

Socialization of Learning Independence at SDN 2 Bataraguru

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Abstract

Learning independence is one factor that affects the effectiveness of student learning. Initial observations at SD Negeri 2 show that many students are still not independent in their learning. This socialization activity aims to educate students about independent learning strategies and equip them with practical skills such as time management and problem-solving techniques. This activity involved 48 students from SD Negeri 2 Bataraguru, consisting of 28 males and 20 females. The activity used a lecture and interactive approach adapted to the characteristics of elementary school students. The success of socialization was evaluated based on observations during the activity. The success of socialization was evaluated based on participants' enthusiasm and active participation. The results showed that students were very enthusiastic about receiving the material; they seemed brave in asking questions, conveying their learning difficulties, proposing solutions to their friends' learning difficulties, and answering questions. This activity has provided an initial foundation in the formation of a disciplined and sustainable independent learning culture in the school environment

Keywords: Learning Independence, Elementary School Students

INTRODUCTION

Learning independence is a basic skill that must be developed at the elementary school level because it builds discipline, responsibility, confidence, and students' ability to manage the learning process. This independence enables students not only to follow teachers' instructions, but to become active agents in their own learning (Purwaningsih & Herwin, 2020). Through early habituation, students are trained to manage the academic and emotional tasks that come with learning (Wibowo & Koeswanti, 2021). This foundation is vital to ensure students can face learning challenges with high confidence (Karyani & Astawan, 2024). Finally, mature independence will be reflected in sustainable discipline and responsible behavior (Septiadevana et al., 2024).

Strengthening learning independence is important because literacy and numeracy achievements among elementary school students in Indonesia still show that some students have not reached the minimum competency. National assessment results show that many students still need significant support to improve their mathematical understanding and literacy skills (Siboro et al., 2025). Heavy reliance on teacher guidance often hinders students'

development of critical thinking skills in solving numeracy problems (Hardianto et al., 2024). Therefore, shifting education toward greater student independence is a strategic step to build these competencies (Muliantara & Suarni, 2022). This initiative focuses not only on academic outcomes but also on building a learning culture that supports the acceleration of students' basic abilities (Algifari et al., 2025).

Learning independence is also related to the formation of student character, especially in responsibility, initiative, perseverance, and the ability to make decisions in learning activities. When a student has a sense of responsibility, he or she will consciously carry out academic obligations without constant external encouragement (Priyono et al., 2023). This character also fosters the initiative to find solutions when facing obstacles in the subject matter studied (Karyani & Astawan, 2024). Perseverance ensures students stay focused on their learning goals despite difficulties (Hardianto et al., 2024). Collectively, these attributes create a profile of students who not only excel academically but also have integrity and strong learning principles (Latifah et al., 2024).

The quality of learning in elementary schools still needs strengthening through active learning methods, effective classroom management, and learning habits that encourage students not to depend on teachers. Teachers are expected to play a greater role as facilitators who provide space for students to explore and collaborate (Rahmalia & Firmansyah, 2025). Student-centered classroom management supports optimal improvement in emotional and cognitive engagement (Algifari et al., 2025). By reducing the dominance of one-way instruction, students are encouraged to optimize their self-potential in solving problems (Purwaningsih & Herwin, 2020). Consistent habituation is the key to changing the learning paradigm from simply absorbing information to constructing understanding independently (Latifah et al., 2024).

At the regional level, Southeast Sulawesi Province has high access to basic education, but increased access must be followed by stronger learning quality and greater student independence. Although school participation is widespread, learning outcomes remain a challenge that must be addressed collaboratively (Muliantara & Suarni, 2022). Strengthening student independence at the regional level is highly relevant to support an education vision oriented toward high competitiveness from an early age (Algifari et al., 2025). This step requires synergy between school policies and appropriate assistance to foster an independent learning character (Rahmalia & Firmansyah, 2025). It is hoped that this access can translate into stronger competency achievements for students.

Baubau City, Southeast Sulawesi, has many educational units and elementary school students, so strengthening learning independence is an important part of improving local education quality. The density of students in urban environments demands a more efficient, targeted learning approach to maximize each child's potential (Hardianto et al., 2024). Strengthening independence at the city level is expected to create more uniform and competitive learning quality standards (Algifari et al., 2025). This effort will strengthen schools' role in shaping a generation ready to meet higher academic demands at the next level (Priyono et al., 2023). Thus, learning independence is a strategic investment to build a better education ecosystem in cities.

SD Negeri 2 Bataraguru Baubau City is one of the public elementary schools strategically positioned as a partner in service activities because it is in an active primary education environment and serves students at an age when character formation is a priority. This school is a representative location to implement a learning independence strategy because it has a diverse student body (Rahmalia & Firmansyah, 2025). As a service partner, a supportive school environment facilitates integrating independent values into the curriculum and extracurricular activities (Latifah et al., 2024). Teachers and education staff play a key role in shaping character development in elementary-age students during this important growth phase (Rahmalia & Firmansyah, 2025). This service focus is expected to directly improve the school's learning culture.

