

Development of Independent Value in Elementry Islamic School Mutiara Cendekia

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Abstract: *The value of character education organizes a learning system that encourages the actualization of competence and independence of elementary school students. So that the lesson has become a habit for the local community, especially for elementary school students on the banks of the river who use independent transportation to school. Independence in the development of character education occurs through a value which is a term that cannot be separated from education. This study used a qualitative method, which is a scientific research method that aims to understand a phenomenon in its natural social context by prioritizing a deep communication process between researchers and the phenomenon being studied. The research's findings suggest possible outcomes that can be put into practice to building independent character. For students to successfully develop their own character, it is important for the school, teachers, and parents to work together. The role of the teacher in character development is very important, because the figure of a teacher becomes a source of inspiration and motivation for students. The attitude and behaviour of a teacher is also very imprinted on the students, where every utterance, the personality of a teacher can be a reflection for students. Teachers are not only academic educators but also must be able to become character, moral and cultural educators for their students. The method that is often used in character development is habituation, where teachers can familiarize students to apply certain values based on agreements that have been made together with students, for example about tidiness and this is carried out continuously so that it can become a daily activity, students as well as the teacher.*

Keywords: *Character; Islamic School; Elementary School*

INTRODUCTION

The world of education in order to give birth to a generation of people who have character and have a strong foundation. The revolutionary change of education today refers to a new direction in the world of education that is

increasingly advancing in the future. Elementary school students then get a new world that education is not only aimed at sharpening the brain but education is a medium in sharpening the heart to become a figure who cares for others. Life guidelines based on honesty, independence in life, strengthening mentality and so on are the main things.

The current development of education places more emphasis on the character of students. Where character is the character or nature of a person. Character is formed from the views, attitudes, and behaviours that appear in everyday life when interacting. Character can be a characteristic, characteristic, or characteristic of a person or group of people. Government of the Republic of Indonesia. So that education and character have a very close relationship in the world of education. It is proven by the government through the Ministry of National Education implementing character education for all levels of education starting from elementary school to university level. Remembering that character building needs to be done from an early age because changing one's character is not easy. Thus character education can help build the nation's personality (Fadhilaturrehmi, Ananda, & Yolanda, 2021).

The value of the character of independence can be integrated into the learning process given to students from an early age. The value of the character of independence is an attitude and behaviour that does not depend on others and tries to use all energy, thought, and time to achieve goals independently (Tarusu, Zulela, & Adiansha, 2019). In the educational process that is currently developing, independent attitudes and behaviour are needed so that the achievement of a learning goal can be easily achieved.

Character education is the development of a school environment that assists students in developing ethics or behaviour, responsibility through models, and good character through universal values. With learning that takes place outside of the school environment, in this case through remote online learning, teachers are given additional tasks and responsibilities, as well as new challenges, in order to create a learning environment in which students can develop their ethics, responsibility, and character (Nurazizah, 2021).

Instilling independent character in the school is expected to educate children to be self-sufficient and solve problems without the assistance of others. Independence is divided into several related types that mutually complete one another. Emotional independence, behavioural independence, and value independence are all examples of this type. First, emotional independence is a distinct dimension related to changes in adolescent emotional relationships with others, particularly with their parents. Emotional independence is defined as a child's ability to not rely on the emotional support of others, particularly

their parents (Putra & Suyatno, 2021a). The fact that emotional ties between children and parents dissolve quickly during childhood. People treat themselves better as they get older. Second, behavioural independence is essential.

The value of the character of independence in the development of habits or culture. So the cultivation of character values is part of character education so that a person can be said to have character to fulfil the components of moral knowing, moral feeling, and moral action (Francisca & Ajisuksmo, 2015). The value of character education organizes a learning system that encourages the actualization of competence and independence of elementary school students. So that the lesson has become a habit for the local community, especially for elementary school students on the banks of the river who use independent transportation to school. Independence in the development of character education occurs through a value which is a term that cannot be separated from education.

