

The Autonomy Of Learning In Elementary School

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Abstract: In the context of learning, it appears that there is a phenomenon of students lacking independence in learning, unfavorable habits that are not comfortable studying for long, learning only before exams, ditching, cheating, and looking for leaked exam questions. Learning independence is "an active and constructive process in which students set goals for their learning and then seek to monitor, regulate, and control their cognition, motivation, and behavior, guided and limited by their goals". This study aims to obtain data on the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the academic year 2019-2020. This study uses a quantitative approach. The design used in this study is correlational with descriptive methods. The population of participants in this study involved the total number of fifth-grade students (one batch) of 61 students consisting of 40 (morning class) students and 21 (afternoon class) students with cross-sectional study techniques which meant that questionnaires were administered only once in one time. The data collection uses one instrument, namely the instrument of learning independence.

Keywords: independence of learning, elementary school

1. INTRODUCTION

Independence is one of the important aspects in the development of children who lead to maturity. Independence is very needed within the framework that must be provided for the life to come, with this independence children who can make choices that are considered right and responsible for those who can involve the consequences of these choices [1]. In the learning process, every child is always directed to become independent students [2]. Learning independence becomes the main competency to start and maintain lifelong learning [3]. Learning independence becomes the most important part for students in achieving academic achievement [4]. The theory of independent learning concerns how students develop learning skills and use learning skills effectively [5]. Students who have the independence of learning will learn effectively both at school and later in life. [6]. Learning independence is an integrative construct that controls directs, and plans cognition, logistics, and behavior [7].

Some learning independence theorists assume that children under the age of 10 have difficulty coordinating the cognitive and metacognitive processes needed to complete complex and diverse tasks, such as writing research reports [8]. Learning independence emphasizes student activities in learning that are full of responsibility for achieving success in learning. Independence of learning as learning activities in accordance with their own volition, and is responsible for themselves [9]. Learning independence refers to thoughts, feelings, and actions that are self-produced and systematically adapted to suit the needs of one's learning and motivation. Learning independence is an active and constructive process in which students define the goals of the learning task, supervise, manage and control the cognitive process and motivation to achieve goals [10].

Based on these theories present different perspectives on learning independence, most share views on independent

learning actively building knowledge and using various cognitive and metacognitive strategies to link academic learning and learning. Students who are independent in learning are characterized as students who are not only aware of the needs of the task but also their own needs that are requested with an optimal learning experience [11]. In the context of learning, it appears that there is a phenomenon of students lacking independence in learning, unfavorable habits that are not comfortable studying for long, learning only before exams, ditching, cheating, and looking for leaked exam questions [12]. This happens because there is no effort to develop learning independence for students. If the independence of learning is helped or developed by the class teacher or parents, students will be more confident in their ability to learn so that there is no longer the desire to see the work of their friends. Because learning independence is a very important ability for students in the learning process, students who have to learn independence can plan goals, plan strategies, manage behaviors, and evaluate self-improvement, independent students tend to be able to optimize their potential without guidance from others. [4]. From the results of the study of several previous studies following the phenomena that occur related to self-concept with the independence of student learning in elementary school. From the results of a study conducted by Nurul Afifah at the SD Negeri Guntus Dewi Kunthi Gunungpati District Semarang, it was found that grade V students had problems regarding 1) some students were less confident about themselves, lacked confidence, and were less courageous in expressing their opinions; 2) some students have a quiet nature; 3) some students look less neat; 4) some students only want to group with their classmates and close friends; 5) some students are lazy to do homework; 6) some students look busy, noisy, busy chatting, and playing alone; 7) families are less supportive of children's learning at home which is characterized by the absence of hours of study for children; and 8) some students only want to group with their classmates and close friends. In addition, Lestari also found problems related to the independence of students learning, 10 of 31 IVB grade students at SD Negeri Tukangan and 7 out of 17 IVA grade students at Margoyasan State Elementary School were busy, noisy, busy chatting and playing an alone compilation of teachers not available at para class. Then, 6 out of 31 students of IVB grade at Tukangan State Elementary School seemed to care less during the assignment activities, these students chose to wait for other friends to do the previous assignments to be copied and cause 3 out of 31 students of IVB grade at Tukangan State

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Elementary School to do homework (Homework) by cheating on the results of work in class in the morning before school hours. Based on information from a number of grade 5 teachers at SD Muhammadiyah 5 Bandung, what is known about students' sense of discipline in doing homework and usually collects different homework days, in learning appearing in front of the class to present the results of silent student discussions and only students who speak alone, and students speaking from teachers who are working on the learning process. Thus SD Muhammadiyah 5 can be used as a school for further study and research on student learning independence especially students in grade 5 because student learning independence is a benchmark for the success of education in improving the quality of learning.

