The Role of Teachers in Implementing an Independent Learning System for Lower Grade Students

Fitria Shinta Dewi[1*] iD

[1,2] FKIP, Universitas Islam Riau, Pekanbaru, Indonesia

A B S T R A K

Masih banyaknya siswa merasa sulit ingin bertanya mengenai materi yang tidak dimengerti, siswa yang mudah bosan dalam proses belajar mengajar dan siswa yang tidak sungguh-sungguh mengikuti pembelajaran serta lebih banyak bermain saat pembelajaran sedang berlangsung menjadi alasan utama pentingnya peran guru dalam mendidik, mengarahkan dan memberikan media pembelajaran yang baik agar siswa tertarik untuk mengikuti pembelajaran. Adapun tujuan penelitian ini adalah untuk menganalisis peran guru dalam menerapkan sistem belajar mandiri pada siswa kelas rendah. Penelitian ini mengunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian berjumlah 4 orang yaitu 1 orang kepala sekolah dan 3 orang guru kelas. Sedangkan subjek ujicoba berjumlah 75 siswa (masing-masing 1 kelas pada 3 tingkatan). Kemudian, teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Sedangkan dalam menganalisis data dilakukan dengan pengumpulan informasi melalui wawancara, reduksi data dan penyajian data. Hasil penelitian menunjukkan bahwa peran guru dalam menerapkan belajar mandiri pada siswa kelas rendah sudah dilakukan dengan maksimal. Guru telah menggunakan berbagai metode pembelajaran agar dapat membuat siswa tertarik, tidak merasa bosan dan semangat dalam mengikuti proses belajar mengajar diantaranya dengan memberi hadiah, pujian, melakukan yel-yel dan memberikan hukuman/teguran apabila siswa bersikap tidak baik dalam mengikuti pembelajaran.

A B S T R A C T

There are still many students who find it difficult to ask questions about material that they don't understand, students who get bored easily in the teaching and learning process, and students who don't follow the lesson and play more when learning is in progress are the main reasons for the importance of the teacher's role in educating, directing and providing good learning media so that students are interested in participating in learning. This study aims to analyze the role of teachers in implementing an independent learning system for low-grade students. This study uses a qualitative approach with a descriptive method. The research subjects were four people, one principal, and 3 class teachers. At the same time, the test subjects were 75 students (1 class each at 3 levels). Then, the data collection techniques used were interviews, observation, and documentation. Meanwhile, data analysis is done by collecting information through interviews, data reduction, and data presentation. The results showed that the teacher's role in implementing independent learning in lower grade students had been carried out to the maximum. Teachers have used various learning methods to make students interested, not bored, and enthusiastic in the teaching and learning, including giving gifts, praise, yelling, and punishment/reprimand if students behave badly in learning.

1. INTRODUCTION

Education is very important given by every human being because with education. Humans are more focused, making humans useful and independent (Ningsih & Nurrahmah, 2016; Ounis, 2017). Likewise, the main activity students must carry out in school education is learning. Education is guidance or conscious leadership by the educator towards the physical and spiritual development of the educated towards forming a primary personality (Guay et al., 2010; Umasugi, 2020) (Umasugi, 2020). Education is the process of changing the attitudes and behavior of a person or group of people to mature human beings through the

Corresponding author
E-mail addresses: fitriashinta81@gmail.com (Fitria Shinta Dewi)

process of training, how to educate, and through the process of action (Hidayat & Abdillah, 2019). Refers to the function of the curriculum in the learning process as a tool to achieve educational goals. The curriculum as an educational tool has supporting components that are part of the teaching and learning process (Mardiyana & Pritasari, 2020; Qolbi & Hamami, 2021). Of course, this component is very important in the learning process. The ultimate goal of the education and learning process is to change children's behavior. This component is also closely related to the learning environment inside and outside the classroom. The right step is a variety of educators' efforts to develop motivation and creativity in learning, both inside and outside the classroom (Alexander et al., 2020; Devi et al., 2020; Kirom, 2017)