Elementary school students who still need guidance in managing time, completing assignments, rereading material, and asking questions when they have difficulties show the need for simple, practical socialization of independent learning. Many students struggle to organize their academic activities without help from parents or teachers (Putri et al., 2021). An applicative socialization approach, such as time-management tips and effective questioning techniques, is crucial (Rahmalia & Firmansyah, 2025). This socialization is not meant to relieve teachers of responsibility, but to empower students to take initiative more courageously in the learning process (Latifah et al., 2024). With a better understanding of efficient learning strategies, students are expected to become more independent and confident in facing learning challenges (Karyani & Astawan, 2024).

Socialization activities to build learning independence at SD Negeri 2 Bataraguru can be an initial effort to instill independent learning habits through understanding, motivation, and learning practices appropriate for elementary school students. The strategies used are designed to motivate students to see learning as an interesting process, not as a burden (Algifari et al., 2025). Through demonstrations and practical exercises, students are guided to recognize strengths and weaknesses in their own learning process (Rahmalia & Firmansyah, 2025). Instilling these values through fun activities aligns well with the psychological characteristics of elementary school students (Wibowo & Koeswanti, 2021). This continuous effort aims to build a foundation of independent behavior that is expected to remain ingrained as they grow up (Priyono et al., 2023).

Initial observations at SD Negeri 2 Bataraguru show that many students are still not independent in their learning. Heavy dependence on teachers and parents to complete school assignments contributes to a lack of initiative and low self-confidence (Putri et al., 2021; Rahmalia & Firmansyah, 2025). Limited skills in time management and effective questioning techniques also often hinder students in dealing with more complex material, making the learning process less efficient (Hardianto et al., 2024; Rahmalia & Firmansyah, 2025). This phenomenon is exacerbated by unstable learning motivation, as students often view academic assignments as a burden rather than an opportunity to develop their potential (Algifari et al., 2025). These problems affect the literacy and numeracy achievements of elementary school students in Indonesia and, to date, still show that some students have not met the minimum competencies.

Based on this description, learning independence socialization activities are highly relevant to helping schools build a more active, disciplined, responsible, and sustainable

learning culture. This socialization activity aims to give students a comprehensive understanding of effective independent learning strategies and increase their awareness of the importance of academic responsibility. In addition, this activity aims to equip students with practical skills, such as time management and problem-solving techniques, to reduce their dependence on external assistance when doing assignments. The synergy between theoretical understanding of independence and practical needs in the field will create a real positive impact on the educational ecosystem (Algifari et al., 2025). This activity is expected to encourage a paradigm shift toward more student-centered learning, where students become active subjects in the learning process.

METHOD

This community service activity was carried out at SD Negeri 2 Bataraguru and involved 48 grade V students: 28 male and 20 female. A service team consisting of lecturers and students supported the activity and worked collaboratively. The main focus of this activity is to provide a practical briefing on learning independence that is tailored to the characteristics and needs of elementary school students. The service team aims to create intensive educational interaction so students can best accept and understand the values of independence.

The team implements activities through several systematic stages, starting with planning, which includes close coordination with partners to ensure locations and supporting facilities are ready. The next stage is a preparatory meeting with partners to finalize the material concept and establish a delivery strategy that is applicable to students. After thorough preparation, the material is presented for 45 minutes and designed interactively using a projector to attract students' attention. The session is followed by a 15-minute question-and-answer session. The question-and-answer session provided space for students to express their learning difficulties and find solutions more openly.

The socialization activity ended with a closing that motivated students to continue developing an independent attitude in daily learning. As an evaluation, the team conducted direct observation during the material presentation. The indicators were active participation in asking and answering questions or proposing solutions, as well as participants' enthusiasm for the material presented. One team member conducted the observation using an observation sheet. The team recorded the results and analyzed them descriptively. These observations helped assess the effectiveness of the approach used and provided input for improving the next activity. Through these observations, the team obtained an initial overview of how successful the activity was in instilling students' awareness of the importance of learning independence in elementary school.

RESULTS AND DISCUSSION

Results

The community service activity at SD Negeri 2 Bataraguru ran smoothly and was attended by 48 students as the main participants. The participants included 28 male students and 20 female students, who seemed enthusiastic from the start of the classroom activity. The service team presented material on learning independence, tailored to the needs and

characteristics of elementary school students. The main purpose of this meeting was to provide students with a basic understanding and motivation to manage their academic activities more independently. The entire series of activities was designed to create educational and fun interactions for students.



