

Teachers' Influence on Students' Independence in Elementary School

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Abstract

Teachers' role in moulding the character of primary school students is the focus of this study, as is student behaviour in applying autonomous character ideals in the classroom. Learning and character development can only be achieved via effective teaching. When it comes to shaping pupils into citizens who can serve their country, a teacher plays a crucial role in doing just that. By conducting a survey, this study employs a quantitative descriptive method. This study was carried out in the fourth grade of elementary school. In this study, data was gathered through interviews, observation, a questionnaire, and documentation. Results of this study reveal that the teacher's role in shaping the autonomous character of fourth-grade children is as follows: the teacher is more than just a science teacher; he or she is also in charge of the students' behaviour. Through teaching and learning activities, teachers instil values and character traits in students. Motivators, the teachers' role in helping children to develop character values

Abstrak

Penelitian ini bertujuan untuk menganalisis peran guru dalam membentuk karakter siswa di sekolah dasar dan perilaku siswa dalam menerapkan nilai karakter mandiri di sekolah. Peran guru sangat penting untuk mencapai suatu tujuan dalam proses belajar maupun dalam membentuk karakter pada dalam diri peserta didik. Guru merupakan seseorang yang membentuk jiwa serta watak peserta didik dan membentuk kepribadian seorang peserta didik menjadi berguna bagi nusa dan bangsa. Penelitian ini menggunakan metode deskriptif kuantitatif dengan menggunakan survei. Penelitian ini dilakukan pada kelas IV Sekolah Dasar. Teknik pengumpulan data dalam penelitian ini adalah wawancara, observasi, kuesioner, dan dokumentasi. Hasil penelitian menunjukkan peran guru dalam pembentukan karakter mandiri siswa kelas IV adalah sebagai berikut: 1) Pendidik, guru tidak hanya menjadi seseorang yang mengajarkan ilmu pengetahuan, namun guru juga bertanggung jawab terhadap perilaku dari para peserta didiknya, 2) Pengajar, guru mengajarkan nilai-nilai karakter melalui kegiatan belajar mengajar, 3) Motivator, peran guru dalam pembentukan karakter peserta didik dengan cara mendorong mereka untuk memiliki nilai-nilai karakter.

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INTRODUCTION

The teacher's responsibility is to ensure that students adhere to the rules and regulations in schools and other public locations. This position is held to help students grow and develop (Maemunawati, 2020: 08 and Juhji, 2016: 16). For the teacher to be effective, they have primary responsibilities; providing students with a sense of urgency, displaying the efficacy gained through reading reviews, and providing feedback to students. It is also possible that the teacher's role can lead the teacher's stance is to direct, calculate, instruct, educate, and do other things (Kirom, 2017: 72). The position resulted from the teacher's role in the development of students' personalities. The educator's position as a teacher is to lead the formulation of the education plan. The teacher must have a thorough understanding of the curriculum. Learners are taught to adhere to the rules and regulations of the school to develop a disciplined character (Anisa, 2021).

Teachers serve as instructors, motivators, learning resources, and facilitators in addition to their other responsibilities (Ratnawati, 2016: 16). Teachers must fulfil their responsibilities as guides. Teachers guide learners in education to understand, and teachers help learners if students get into conflict with the teacher or other students. In addition, the teacher urges students to take responsibility for what they are supposed to be given. The instructor's stance serves as an example, and the teacher advises students on how to comply with school regulations. Teachers have an additional responsibility to excite their students so that they are engaged in education and follow the rules and regulations of the school. Teaching methods include sharing an example that students must follow, such as getting to school on time and dressed fashionably. The role of lower school teachers in the implementation of individualized learning in primary schools is described. Recognize the values of one's personality and what needs to be done (Hariandi and Yandi, 2016)

When learners become more focused on this maturation process, which is connected with an increase in the quality of graduates or the consequences of learning, educators can be observed continuing to play the function of teachers (Idzhar, 2016). Teachers must captivate students' attention in order to attain the greatest possible grades and desired results. Individuals, as researchers, as catalysts for creativity and thought generation, as everyday employees, as camp organizers, as news anchors, as actors, as emancipators, as preservers, as culminates, as evaluators, as models and role models, as individuals, as researchers (Juhji, 2016). Personality development promotes the development of personality values composed of information and behaviours that reflect these values (Nova, 2015; Zubaedi, 2011). When it comes to personality development, it is converting values that begin as early as feasible in children. It provides multiple benefits from a variety of perspectives, whether a family, a school, a social, or a government perspective (Dian, 2019)

Since 2013, university students have been practising at the elementary school where this research is being conducted. Throughout the research, researchers have identified a deficiency in independent values because there are still many students who have not demonstrated separate values, for example, 1) when the education process is in the question and answer stage, learners are unsure of themselves to respond to problems from teachers, 2) students cheat friends when doing exercises given by teachers, and 3) students are still waiting for the results of the research.