Character Education

Character education has emerged as the most important issue in education; in addition to being a component of the moral formation of the nation's children, character education is expected to be the primary foundation in the success of Indonesia Emas 2025. Character education is the focus of education at all levels of education within the Ministry of National Education. Education is the process of assimilating culture into a person and society in order for people and societies to become civilized (Yansen, Komariah, & Satori, 2021).

Education is more than just a means of passing on knowledge, it is also a means of cultivating and channelling values (enculturation and socialization). Children must receive an education that addresses the fundamental dimensions of humanity.

Character is defined as the principles of human conduct that are expressed in one's thoughts, attitudes, feelings, words, and deeds and are based on religious norms, laws, manners, culture, and customs in relation to God, oneself, other people, the environment, nationality, aesthetics and customs (Syafriza, 2021). A character can have a significant impact on someone's life. The various things a person does throughout the course of a day reveal his or her character.

Preliminary, core, and closing activities all incorporate character development into the teaching and learning process. Preparation for class, student presence, and student perception all contribute to the integration of character values into the preliminary activities. Through the application of

teaching strategies, two-way interaction, students' activities, and learning resources, teachers can develop students' character in core activities. Student character can be developed through final tasks, feedback, reflection, and follow-up in closing activities (Marini, 2018).

Character education has been implemented concurrently with Indonesia's curriculum system, known as the *leer plan*. As a result, since the implementation of the teaching plan, the vision and mission of education based on character development have started to be developed.

This study looked at how character education was used in the planning, delivery, and evaluation of social studies instruction at Islamic School Mutiara Cendekia Lubuklinggau. It is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement.

It's crucial to approach a situation with an open mind and avoid presuming to already know the answers to other people's problems. Students should gain experience from this research that will help them develop positive character traits. All components, including the components of character education, must be involved in the implementation of character education in schools (Fitri, Juhadi, & Subagyo, 2018).

Independent Character Value

National character education and culture is interpreted as education that develops cultural values and national character in students so that they have their own values and character, apply these values in their lives, as members of society and citizens who are religious, nationalist, productive and creative (Ismia, 2018).

The word independence comes from the basic word self which gets the prefix *to* and the suffix *an* which then forms a state word or noun. Because independence comes from the word self, the discussion about independence cannot be separated from the discussion about the development of the self itself, which in Carl Rogers' concept is called the self. There are three integrative human growth, namely dependence, independence and interdependence. Independence which is an integrative growth according to Covey is an individual's internal strength which is obtained through the individualization process.

Character is interpreted as a way of thinking and behaving that is unique for each individual to live and work together, both within the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for them from a

decision. Character can be considered the value of human behavior related to God Almighty, oneself, fellow humans, environment and nationality which is manifested in thoughts, attitudes, words, feelings and actions based on religious norms. Character relates to what appears in everyday life both in attitude and in action (Onde, Aswat, B, & Sari, 2020).

Independent character values are an effort to help the development of children's souls both physically and mentally, from their natural nature towards a humane and better civilization. This makes education for children so that they do not depend on others in completing various tasks and problems they face (Maryono, Budiono, & Okha, 2018). However, this does not mean that you should not collaborate collaboratively, but that you should not pass your duties and responsibilities to others, be responsible for the tasks assigned by the teacher, and not shout so as not to disturb others. Character building is one of national education purposes.

When it comes to family education, parents frequently neglect it because they believe that it is unnecessary while the child is in school. This issue frequently arises as a result of parents' busy schedules and lack of experience in raising their kids, particularly elementary school students. Age in elementary school is crucial for developing an independent personality. Elementary school students should be instilled with character, especially the value of independence, because the family environment is a manifestation of the formation of character values that are used to equip students in society. Because the education instilled by parents will have a long-term effect that results in the success of the family, success in family education will involve the role of parents as a whole (Handayani, Purbasari, Setiawan, Ahmadi, & Praswanti, 2021).