The implementation of learning carried out by students at home is included in the independent study group (Rusdawati & Eliza, 2022; Wijayanti & Fauziah, 2021). Learning can be said as a change in behavior in a person caused by a stimulus situation in the form of repeated practice or experience. At the same time, independence is a condition of a person who has the competitiveness to continue to advance and develop for his own sake and has the initiative to solve a problem. and have self-confidence and can be responsible (Darmayasa et al., 2018; Febriansyah, 2020). Independent learning is a change in behavior in someone who has the competitiveness to continue to progress and develop and has the initiative in solving a problem and being responsible for certain situations (Febriansyah, 2020; Tasaik & Tuasikal, 2018). So it can be said that independent learning is a learning system carried out by students to get their information through printed materials, broadcast programs, and recording materials that have been prepared without help from others, apply learning strategies and evaluate their learning (Garnjost & Brown, 2018; Inah et al., 2017). Independent learning activities can be started with enlightenment on the importance of learning. With this awareness, within the individual, there will be interest or interest and motivation to learn, both in the context of classroom learning as well as independent learning or without the help of others (Febriansyah, 2020; Schweder & Raufelder, 2021). In the independent learning process, the most important thing is to increase students' abilities and skills in the learning process without the help of others. As a result, they do not always depend on tutors or friends. The task of tutors in independent learning is to be a facilitator. Tutors can help whenever students need it and when students want to determine learning objectives, choose media or solve a problem that cannot be solved by the students themselves (Putra et al., 2017).

Based on the observations of researchers at SDN 010 Kuantan Sako, Kuantan Singingi Regency, in the teaching and learning process, the teacher applies an independent learning system in the lower class. It is done because low-grade students still need guidance from the teacher to increase motivation so that students do not laze about learning so that the teacher takes the initiative to carry out learning activities in a relaxed manner, not too serious and interspersed with games that are still related to learning that day. Students' learning difficulties occur because of children's inability to develop their potential optimally. The learning achievements achieved are below their potential, requiring special attention and services to get good results according to their talents and abilities (Munirah, 2018). In learning activities, of course, there are obstacles faced by teachers. Constraints faced by low-grade teachers are internet connection which sometimes slows down the network, and guardians of students who do not have cellphones. To overcome the obstacles faced by the teacher, the teacher decided to hold a meeting in rotation at least once a week. Another obstacle is in doing assignments at school or during tests. In this case, some students are too lazy to find answers from their thoughts, so there is cheating. Not infrequently, less capable students are caused by a lack of motivation in learning where the students did not mobilize all their potential so that they are called underachievers. Thus, teachers are required to be creative to increase their learning motivation.

Motivating students is crucial for teachers (Wibowo & Farnisa, 2018). To carry out these activities, teachers must understand students' use well and provide learning experiences at the same age as students (Marni et al., 2019; Prasojo, 2016). Through a good understanding of students, teachers can encourage students to find something interesting, valuable and intrinsically motivating, challenging, and useful for students. The better the teacher understands the needs and interests of students, the easier it is for them to motivate students (Alexander et al., 2020; Boiliu, 2021; Mustofa, 2021). The teacher's role as a motivator is in teaching and learning activities. Motivation is one of the essential aspects of moving forward (Hapsari et al., 2021; Mustofa, 2021; Plaf, 2021). The teacher can motivate students to be enthusiastic, focused, and active in following the lesson (Hapsari et al., 2021; Lesmana, 2020). Teachers may give rewards to those who can answer the questions given. This reward does not have to be in the form of items such as pencils or pens but can also be in speech (Astuti et al., 2019; Greipl et al., 2021; Sugawara & Nikaido, 2014). With this reward, other students will be motivated to learn. Using yells in learning can motivate students to increase their enthusiasm for learning to improve their learning outcomes. Teachers must also be able to express the chants in rhythmic and aesthetic movements. The students may also appear creative in creating their own (Suasaningdyah, 2016).

Some findings state that the teacher's role in learning is very important (Ramadhon et al., 2017). The teacher is a motivator and facilitator in the learning process (Tasaik & Tuasikal, 2018). Teachers guide independent study (Inah et al., 2017; Putra et al., 2017). Teachers are very important in building student motivation, especially motivation in learning activities (Dini, 2022; Hapsari et al., 2021). Several findings related to the teacher's role in the learning process. However, this study is related to the role of the teacher in implementing an online learning system. Research conducted by researchers is more specific, and the sampling is more focused. There has been no previous research that discusses the self-study system for low-grade students. This aspect makes this research different from other previous studies. It is also a research limitation for researchers, so the discussion does not expand. This study aimed to analyze the teacher's role in implementing an independent learning system for low-grade students. The results of this study can be expected to be a good contribution for many parties, especially the SDN 010 Kuantan Sako school in implementing an independent learning system for lower grade students in particular. This research can be used as a reference and benchmark for further research.