A previous study has been conducted on students' independent character. Ghufroon (2010) researched integrating the nation's personality values into educational activities. Then, Hulu (2021) conducted a study on the position of instructors in shaping personality in learning. The researcher looked into the function of teachers in shaping the personalities of students. Tanti (2020) investigates teachers' roles as opposed to earlier studies, and this study investigates the role of teachers in developing students' sense of self-reliance and independence. There are still many children in this elementary school who have not demonstrated independent grades until they reach grade IV. Student's lack of confidence in answering questions from teachers is evident in the question and answer session, where students are still relying on their friends to help them complete the exercises given by the teacher. They are still waiting for the teacher to prepare his stationery first.

This research aims to examine the role of elementary school teachers in developing students' independence.

METHOD

Quantitative descriptive research is a type of study that uses this technique. SDN 004 Koto Kombu, Hulu Kuantan Subdistrict, Kuantan Singingi Regency was the site of this investigation. Elementary school character education and autonomous character behaviour will be examined in this study. Statistical tests will be used to classify the data, which will subsequently be used in quantitative research. Purposive sampling is the sampling approach used in this study. Three grade IV teachers and thirteen fourth-graders comprised the study's sample. Character education has been a part of every student's education since the first day of school for children in grade IV. Because of this, the pupils are accustomed to and comfortable with each other. The study's instruments include interview instructions (for administrators and teachers) and questionnaires, which require participants to answer and fill out a series of questions about their experiences in public education (students). (1) Instructors as educators; (2) Teachers; and (3) Motivators are signs of the role of teachers. When it comes to character traits, (1) self-assurance and (2) a high level of intrinsic motivation stand out (3). In a position to make their own decisions (5). Ingenious and creative (6). Be responsible and (7) flexible in your responses to the surrounding circumstances. Interviews and questionnaires are used to gather data. To collect data about the role of instructors in moulding students' independent character, interviews and direct observations are used to describe what data is already available. Analyzing and interpreting the survey data in a narrative or descriptive manner is also part of the process. Here's a breakdown of the percentage of descriptions that are true or false.

Table 1. Percentage Description

Percentage Range	Quality
$X \geq M + SD$	Good
$M - SD \leq X < M + SD$	Enough
$X < M - SD$	Low/Less

(Source: Saifuddin Azwar, 2012: 149)

FINDINGS AND DISCUSSION

Teachers' Role in Developing Self-Reliance

Based on interviews and data, teachers are able to shape the autonomous character of fourth-grade children's personalities. Educating, teaching, guiding, concentrating, train, and evaluating pupils as part of the teaching and learning process to meet the goals specified by the official institution are all teacher's responsibilities. A teacher's job is to inspire and guide their students toward becoming the kind of citizens the country hopes for when they graduate from high school or college. A teacher's employment is a vocation. A teacher was tasked with a monumental assignment. Teaching is a specialized field that necessitates specialized training. The instructor is a force that instils positive values for learners, corrects bad attitudes so good, and concentrates on what must be tried and what should not be tried in grade IV students. Educators also work on honing their public speaking so that fourth-graders can stand on their own two feet.

Teachers are heroes in the classroom until the knowledge offered by teachers impacts students' performance in the school due to the teaching and learning process in school. A teacher is someone who is commended because he has shared information with students, according to Jamarah (2015: 31). In the eyes of residents, teachers are persons who steer students to specific locations, not only within the school but also outside the school. Teachers have a tight relationship with their students. The teacher and the student have a strong bond that is difficult to break in the classroom. Students are not disarmed as a result of this close contact; rather, it is a relationship that encourages the individual desire of students to study. Teachers as educators, teachers, motivators, learning

resources, and facilitators are all examples of how the teacher's duty of informing the autonomous personality of students can be divided into many types. Teacher's role is described as follows by Kirom (2017): demonstrator; class manager; mediator; facilitator; teacher; coach; mentor; learning manager; carried out at a specific time through advice; tutorials tried in the school area; teachers also as communicators; motivators as sources of inspiration and encouragement; guidance and development of behaviour; and values so as not to follow existing social norms. Teachers' responsibilities in quality teacher education include, among other things, the recognition and mastery of their responsibilities as well as their application in the execution of education. Teachers have a very important role in the classroom: educate, teach, and guide the decimeter in the right direction.