Steinberg arranges independence in 3 aspects (Kurniawati, 2016), namely:

1. Emotional Autonomy, namely independence which refers to the understanding developed by children regarding individualization and breaking away from their dependence in meeting the basic needs of their parents.
2. Behavioral autonomy, namely independence in free behavior to act or act independently without depending on the guidance of others. Behavioral independence refers to a person's ability to carry out activities as a manifestation of the functioning of freedom clearly regarding reasonable rules regarding one's behavior and decision making.

3. Value autonomy, namely independence which refers to an understanding of a person's ability to make decisions and make choices that adhere to their individual principles rather than taking the principles of others.

RESEARCH METHOD

This study used a qualitative method, which is a scientific research method that aims to understand a phenomenon in its natural social context by prioritizing a deep communication process between researchers and the phenomenon being studied (Putra & Suyatno, 2021a).

The subjects of the research were the principal and classroom teacher of Mutiara Cendekia Islamic School of Lubuklinggau. Data collection techniques were (1) interviews with the principal and classroom teachers of grades I, II, and III, and (2) documentation of motto, vision, mission, and purposive of the islamic school of Mutiara Cendekia Lubuklinggau. The instruments of data collection were interview and documentation guidelines. Data validity used in this research were (1) source triangulation that used to know the correctness of certain information from various obtained data sources, and (2) method triangulation that used to check data validity through research findings and used method in the data collection. The data analysis technique used encompassed data collection stages, data reduction, data display, and concluding (Puspitaningrum & Ismaniati, 2019).

RESULT AND DISCUSSION

The research result was presented based on themes found by the researcher in analysing data in the field. Those themes were chosen according to the needs of answering problem formulation. Based on the indicators of the independent character of students, it was found six main themes as follows: able to prepare the learning needs, be self- confidence, finish an assignment individually, be brave to express the opinion, able to cooperate in the group, read and write properly and correctly, able to do calculation task individually. Meanwhile, the strategy of instilling independent character in Mutiara Cendekia Islamic School Lubuklinggau was found four main themes: learning activities, direct guidance, exemplary, and habituation. Indicators of Independent Character of Student Mutiara Cendekia Lubuklinggau.

Indicators of learning independence are the existence of a strong desire or desire to learn by showing the ability to prepare learning equipment independently, confident, carrying out tasks independently, being able to take decisions and take the initiative to deal with problems. Being Brave to Express The Opinion and Capable to Cooperate in Group (Putra & Suyatno, 2021b) :

Capable of preparing learning requirements

Most students at Mutiara Cendekia School have been able to prepare their own educational necessities, but some still require assistance from parents and teachers. According to the results of the researcher's interviews with teachers, most students are capable of preparing their learning necessities, such as preparing the books for school. Other students, meanwhile, still require assistance from parents and teachers in order to prepare for their academic needs. Parents play a significant role in checking what students have packed for school, but first-graders are still unable to prepare their learning needs. His, a third-grade teacher in a classroom, stated the following in response to the interview results:

The materials they will need for learning, such as books for school, can be prepared independently by the students. While occasionally, in order to remember their children's primary educational needs, parents double-check their needs before sending them to school. (Interview with classroom teacher of grade I, Mutiara Cendekia Islamic School on August 8, 2022).

The demeanour to feel Self-Confidence

Several students have felt inferior to their friends, teachers, principal, and social environment. According to the teacher's interview, the researcher found that most children in Mutiara Cendekia Islamic School have felt confident. The children did not feel inferior while meeting their friends or teacher in the school. However, several students do not feel that way, which they are still embarrassing while meeting other students or when the teachers asked to come forward, that usually, they do not want to come forward and choose to stay in place.

According to the interview result with teacher of grade II, He said that: Usually, the students have been brave and did not feel inferior with other students or the other teacher outside grade II teachers. Sometimes several students want to talk or communicate with their classroom teachers only. There are just one or two students who are brave to come forward, and the students who do not want do not become confident of themselves (Interview with teacher grade II, Mutiara Cendekia Islamic School on August 8, 2022).