2. METHODS

This study uses quantitative because all data is realized in the form of numbers and uses statistical analysis. Quantitative research is an agreed part of the discussion [13]. The method used in this research is a descriptive method. With descriptive research a method used to describe existing phenomena, in descriptive research problem solving is described systematically, factually, and accurately. The purpose of descriptive research is to make a systematic, factual and accurate description of the facts and characteristics of certain populations. With a cross-sectional study method which means the provision of a questionnaire (questionnaire) is done only once at a time.

Population and Research Samples

The population of this research is the fifth-grade students of Muhammadiyah 5 Elementary School, morning and afternoon classes. The details are as follows:

TABLE 1.
RESEARCH SAMPLE

Class	Population		Amount
	M	F	
Morning Class	20	20	40
Afternoon Class	15	6	21
Total	35	26	61

3. RESULTS

The Autonomy of Learning in Elementary School

The results of the study tested empirical data on the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung, using an instrument adapted from Rizky Lestari's thesis entitled "The Relationship of Student Self Concepts to the Learning Independence of Class IV Students of Public Schools in Pakualaman District Yogyakarta." Data on the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung were obtained from an instrument consisting of a Likert scale consisting of 20 items that were approved and distributed for all research subjects involving 61 respondents with the number of respondents 40 respondents from morning classes and 21 respondents from afternoon classes.

The results of the study describe empirical data about the autonomy of learning in elementary school, which can be seen in table 2.

TABLE 2.
THE AUTONOMY OF LEARNING IN ELEMENTARY SCHOOL

Category	Frequency	Proportion
Very High	1	1,64
High	19	31,15
Medium	20	32,79
Low	17	27,87
Very Low	4	6,55
Total	61	100

Table 2 shows that the level of learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung is mostly at the moderate level (32.79%) meaning that fifth-grade students of SD Muhammadiyah 5 Bandung tend to be confused in determining learning goals have not been able to make their own learning schedules, lack of initiative in choose learning resources, sometimes in learning still dependent on others, have not been able to assess their own abilities, and have not been able to solve problems related to learning.

The Autonomy of Learning in Elementary School Based on Indicators

The results of an empirical data assessment study of the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung. Specifically, the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung, can be seen in Table 3 which describes the indicators included in the students' learning independence.

TABLE 3.
INDEPENDENCE LEARNING BASED ON INDICATORS

Indicator	INF	VH	H	M	L	VL
Determine learning goals	F 5	17	19	8	12	
	% 8,20	27,87	31,15	13,11	16,67	
Make a study schedule	F 33	0	0	0	28	
	% 54,10	0	0	0	45,90	
Initiative in choosing learning resources	F 15	0	25	0	21	
	% 24,59	0	40,98	0	34,43	
Not depend on other people	F 22	10	0	8	21	
	% 36,07	16,39	0	13,11	34,43	
Assessing capabilities	F 1	27	11	18	4	
	% 1,64	44,26	18,03	29,51	6,56	
Problem solving	F 4	22	15	16	4	
	% 6,56	36,07	24,59	26,23	6,56	

Table 3 shows that the learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung and for more details can be seen from the percentage of each indicator which is divided into six indicators namely determine to learn goals, make a study schedule, initiative in choosing learning resources, not depend on other people, assessing capabilities and problem-solving. If seen from the results of the percentage of each indicator of learning independence listed in Table 5 can be seen fifth-grade students of SD Muhammadiyah 5 Bandung in making a study schedule (54.10%), not dependent on other people (36.07%), assessing the ability owned (44.26%) and problem-solving (36.07%) are included in both categories in terms of learning independence but there are still some indicators that need to be improved namely in terms of determining the learning objectives in proportion (31.15%) or similar with 19 students from 61

students involved and the initiative chose the source of learning in proportion (40.98%) or 25 students from 61 students who participated.

The Autonomy of Learning in Elementary School Based on Gender

An explanation of the learning independence of fifth-grade students at SD Muhammadiyah 5 based on gender can be seen in table 4.