2. METHOD

This research is a type of qualitative research using descriptive qualitative research methods. Qualitative research methods are research methods that are natural, meaning that an object that is true as it is is not made up, and there is no change in any object (Hariandi & Irawan, 2016). Qualitative research aims to preserve the form and content of human behavior and analyze its qualities instead of turning them into quantitative entities. In addition, qualitative research is a research and understanding process based on a methodology that examines a social phenomenon and human problems (Prasanti, 2018). Qualitative research is a research mechanism that forms narrative data in speech or writing and the behavior of the people observed (Nasution, 2018). In this approach, the research produces a complex illustration, examines terms, reports a narrative from the respondent's point of view, and studies the situation experienced (Arkandito et al., 2016). The descriptive method is researching a group of people, an object, condition, system of thought, or events in the present. Descriptive qualitative research is used to develop a theory built on data obtained in the field of one's place (Rahmayanti et al., 2020). Qualitative descriptive research is intended to describe existing natural and human-engineered phenomena, which pay more attention to the characteristics, quality, and interrelationships between activities (D. P. Utami et al., 2021). Descriptive research is research that is used to find facts with adequate interpretation. The study of societal problems, societal processes, and specific situations, including the relationship between activities, attitudes, visions, and ongoing processes and the effects of a phenomenon (Prihartono, 2016). More details can be seen from the research framework in Figure 1.
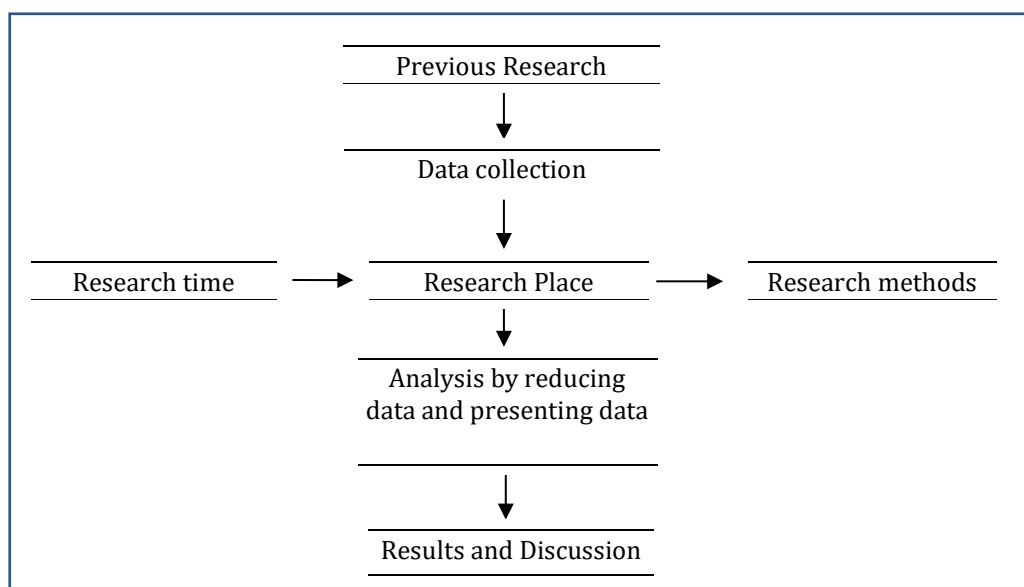

Figure 1. Research Framework

This research was conducted at SDN 010 Kuantan Sako, Kuantan Singingi Regency. The population in this study were all lower grade teachers, principals, and all lower grade students. Meanwhile, the research

sample consisted of 75 lower-grade students. Only about 60% of the lower grade students were sampled, 45 students. Data collection techniques used in this study were observation, interviews, and documentation.