According to the interview result with classroom teacher of grade I, she said that: students usually do not feel inferior or feel confident while meeting their friends in the school. However, they do something is according to their mood. For coming forward while learning in the class, students of grade I usually still embarrassed, especially when the teacher asked them to come forward. If students are held by and persuaded by the teacher to come forward,

the students usually immediately want to come forward (Interview with teacher grade I, Mutiara Cendekia Islamic School on August 8, 2022).

Capable to Finish Assignments Individually

The children's ability to finish assignments individually given by the teacher, as the success of instilling independent character, can be said success, but they still need guidance. However, many students can finish assignments given by the teacher when teaching in the class. Based on the interview result, it was found that most students can finish the task even though they still need the teacher to guide them. Regarding homework, students sometimes forget to do it; otherwise, they need help from their parents. According to the interview result, the classroom teacher of grade II, Mrs. Mita, said that: Students can finish the assignments given by the teacher, but sometimes still need direct guidance from the teacher. Some students forgot to finish their homework, but others could finish their tasks individually. Besides, some students also needed the help from their parents" (Interview with teacher grade II, Mutiara Cendekia Islamic School on August 7, 2022).

Being Brave to Express the Opinion

The ability of students at Mutiara Cendekia Islamic School to express their opinions can be considered unsuccessful in terms of developing independent character because some students are still unable to do so, in contrast to other students who have shown courage to speak their minds.

According to the researcher's and the teacher's interview with students at Mutiara Cendekia Islamic School, only one or two students had the courage to voice their opinions in front of others. Despite their bravery, they occasionally felt too ashamed to speak. However, because of their condition, first-grade students were still unable to communicate their thoughts. The students in first grade are still reserved about going to school and occasionally still require parental assistance. As a result of the interview, grade I classroom teacher Miss. Vuri stated:

Despite their condition, the first-grade students were still capable of communicating their ideas. Due to their shyness, the first-graders' parents continued to wait for them to arrive at school (Interview with teacher grade I, Mutiara Cendekia Islamic School on August 7, 2022).

Capable to Cooperate in Group

Due to the lack of group assignments given to students at Mutiara Cendekia Islamic School throughout the learning process, the ability of students to cooperate in a group can no longer be considered a success in developing an

independent character. Students were unable to cooperate in groups because the teacher at Mutiara Cendekia Islamic School did not assign them any group projects, according to the researcher's interview results with the teacher. Due to the differences in their abilities and traits, the teacher does not assign students in groups. After all, there are various types of assignments that are given to the students. Although the teacher assigns group projects, they necessitate additional guidance in their execution. Miss Suzi reported the following after speaking with Mr Arinal, a grade II classroom teacher:

Since each student has different skills and personality traits, the teacher does not assign tasks in groups. Additionally, the teacher assigns students different tasks based on their abilities and traits (Interview with teacher grade I, Mutiara Cendekia Islamic School on August 7, 2022). However, something different happened when the researcher conducted an interview with a higher class, namely level III with the teacher, Mrs. Kissanti, who said that:

The children in their class when given group assignments are very active and enthusiastic in giving opinions, so that the discussion atmosphere becomes livelier (Interview with classroom teacher of grade III, Mutiara Cendekia Islamic School).

The Strategy of Instilling Independent Character in Mutiara Cendekia Islamic School

Strategy is a series of ways to achieve the desired goal. Everyone has a strategy; everyone has a goal to be achieved just like a teacher. One of the things that teachers want to achieve is to cultivate an independent attitude (Rifky, 2020).