TABLE 4.
THE AUTONOMY OF LEARNING IN ELEMENTARY SCHOOL BASED ON GENDER

Sub Variable	Mean Rank		P	
	Male	Female	1-tailed	2-tailed
Learning Goal	27,41	35,83	0,05	0,065
Learning Resources	30,19	32,10	0,05	0,675
Assessing Ability	33,06	28,23	0,05	0,291

Based on the Mann-Whitney test results in learning independence it is known that the value of learning resources is $\mu_2 = 0.675$ because the value of $\mu_1 > 0.05$ then H_0 is accepted, thus the sub-variable learning resources of women is higher than men.

The Autonomy of Learning in Elementary School Based on Class Divisions

Explanation of learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung based on the class division that can be seen in table 5.

TABLE 5.
THE AUTONOMY OF LEARNING IN ELEMENTARY SCHOOL BASED ON CLASS DIVISIONS

Category	Frequency		Proportion	
	MC	AC	MC	AC
Very High	0	1	0	4,8
High	7	12	17,5	57,1
Medium	15	5	37,5	23,8
Low	14	3	35	14,3
Vey Low	4	0	10	0
Total	40	21	100	100

*MC: Morning Class, AC: Afternoon Class

From the results of Table 2, it is known that the learning independence of fifth-grade students at SD Muhammadiyah 5 Bandung which consists of morning and afternoon classes shows that there is a difference in the results of the highest proportion, which is seen that the independence of learning afternoon students is in the high category with a value of 57.1% or 12 students while the morning class was in the medium category with a value of 37.5% or 15 students. So for the afternoon class, there are no grades (0%) in the very low category and for the morning class, the grades in the category are very low ie 10% or 4 students.

4. DISCUSSION

Independence of Primary School Student Learning

Learning independence is a theme that is always studied in research on education today and is a general term for processes such as goal setting, metacognition, and self-assessment, all of which affect learning in various ways [14]. Learning independence builds trust in children and enables them to acquire effective problem-solving skills that go beyond the classroom [15]. Self-managed learning involves student learning strategies and mental processes that are intentionally involved to help themselves learn and do better academically [16]. The essence of learning independence is a learning strategy or mental process that students can intentionally do to help themselves [17]. Learning independence is "an active and constructive process in which students set goals for their learning and then encourage to plan, translate, and control cognition, encourage and direct them, guided and assisted by their goals" [18]. Analyze the results of structured interviews and find students using a variety of learning plans that organize academic planning and organizing, structuring a productive learning environment, overcoming problems, and supporting in the classroom [19]. Students who have the independence of learning, compile their assigned tasks will then encourage and communicate their goals, use their prior knowledge, discuss alternative strategies, develop plans, and discuss plans to improve the compilation they face [20]. Understanding the ability of students to learn in school and beyond has become the main topic of discussion among educators, policymakers, and education makers alike. Researchers, specifically, discussing requirements for themselves are at the core of our consideration of learning, decision making, problem-solving, and resource management in education, and they have promised assessment instruments and intervention programs to help connect themselves [21]. Students who are already very independent in learning have the following characteristics [22]: 1) learn with certainty what they want to achieve in their learning activities, therefore students want to participate in determining the learning objectives. 2) can choose their own learning resources and find out finding the desired learning materials and learning is not dependent on other people. 3) can understand the level needed to carry out his work or to solve the problems he faces. The characteristics of learning independence are choice and control: Students cannot choose for themselves unless they have the choice to learn and can control important dimensions of learning [23]. The learning independence of the fifth-grade students of SD Muhammadiyah 5 Bandung, both in the morning and afternoon classes, have significant and varied differences. If seen from the results of the data regarding the profile of students' learning independence, it can be given a category given by the morning class that is approved high, medium, low and very low. While the afternoon class consists of very high, high, medium, and low categories. Independence of student learning is related by several factors, namely factors that exist within themselves (internal factors) and factors that exist outside of themselves (external factors) [24]: Internal factors. It is a factor derived from students themselves, namely physiological factors and psychological factors. Physiological factors related to the physical condition of students, healthy or unhealthy, while psychological factors are talent, interest, independent attitude, motivation, intelligence, and others. External Factors. It is a factor that is preferred from outside such as family, school, and society. Factors affecting the family include the situation of parents, many children in the family, socioeconomic conditions and so on. Factors received

from schools, for example, education and guidance obtained from schools, while factors from the community are how and attitudes of the community who pay less attention to educational issues.

