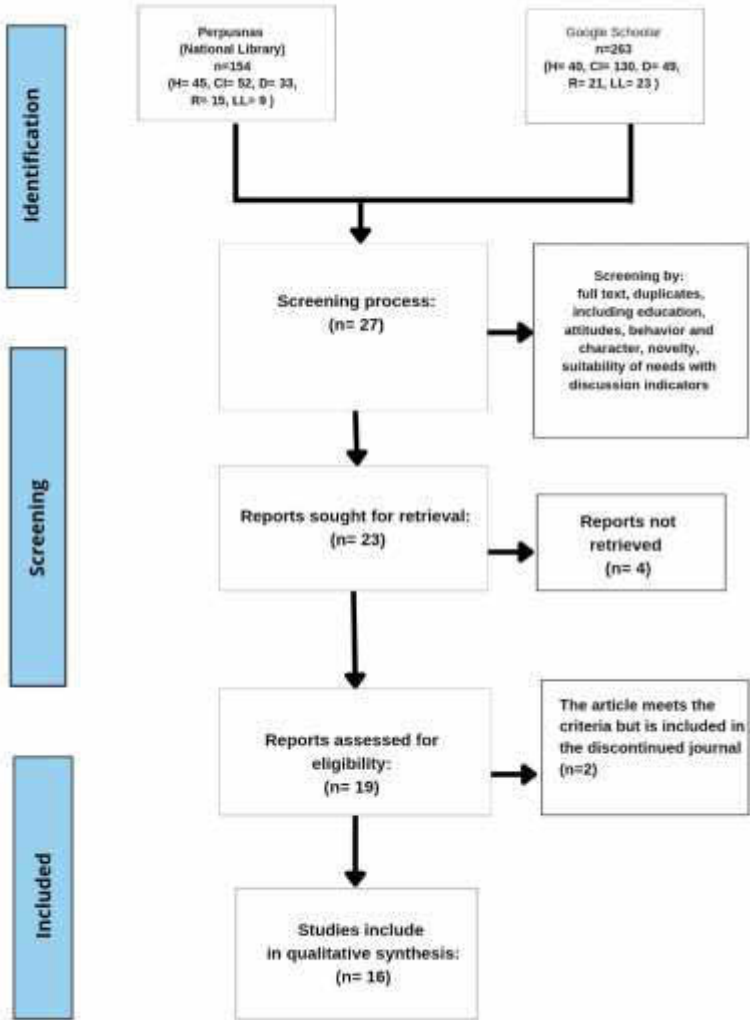
Fig. 1. PRISMA 2020 flow diagram template for systematic reviews

3   Results And Discussion

According to the statement (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017), it is known that elements of independent character values comprised hard work, creative innovation, discipline, resilience, and lifelong learners. Based on this, the article reviews were selected by screening, referring to the presentation. The following are the results of several relevant articles that can be applied to elementary school students:

Table 1. Hard Work Indicators

Authors	Accredited Journal	Indicators of hard work in learning
[24]	Sinta 5	(a) completing class assignments, homework assignments, and structured assignments; (b) completing the task within the specified time limit; (c) completing project assignments; (d) does not stop solving problems before they are finished; (e) conducting questions and answers related to subject matter and its relation to contextual issues with the value of hard work
The Ministry of National Education [25], [26]	Sinta 2	Indicators for grades 1-3 (lower grade) include being serious about doing all assignments in class, looking for learning resources and information not only through textbooks, completing assignments according to a predetermined time limit, utilizing time to study while in class, and taking essential things from the teacher seriously when explaining. Meanwhile, indicators of the hard work character for grades 4-6 (upper class) are thorough and neat when doing assignments, looking for learning resources not only at school but also outside school, being punctual in doing assignments from the teacher, focusing when getting assignments from the teacher, and observing, paying attention, and taking something read, observed, and heard in class activities seriously.
[27]	Sinta 5	(1) Creating conditions for a work ethic and never giving up on science subjects; (2) Always focusing on science lessons; (3) Carrying out all class assignments appropriately completed at the allotted time; (4) Do not give up in the face of difficulties in learning science lessons; (5) Trying to complete the tasks in science lessons fully; (6) Creating a learning atmosphere that stimulates resilience in science subjects
[28]	Sinta 4	Studying hard or earnestly and completing all assignments to completion