The findings of the preceding research are also bolstered by Ratnawati's (2018) study, which found learners establish the following positions for teachers; educator's teacher, the educator is a motivator, the source of learning, teacher as facilitator. For teachers, developing an independent personality in a student is not easy. Several internal and external factors contribute to the development of an independent personality in students in grade IV elementary school; the external factor is a lack of communication between learners' parents and teachers; on the other hand, the internal factor is a lack of teacher motivation, good advice, and direction.

Students' Character Scores

Thirteen students in grade IV of elementary school completed questionnaires on their own personality values, which were used to compile this data. a) self-confidence; b) excellent intrinsic motivation; c) the ability and daring to ascertain your own options; d) creativity and innovation; e) taking responsibility and familiarizing yourself with the region are some of the student's self-character values markers examined in this research. Here are the findings of a series of personality tests administered to pupils.

Table 2. Descriptive test results

		Statistics						
		Student Self-Character	Confident	High Intrinsic Motivation	Able and Brave to Make Your Own Choices	Creative and Innovative	Responsible	Adjust to the Environment
N	Valid	13	13	13	13	13	13	13
	Missing	0	0	0	0	0	0	0
Mean		71,23	12,00	10,69	11,85	12,23	12,23	12,23
Std. Error of Mean		2,421	,358	,414	,373	,611	,579	,579
Median		72,00	12,00	12,00	12,00	12,00	12,00	12,00
Mode		72	12	12	12	12	12	12
Std. Deviation		8,729	1,291	1,494	1,345	2,204	2,088	2,088
Variance		76,192	1,667	2,231	1,808	4,859	4,359	4,359
Range		33	6	3	4	8	7	7
Minimum		51	9	9	10	7	8	8
Maximum		84	15	12	14	15	15	15
Sum		926	156	139	154	159	159	159

Source: *Processed Data Spss 22*

According to the table above, there are 13 reliable facts. There are a total of 13 bits of information that are considered valid. The instructors' involvement in fostering the autonomous character of fourth-grade kids is under-appreciated, though. In terms of average scores, the median value is 72.00; the frequently occurring value is 72.00; the optimal value is 84.00, and the minimum value is 51.00. Create a value that you are sure about. 9.00 is the minimum value, and 12.00 is the average; the median is 12.00; the frequently appearing value in the data is 12.00, and the best value is 15.00. There are values that frequently rise to 12.00; the highest value is 12.00, and the minimum

value is 9.00 while establishing a high intrinsic motivation value. The average value is 11.85; the median value is 12.00; values whose mode is 12.00; the ideal value is 15.00, and the minimum value is 9.00. These figures are based on values whose mode is 12.00. Make an effort to think outside the box. Grade IV students in elementary and middle schools were asked about 17 different aspects of their character development, including their sense of self-assurance, their ability and courage to take responsibility for their own choices, their creativity and innovation, and their sense of responsibility and familiarity with the surrounding area. There were 13 participants in this study.

Table 3. Distribution of Independent Character Category

No.	Score	Frequency		Category
		Frequency	Percentage	
1	$X > 79.95$	2	15.38%	Good
2	$62,501 < X < 79.95$	9	69.23%	Enough
3	$X < 62,501$	2	15.38%	Low/Less
Sum		13	100%	

From the data in the table above, it appears that students with good independent character tend to be in the two-person minority (15 per cent), whereas the majority of the population—nine persons (69 per cent)—belong to the nine-person category (15 per cent). There is no doubt that SDN 004 Koto Kombu students have a fair amount of independence. Students who fall into this category have demonstrated the importance of developing a strong sense of self-worth and character traits such as self-assurance, a strong sense of self-determination, the courage to make their own decisions, creativity, and the ability to adapt to their surroundings.

Categories are sufficient when the value of student self-personality learning (self-confidence value, great intrinsic motivation, able and brave to ensure their options, creative and innovative, responsible and familiar with the area) has been implemented, but there are still some students who have not implemented it or practised it. The lesser type can be said if the value of learning the student's independent personality (self-confidence value, great intrinsic motivation, able and brave to ensure their own options, creative and innovative, responsible and familiar with the area) if a small percentage of students who have practised it in the school area and at home. Here's an analysis of information per indicator of a student's independent personality value.