1. Through Learning Activity

Mutiara Cendekia Islamic School has been implemented character education in the class learning process. Data collection showed that independent character education through learning activity, as one of the conducted strategies. Teachers are instilling independent character to their students, for example, by prohibiting them from cheating or asking their friend the question's answer. Learning begins with teacher instruction to students to independently carry out activities, like eating individually during break time. In this case, the teacher relates every learning with the importance of independent character. For example, in the civics lesson of Pancasila, the teacher gives an example verbally or practically toward Pancasila's principle containing character education. Through the interview, SL stated that:

Instilling character education in the class relates every lesson with character education, especially the character of independence. For example, in

the civics lesson of Pancasila, the teacher gives an example verbally or practically toward Pancasila's principle containing character education. The teacher used media, but it depends on the situation. Using media, the student can directly see the visual example from the video that contains the implementation of character education, especially independent character or related to independence (Interview with teacher grade IV, Mutiara Cendekia Islamic School on August 7, 2022).

Meanwhile, the principal said that instilling independent character can be carried out through learning activities by improving routine activities, for example, carrying out independent activities for every student. Simultaneously, the school attempts to include character education in learning materials, and teachers can relate it to character education, especially independent character.

2. Through Direct Teacher Guidance

Direct guidance is a tactic used to help students develop their sense of independence. The teacher provides direct guidance to students at Mutiara Cendekia Islamic School, and it is already working well. Direct guidance is implemented through media in addition to verbal means.

According to Mr. Abdi, the principal of Mutiara Cendekia Islamic School, who was interviewed for the aforementioned statement, the school promotes moral development by giving students specific instructions while they are in class. Every teacher in the classroom completed the assignment to provide the students with direct instruction (Interview with a principal of Mutiara Cendekia Islamic School on August 5, 2022).

Based on the results of the teacher-student interview, specific advice was given to give concrete examples of the actions related to independent character, with the expectation that students would imitate those actions. Students are given direct examples as well as an explanation of independent character that encourages them to put it into practice right away. At the same time, the activities become routine habits for the students. The right moment is also necessary for the guidance process, such as when students make mistakes, when they are learning, or when they are taking a break. The teacher uses video or other media that is appropriate for the needs of the students during the direct guidance process.

3. Through Spontaneous Activity

A limitless activity that can be done to cultivate manners and other admirable traits is spontaneous activity. Instilling independent character in students at Mutiara Cendekia Islamic School has been successfully carried out

by teachers. The purpose of teacher-led spontaneous activities is to prepare the students to conduct independent tasks correctly and efficiently.

The interview with the teacher at Mutiara Cendekia Islamic School revealed that when students make mistakes, teachers frequently engage in a spontaneous activity to confirm it. spontaneous activity that teachers typically engage in to demonstrate students' daily independence. Other spontaneous activities include picking up trash on your own, but with this activity, the students will typically assist or take over performing that task. Since they can mimic and put into practice what they have observed in their daily lives, the teacher aims to carry out that activity.

Through the interview, Mr. Dersa revealed that: When students make mistakes, teachers frequently engage in a spontaneous activity in front of the class to confirm the error and demonstrate the proper behaviour. By showing the students an example of an independent character's behaviour in daily life, you can give the students the spontaneous activity. When the teacher engages in spontaneous activities, the student typically pays close attention to what the teacher is doing (interview with grade II classroom teacher of Mutiara Cendekia Islamic School on August 5, 2022).

4. Through Exemplary

A tactic used at Mutiara Cendekia Islamic School's elementary level to instil independent character in students is setting an example. The teacher in this school set an example of an independent character in order to inspire students to lead independent lives. The teacher gives students in class examples of behaviours that reflect independent character based on the findings of an interview with teachers at Mutiara Cendekia Islamic School regarding the use of exemplary behaviour as a strategy to develop independent character in students. In order for students to understand the qualities of independence or things related to independence, the teacher also provides them with examples of actions that are continuous and repeated. Through the interview, Miss. Anggun said that:

Teachers set an example by acting in ways that demonstrate an activity related to developing an independent character, such as preparing books that will be used during the learning process (interview with grade II classroom teacher of Mutiara Cendekia Islamic School on August 5, 2022).

Teaching students about independence in their environment and expecting them to emulate that independence is another way that teachers can instill independent character in students. Teachers, on the other hand, frequently run into difficulties when trying to set good examples. Teachers' struggles are

brought on by students' inability to understand the teacher's example. So, until the students fully comprehend what the teachers said, the teachers must repeat the exemplary.