3. RESULT AND DISCUSSION

Result

The teacher's role in implementing an independent learning system for low-grade students can be seen in how the teacher motivates students in learning activities. Indicators of Learning Motivation applied by teachers to low-grade students. First, there is encouragement and rewards in learning. The drive and need for learning are one of the ways that a teacher motivates his students. Based on the observations, it was found that the teacher carried out several activities to encourage the spirit of learning for the lower grade students at SDN 010 Kuantan Sako. The teacher motivates students in the form of appreciation in the form of praise or by giving gifts (e.g., candy). At the end of the semester, the teacher usually gives certificates and trophies to outstanding students to encourage students to be more enthusiastic about learning. This appreciation is given so that students are more enthusiastic and encourages them to take the initiative to learn independently and be more active in participating in teaching and learning activities. Second, there are hopes and aspirations for the future. Learning activities will seriously help students achieve their goals and become a provision of knowledge in everyday life.

For this reason, the role of the teacher is needed to direct, provide, and help students achieve their hopes and dreams. For this point, the teacher at SDN 010, Kuantan Sako, applies re-learning of the material that has been presented and explained to his students. It is done so that students can take the initiative to understand further the learning being carried out. Students can also ask questions the next day if obstacles and confusion are found when reviewing the material. So that by reviewing this material, it can improve student memory, improve student understanding and familiarize students with finding problems and finding solutions on their own. Third, there are interesting activities in learning. Doing interesting activities in the teaching and learning process is also one way to make students not get bored quickly. Since low-grade students are still very focused on playing activities, this is one of the solutions made by teachers so that students do not get bored in learning and remain interested in participating. At SDN 010 Kuantan Sako, there are several activities carried out by low-grade teachers to make students interested in continuing to follow the lesson, including delivering yells before starting the lesson with the aim that students relax and can receive learning well. Use interesting learning media, such as showing learning videos through infocus, because at low-grade age, it is faster to catch learning things through pictures than through writing, learn math lessons using games, and form groups so that students can discuss and be able to work together between friends who one with the other—avoiding the "lecture" method in delivering learning material. Fourth, there is a conducive learning environment. A conducive learning environment is a supporting factor for smooth learning that is carried out every day. Without a clean, comfortable and conducive environment, the teaching and learning process will be disrupted, reducing students' enthusiasm to understand the material provided. At SDN 010 Kuantan Sako, the class used as a place for students to study is already clean because, before the bell rings, class pickets have been carried out by students according to their respective schedules. Clean classroom conditions aim to make learning more comfortable and increase students' enthusiasm for learning.

In addition to the important role of teachers in schools in implementing independent learning in low-grade students, encouragement, and enthusiasm for student learning can also be obtained from the cooperation between the school and students' parents. Because if only the school took the initiative for the success of student learning without direction from parents, it would have an impact that was difficult for students to accept. In an interview with the Principal of SDN 010, Kuantan Sako, he said that to implement an independent learning system through increased motivation, the school always cooperates and coordinates with students' parents to achieve the goals. Teachers are parents of students at school, so they must always coordinate with parents at home to see how our students are progressing. Based on the results of these interviews, it can be seen that the school and the parents of students always coordinate related to the development of low-grade students. It is done because since low-grade students still do not fully understand what the purpose of learning is, it takes guidance and direction from parents and teachers as parents of students at school. In addition, there are several strategies used by schools to improve the professionalism of teachers, education staff, and staff called the School Teacher Working Group, holding a deliberation forum or meeting forum between teachers from grades 1 to grade 6 as well as education staff to find out the obstacles that arise faced and will find a way out when the School Teacher Working Group is held. Make seminars or training on interesting learning methods, especially for lower grade students. They evaluate learning outcomes, discuss together, and make written works to gain new knowledge and develop their competencies. With the teacher's professional attitude, the teacher as a motivator in implementing

independent learning activities has its way of fostering student interest in learning. The class teacher at SDN 010, Kuantan Sako, also does this, especially for the lower grade students.

Teachers of lower-class students use several learning techniques daily in the teaching and learning process. Before starting learning, students are given 5 minutes to read free books, story books, or show learning videos and can also memorize short verses. They are conducting chants so that students relax and are enthusiastic about participating in learning. Start learning, and the teacher actively asks students which material cannot be understood or mastered. Make important points in the class so the class can run well and achieve the goals set. Give rewards (gifts) to active students who can understand the material and provide advice and reprimand for noisy students in class. Summarize all the material taught. Give homework so students can repeat the material taught and understand it. In addition to learning in the classroom, the teacher also performs and shows students directly the material being studied at that time with a learning system outside the classroom. It is done to increase students' knowledge, and students can take advantage of the nature around them. For example, the material is observed, or someone is drawing about the environment, so students are invited to leave the classroom so they can see it for real. Based on the learning techniques carried out by classroom teachers, especially for low-grade students, every day, it is expected that students can apply an independent learning system and are better able to solve problems found and find solutions.