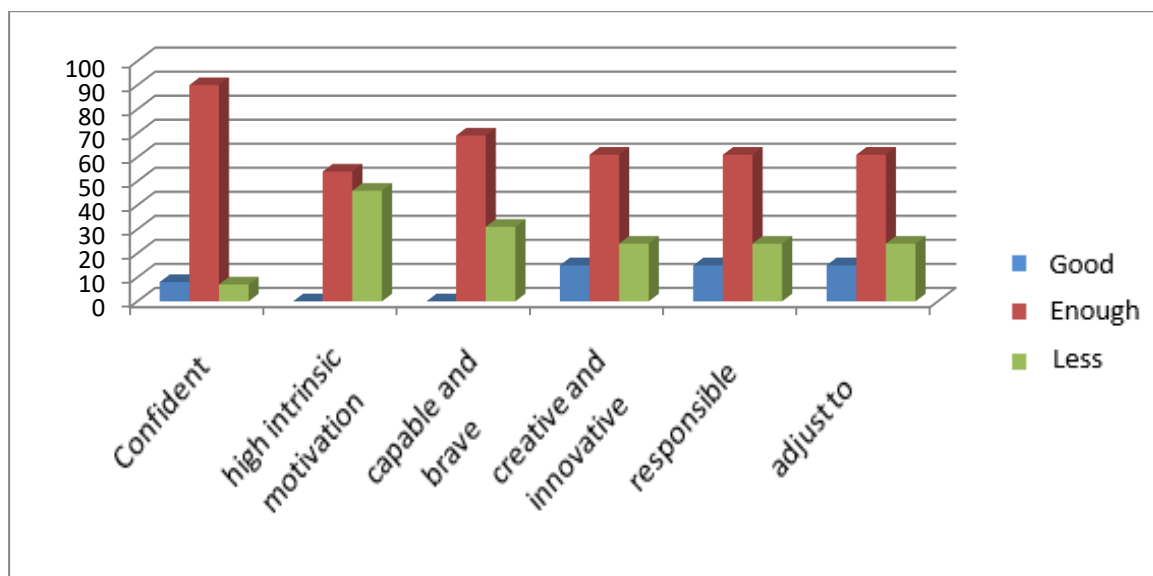


Figure 1. Student Self-Character Value Indicator

The value of independent markers of learners, as depicted in the photo above, is largely in the fair type; nevertheless, a very significant value is a self-assured value, which has a value of 84. Sixty-one per cent of pupils have begun asking questions during their education. An intrinsic motivation marker has a very low value, so it is called such. 84 per cent of these grades have a lower degree of desire among students due to a lack of teacher pressure. The importance of intrinsic motivation is strong for students as much as 53 per cent in these grades. As many as 69.23 per cent of respondents believe that it is important to be able and daring to ensure the choice of its own learners. Creativity and imaginative students account for as many as 61 per cent of all students. The worth of learners in terms of responsibility is as high as 61.53 per cent. Grades can help you become more familiar with the student area by as much as 61.53 per cent. The outcomes of this presentation can be used as an evaluation tool for the school to improve the importance of personality values in the school's students. Based on the findings of (Sa' diyah, 2017; Budiyanto, 2014) have found that independent behaviour in large compulsory students is associated with greater freedom in their environment. A student must become accustomed to doing everything without relying entirely on others; students are taught to carry out activities by themselves not to cause disturbance; by practising this subject, learners can carry out activities without relying on others. According to Rahmayani (2019), a person's independent character significantly impacts their ability to acquire learning outcomes, which includes. The student's total independents must be improved in this case after attempting the correlation test because the level of independent students themselves wish to influence the student's learning achievement. This matter appears to be less master of the material first before learning from his learners than in the previous case. Although the learner has a desire to learn on his or her own, the learner is simply waiting for the teacher to explain what is being explained at that time, and when the process takes place, students are too lazy to ask questions. As a result, personality values in learners are still listed quite a bit and need to be strengthened again in order for learners to achieve optimal results. According to (Wuri et al., 2016 and Maryono et al., 2018), the self-installed personality is still less than optimal because some obstacles limit the implementation of independent personality; the obstacle is that teachers have not been able to optimize this independent personality at various points in the education process, according to the authors.

Other research findings indicate that the following factors contribute to the inability of class IV learners to develop values of independent personality learning: 1) parents' inability to cooperate with their children in the manner expected by the school; 2) habituation at home is not in line with habituation at school; 3) external aspects and aspects from the inside are not supportive. In addition to these efforts, the school makes efforts to overcome the problem of developing independent personality values, which include: 1) holding tutoring activities at school, 2) counselling guidance if there are things that must be completed quickly, and 3) intensive communication of classroom guardians to parents about the problems of students in natural schools.

CONCLUSION

According to the initial review, some of the positions of teachers involved in the development of independent personalities in grade IV pupils are as follows: 1) Educators, teachers are not only responsible for directing science, but also for their students' behaviour; 2) Teachers, teachers instil personality values in students through teaching and learning activities; 3) Motivator, teachers' role in developing students' personalities is through their urgent methods to develop personality values. Teachers can instil good behaviour and morality in students through the use of personality development at this school. This research can be a reference for teachers about the importance of the role of elementary school teachers in instilling student character values from an early age. The other researcher can research the importance of developing independent character for elementary school students in the future.

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