5. Daily Habituation

According to the results of an interview with teachers at Mutiara Cendekia Islamic School, the teacher helps students develop independent character by preparing their individual learning needs and participating in morning prayers with them. Another way teachers set an example is by encouraging students to engage in independent activity on a regular basis, which can help students develop new, positive habits. In order for students to emulate exemplary behaviour, the teacher also explains to them daily routines related to the independent character.

During the interview, Miss. Suzi stated that: Teachers participate in daily pickets such as disposing of trash in the can provided and wiping writing materials off the whiteboard after class. Teachers regularly encouraged students to engage in independent activities, such as their own personal prayer, according to their beliefs (Interview with grade II classroom teacher of Mutiara Cendekia Islamic School on August 5, 2022).

The principal also said that teachers and students have implemented independent character routinely and carried out in the school every day, such as praying individually and orderly.

This study aims to describe two important discussions: first, the indicators of the independent character of students, and second, teacher's strategy to build independent character education to students of Mutiara Cendekia Islamic School. Based on the data analysis, it was found vital findings of this research as follows: first, student's independent characters of students of Mutiara Cendekia Islamic School were showed in five indicators; capable of preparing learning requirements, the demeanour to feel self-confidence, capable to finish assignments individually, being brave to express the opinion and capable to cooperate in group.

The ability of students to prepare learning necessities is an indicator of independent character. When preparing learning necessities in the home, parents monitor their children with their necessities by recheck what students have prepared. While in the school, teachers monitor the students in preparing learning needs before learning begins.

The role of parents is to be a motivating parent in every way. Parents participate in guiding and motivating their children, either by encouraging them or by increasing school needs (Andriati, Atika, & Hidayati, 2021). Parents should

be able to be happy friends to learn. In addition, parents are also required to be patient in teaching and guiding as a teacher's task at school.

Students' capacity to overcome feelings of inferiority can be considered a success in developing independent character. Some students are courageous, and others have shown courage by interacting with their classmates and teachers. While some students are still shy and need the teacher's assistance, others have the courage to speak up. Family, student talent, and academic success are the factors that help students develop their self-confidence. A confident attitude toward children can be fostered by a strong desire and determination. According to this study, students themselves are where feelings of inferiority come from. Even though they occasionally still require direct teacher guidance, students' ability to complete assignments independently can be deemed successful because they can do so completely on their own. Besides, the homework of students has been completed aside from the help of the parents.

Because many parents and teachers complain that their children or students are less independent in carrying out tasks, independent character becomes one of the characters that need to be ingrained in students. This is consistent with the belief that contemporary society is much more dependent on cognitive abilities than it is on attitudes and morality, one of which is frequently dependent on others or is generally referred to as not independent (Puspitaningrum & Ismaniati, 2019). Stated that finishing individual tasks will make a habit for students and become a habit when carried out repeatedly (Muassomah et al., 2020). Therefore, it leads the student to be more independent.

It is still possible to say that one is unsuccessful at finishing group projects and expressing one's opinions. It was brought on by the first-graders' inability to finish group projects. Due to the students' inability, the teacher did not assign them group projects, which resulted in a variety of student abilities and traits. The majority of students lack the courage to voice their opinions, which is probably a result of their individual traits and circumstances.

The children have significantly different interindividual and intraindividual characteristics (Najmuddin & Aprilianty, 2020). As a result, it is challenging for students to engage with their environment and reach their full potential in learning and instruction. The ability to read and write correctly can be said unsuccessful in building specific independent characters. Many students cannot yet read and write properly and correctly in one grade.

They truly still need guidance from teachers to read and write. Reading ability for students requires several stages that teachers must emphasize (Febriyanti, Mustadi, & Jerusalem, 2021). The ability to do calculation tasks

individually is still unsuccessful. Most students have not been able to complete the calculation questions given by the teacher. However, if they are given simple questions like addition problems, they can solve them under teachers' direct guidance. This research result differs that specific media and approaches can solve students' difficulty in mathematics to help students not feel bored while solving simple addition problems (Amir, Huda, & Maksum, 2020). In general, this research result is in line with the previous findings, character building of students emphasizes the well and sustainable cooperation between school and parents in the home.