The Autonomy of Learning in Elementary School from Indicators Determine Learning Goals

Learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicators determining learning objectives shows that most students are in the medium category. The characteristic of students who learn independently is being able to determine their own learning goals to master a competency. Very many factors that influence in determining learning objectives. Among them are the strength of learning motivation, learning ability, and the availability of learning resources. In general, it can be said that the stronger the motivation to learn, the higher the ability to learn, and the more available learning resources. In general, it can be said, that this situation shows the possibility of the higher quality of learning activities, and the increasing number of competencies obtained [25].

The Autonomy of Learning in Elementary School from Indicators Make a Study Schedule

The learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicator makes the learning schedule show that most students are in the very high category. Independent learning can be carried out at any time desired learner, between the time spent on other activities. Each learner has his own percentage of the time, according to the time available to him [25].

The Autonomy of Learning in Elementary School from Indicators Initiative in Choosing Learning Resources

Learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicators of initiative in selecting learning resources shows that most students are in the medium category. Independent learning can use a variety of learning resources and media. Teachers, tutors, friends, experts, practitioners, and anyone who has the information and skills needed by learners can be a source of learning. Learning packages that contain self-instruction materials, textbooks, to advanced information technology, can be used as learning media in independent learning. The availability of learning resources and media also determines the strength of learning motivation. If learning resources and materials are available in sufficient quantities and quality in the community, independent learning activities will be supported. Even more so if mastery of competencies that are beneficial to people's lives gets commensurate rewards, then independent learning will develop into part of the culture of the community [25].

The Autonomy of Learning in Elementary School from Indicators Not Depend on Other People

Learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicator does not depend on others' shows that most students are in the very high category. Students who learn independently can be seen from their learning activities, he does not need to be told if learning and learning activities carried out on his own initiative. Learning initiative is one of the fundamental things in learning motivation. The initiative is energy that shows someone's seriousness or seriousness in learning something. The higher

the power to learn the stronger the desire (initiative) to learn [25]. Hiemstra explained that the keyword for independent learning is the existence of an "initiative" or "proactive" attitude from someone to manage their learning. This definition explains that independent learning is a type of learning that is distinguished from learning directed by others or teacher-directed learning. In teacher-directed learning, students are more reactive in the learning process directed by the teacher [25]. Able to work alone is a strong effort made independently to produce something that prides itself on its sincerity and expertise. Humans as social beings can not live alone, of course, requires someone else to run this life. But being able to work alone here means that it does not depend on others in completing work or the responsibilities they carry [2] The Autonomy of Learning in Elementary School from Indicators Assessing Capabilities Learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicators assessing the ability possessed showed that most students were in the high category. In assessing indicators the ability possessed are things such as students having the courage to speak in front of the class without feeling embarrassed or nervous when seen by friends and teachers besides being honest in working on test questions without any desire to copy the results of friends, there is courage when asked by the teacher to fill in the questions on the board and students have the willingness to compete with friends in obtaining high scores on each test.

The Autonomy of Learning in Elementary School from Indicators Problem Solving

Learning independence of fifth-grade students of SD Muhammadiyah 5 Bandung in the indicator of problem-solving shows that most students are in the high category. This indicator is the sense that students are able to understand the material presented by the teacher and when the material is difficult, students can understand it without the help of the teacher or ask friends, students try to do difficult problems themselves without the help of the teacher and when students get poor grades then there is motivation to study harder.

5. CONCLUSION

Based on the results of research conducted on fifth-grade students of SD Muhammadiyah 5 Bandung it can be concluded that elementary school students already have varying degrees of learning independence with very high, high, moderate, low, and very low levels. Although there is a difference between the independence class and the morning class and the low class is the afternoon class has a higher level of learning independence compared to the morning class. This shows that there are still some students who have to develop learning independence, especially for morning classes. Many factors produce a variety of levels of learning independence that attend school in the morning and afternoon classes. However, an important aspect of learning independence in student learning and motivation which involves interdependent processes that cannot be understood completely apart from each other [26]. Most importantly, the idea of self-regulation should not be used to blame students for their poor performance when instruction is inadequate or when students are not taught how to be independent students in learning [20].

ACKNOWLEDGMENT

Thank you to those who have supported the continuation of the research that has been conducted and also to the teachers and fifth-grade students of SD Muhammadiyah 5 Bandung.

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