Discussion

Based on the results of the study, the class teacher at SDN 010 Kuantan Sako has carried out the teacher's role in implementing independent learning for low-grade students to the maximum. Teachers use several methods to motivate students in learning. The method is in the form of giving points, prizes, competence, praise, and punishment. In delivering the material, the teacher uses learning media, infocus in the form of power points. Learning media are tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on (Plaf, 2021; Salim Nahdi et al., 2018; Sumarni et al., 2020). In addition, the teacher also appreciates increasing students' enthusiasm for learning (Bukhari et al., 2019; Selvaraj et al., 2021; Y. Utami, 2017). The appreciation that is usually given by the teacher at SDN 010 Kuantan Sako is usually in the form of praise or giving candy. Appreciation is very useful in motivating students. There are two types of motivation, intrinsic motivation that comes from within students and extrinsic motivation that comes from outside (Freund & Baltes, 2002; Suharni & Purwanti, 2018). Reward and punishment are crucial in motivating students because through reward and punishment. Students will become more confident and responsible with the tasks given. Reward and punishment are two contradictory words. However, the two things are related. Both encourage students to improve the quality of work. Reward and punishment are closely related to the provision of student motivation (Melinda & Susanto, 2018; Torlak & Kuzey, 2019).

Punishment or punishment is also given to teachers for riotous students. The punishment given to students is usually in the form of giving assignments or questions. Giving assignments that are then done alone is also included in the independent learning carried out by students. Independent learning is a person's readiness or willingness to learn independently, consisting of behavioral components that take the initiative to learn using or without the help of others who can formulate learning objectives, determine and implement synchronized learning strategies and evaluate learning objectives (Oishi, 2020). Several efforts can be made to enhance children's learning independence, including actively involving students, conveying their freedom to choose their own choices, providing opportunities for students to make decisions, encouraging students, and encouraging students to reflect (Sanjaya, 2021). In addition, to achieve the expected goals, the school, be it principals, class teachers, or other staff, always coordinates with students' parents so that they can see the progress of student learning every semester. The success or failure of a student's achievement depends on how professional a teacher is in providing material, guiding, and directing students. Therefore, the SDN 010 Kuantan Sako school carries out various activities so that classroom teachers' competence, skills, and abilities, especially low-grade students, are included in the professional category.

The teacher's role in overcoming student learning difficulties is that learning difficulties in students occur due to the inability of children to develop their potential optimally. The learning achievements achieved are below their potential, so they require special attention and services to get good results according to their talents and abilities. This finding is strengthened by previous findings, which state that the role of parents, teacher creativity, and student interest in learning affect student motivation at school (Elisabet et al., 2019; Lukita & Sudibjo, 2021; Wijayanti & Fauziah, 2020). The teacher's role in learning is very important (Ramadhon et al., 2017). The teacher is a motivator and facilitator in the learning process (Tasaik & Tuasikal, 2018). Teachers guide independent study (Inah et al., 2017; Putra et al., 2017). Teachers are very important in building student motivation, especially motivation in learning activities (Dini, 2022;

Hapsari et al., 2021). With the teacher's professional attitude, the teacher as a motivator in implementing independent learning activities can foster student interest in learning. Suggestions related to the teacher's role as a motivator in implementing an independent learning system for low-grade students, teachers should motivate students not only in the form of rewards or awards. Teachers can develop other forms of motivation, such as inviting students to participate in the competency events provided by the school.

4. CONCLUSION

The teacher's role in implementing an independent learning system for low-grade students at SDN 010 Kuantan Sako, Kuantan Singingi Regency, has been implemented well. In this study, the teacher's role is more directed as a motivator for lower grade students to learn independently by providing several aspects to increase student motivation, encouraging and rewarding students, using interesting learning methods, and a conducive learning environment. and comfortable. In addition, to achieve the expected goals, the school, be it principals, class teachers, or other staff, always coordinates with students' parents so that they can see the progress of student learning every semester.

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