Table 2. Innovative Creative Indicator

Authors	Accredited Journal	Innovative, creative indicators in learning
[29]	Sinta 3	Indicators of creative thinking are that students can give many answers in solving problems, look for many different alternative answers, generate new and unusual expressions or answers, make uncommon combinations, and enrich and develop ideas in the surrounding environment related to learning.
[30]	OpenAIRE	Creativity can be seen in how to solve learning problems and produce a product.
[31]	Sinta 3	Innovative creative: Students build their new concepts based on the concepts they already have.
[32]	Sinta 2	Creative: Unusually finding innovative ideas from the existing ones

Table 3. Discipline Indicator

Authors	Accredited Journal	Discipline indicators in learning
[33]	Sinta 3	Be on time in studying, completing assignments on time, not lazy to study, obey school rules, not tell other friends to do their assignments, not lie, help smooth teaching and learning activities, not cheat, not make noise, and not disturbing other people studying
[34]	Sinta 4	Good attention while studying, full participation in learning, student presence in learning, and keeping to a set schedule or time
[35]	Sinta 3,	Be punctual when coming to school, studying diligently, obeying school rules, attending flag ceremonies in an orderly manner, collecting assignments on time, and performing picket duties according to the specified schedule

Table 4. Resilience **Indicator**

Authors	Accredited Journal	Indicators of resilience in learning
[36]	Sinta 5	Enthusiasm, daring to try, and not easily giving up on learning
[37]	Proceeding	Strong, pain-resistant, and not easy to cry

Table 5. Lifelong **Learner Indicator**

Authors	Accredited Journal	Lifelong Learner Indicator
[38]	Sinta 5	(1) Observing other people in doing specific jobs; (2) Helping other people making or doing particular work; (3) Participating with other people working on making or doing specific work; (4) Doing work by themselves that produces certain goods or services; (5) Developing ways, models, and production of certain goods or services as a result of the learning process obtained previously
[39]	Q2	Curiosity, openness to learning, access to information and information, literacy, and engagement in self-direction and self-evaluation
[40]	Q1	Developing new skills and competencies

From some descriptions above, it can be synthesized that indicators of hard work include never giving up on learning a lesson, doing assignments seriously, doing assignments well at the allotted time, and observing and paying attention during learning. Innovative, creative indicators are identifying and formulating problems given by the teacher in learning, summarizing and describing a subject, and completing projects. Discipline indicators in learning consist of paying attention during learning, being present and participating in learning, being present on time during learning, and being on time when collecting assignments given by the teacher. Indicators of resilience in learning comprise enthusiasm for learning, daring to try, and not being easily discouraged. Indicators of lifelong learning encompass realizing that one must continue learning, be willing to develop skills and competencies and be willing to self-evaluate.

Following the explanation in Figure 1, several articles fit the criteria, but after being traced, these articles were published in discontinued journals. Therefore, the analysis of some articles above has been selected in detail and according to needs, i.e., those that could be related and applied in 21st-century learning. They were behaviors aligned with each element of independent character values in elementary school students. Further, the indicators of each element of independent character values above can be used as a reference for achieving the inculcation of independent character values in students in learning. It undoubtedly will make it easier for teachers to evaluate learning by instilling students' independent character values in all aspects of the subject matter.

4   Conclusion

The indicators for each element of the independent character values of students in learning have been clearly known, making it easier for teachers to apply and innovate in learning. In each indicator, a relationship was also found. In conclusion, the independent character of students can be seen from their readiness, desire, strong mentality, enthusiasm, and hard work in learning.

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