The development of independent character is the second finding, and it can be demonstrated by using an effective strategy to help students develop this trait. The study's findings revealed five school-based methods for fostering students' independence: active learning, direct guidance, spontaneous activity, exemplary, and habituation. The main strategy used by the school is the integration of developing independent character. This tactic has the effect of involving teachers in the development of character education. All teachers, regardless of the subject being taught, must contribute to the success of character education in schools. The teacher must then play a part in fostering students' character education because they spend the majority of their time at school. There were two main roles which the teacher can take such as, as a guide in teaching and learning process and as a guide in counsellor class (Ayu Made Trisna Yanti, 2021).

The second strategy is through direct guidance. Through direct guidance, the teacher provides students with ongoing examples of actions related to an independent character. Students should be able to carry out the suggested actions and develop themselves to their full potential. Direct guidance should be given at the appropriate time.

Character education is education that puts forward the meaning of morals and morals so as to be able to form a better personality of students, then the role of a teacher in developing the character of students is considered very important because the teacher is a figure who becomes inspiration and motivation for students because every behaviour and Also the attitude shown can be used as a reflection for students (Afifah & Khamidi, 2022).

Achieving goals in a systematic, structured, and well-planned manner creates an environment that is supportive of students' growth, offers encouragement and motivation, fosters courage in taking responsible action, grows ability, replaces behaviour, and fosters independence.

The third strategy is spontaneous activity. The third tactic is impulsive behaviour. Teachers engage in spontaneous activities with the intention that

students will be able to directly imitate and engage in a spontaneous independent activity, such as sweeping the classroom floor, lending a hand to a classmate, working together, and correcting errant classmates. This result is consistent with research (Sapriadi & Hajaroh, 2019), teachers' interest in fostering students' concern for the environment at school can be seen in their approach to, advice to, and involvement in student activities. Teachers can reprimand a student in person and acknowledge their errors, for instance, when they are littering or upsetting their friends.

The fourth strategy is providing exemplary. The goal of Exemplary was to inspire students to live independently. Teachers can model behaviour for students in a variety of ways, including by giving examples of behaviours that show independence, mentoring students, and sharing stories about exemplary behaviour related to independence. The function of a teacher has multiplied. We are in a transitional period in modern times. A teacher can uphold morals and cultivate students' social skills (Subiarto & Wakhudin, 2021). Teachers who want their students to act and behave in ways that reflect their character and cultural values must set the bar high by modelling proper attitude and behaviour.

The last strategy is habituation. Residents of schools, including administrators, teachers, students, and academic staff, have a daily ritual that includes praying privately according to their beliefs, helping to put trash in its proper place, and wiping the whiteboard. All of these exercises aimed to help students, in particular, develop good routines. The study's findings support (Lisnawati, 2016) assertion that habituation is the deliberate repetition of an action to form a habit, and that habituation's practical application is related to practice because what is habituated is something that is practiced and eventually forms the basis of a habit of routine repetition.

CONCLUSION

The research's findings suggest possible outcomes that can be put into practice to building independent character. For students to successfully develop their own character, it is important for the school, teachers, and parents to work together. According to this, a school requires a collaborative program that involves many parties working on character programs. The role of the teacher in character development is very important, because the figure of a teacher becomes a source of inspiration and motivation for students. The attitude and behaviour of a teacher is also very imprinted on the students, where every utterance, the personality of a teacher can be a reflection for students. Teachers are not only academic educators but also must be able to become character, moral and cultural educators for their students. The method that is often used in character development is habituation, where teachers can familiarize students to

apply certain values based on agreements that have been made together with students, for example about tidiness and this is carried out continuously so that it can become a daily activity, students as well as the teacher.

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