Figure 1. *Material Presentation Session*

During the material presentation, the service team observed a very high level of enthusiasm from all participants. The students showed great interest in the topic of learning independence, which the presenter delivered in an interactive way. Each point about the importance of responsibility in learning captured the whole class's attention. They seemed to focus on each material without losing interest until the presentation session ended. This phenomenon shows that students' awareness of developing independent learning skills has begun to grow and needs continued space to develop.



Figure 2. *Participant Interaction*

Educational interaction is not one-way; it also involves students' active participation alongside the presentation of the material. When the presenter asks a probing question or poses a small challenge related to the topic, students respond by providing answers. Students' courage in expressing their opinions in front of the class shows their active participation during the socialization. Through this interactive question-and-answer method, the classroom atmosphere becomes more dynamic and can break the communication freeze between the speaker and the students. This experience shows that elementary school students are very open when given a learning method that positions them as active participants.

The peak of student activity was evident in the question-and-answer session held after the presentation of the main material. Participants took turns asking relevant questions about learning difficulties they had faced at school and at home. Many students shared personal experiences about managing time or overcoming difficulties with independent assignments. The presenter also responded to each question with practical guidance and motivation to build a more responsible mindset. This session became a very meaningful space for students to explore solutions to learning obstacles that often hinder their potential.

The positive response and high enthusiasm of the 48 students participating in the activity reflected the initial success of this socialization. Their active participation during the activity shows that learning independence materials are highly relevant to their current needs. This educational experience is expected to lay the foundation for students to continue honing discipline and initiative in their daily learning. In the future, teachers and parents are expected to maintain this habit so independence becomes a character trait strongly attached to each student. This service initiative has positively contributed to efforts to build a more active, independent, and sustainable learning culture in the school environment.

Discussion

Learning independence is an essential ability that must be instilled at the elementary school level because it forms the foundation of students' academic character (Fithriyah et al., 2021). Theoretically, learning independence is a proactive process in which students set goals, choose strategies, and manage their motivation and behavior to achieve academic success (Medan et al., 2020). At the elementary school level, developing this ability is crucial because students begin to face more complex tasks that require discipline and personal responsibility (Nurishlah et al., 2023). The socialization with 48 students at SD Negeri 2 Bataraguru applies this principle to stimulate each student's potential for independence (Qorimah & Laksono, 2023). This effort aligns with the view that elementary school education must change student behavior toward optimal and independent personal development (Yuliani, 2016).

The high level of enthusiasm of the 48 students participating in the activity reflected the initial success in creating an interactive learning environment. An approach tailored to the characteristics of elementary school students has been shown to attract attention and build students' emotional attachment to learning independent materials (Fithriyah et al., 2021; Yuliani, 2016). Research shows that active learning that involves students directly in classroom activities can increase students' motivation and willingness to learn independently (Widodo et al., 2021). By designing a series of educational and fun activities, the service team positioned students as active participants, not just passive recipients of material. This phenomenon shows that awareness of independent learning has actually begun to grow and only needs the right stimulus to develop further (Yuliani, 2016).

The interactive methods used during the presentation encouraged students to participate actively. When students can respond or answer probing questions, they feel valued, which supports democratic efforts to develop independence (Bukit et al., 2022). This democratic approach to learning allows students to feel more comfortable exploring their ideas and potential without fear of mistakes (Bukit et al., 2022). Research findings show that teachers or facilitators who encourage students to participate actively in decision-making and school activities can significantly increase students' confidence (Bukit et al., 2022; Fithriyah et al.,

2021). This experience shows that elementary school students are very open to learning methods that give them space to play an active role (Yuliani, 2016).

Students' courage in expressing their opinions in front of the class is a positive indicator of increasing student confidence. Confidence is one of the main criteria for learning independence, where independent students tend to have confidence in their ability to complete tasks on their own (Fithriyah et al., 2021). In a social-constructivist context, classroom interaction provides space for students to exchange knowledge, which indirectly hones their critical thinking skills (Izzati, 2017). Learning that gives students opportunities to communicate openly is very effective in practicing learning independence (Widodo et al., 2021). Therefore, a dynamic classroom atmosphere during this socialization session is crucial for breaking the communication freeze and encouraging student participation.

Students' activeness in the question-and-answer session shows the importance of reflection as part of the independent learning process. Discussions about personal learning difficulties are an initial form of metacognitive skill development, as students begin to recognize the obstacles they face (Syamsurijal & Akbar, 2026). Research shows that teachers or companions who encourage students to reflect on their learning process can greatly help them develop the metacognitive skills needed to become effective learners (Widiana et al., 2024). This session provides a space for students to not only raise problems, but also jointly explore practical solutions to their academic challenges (Syamsurijal & Akbar, 2026). Through reflection, students are invited to understand how they learn and how they can overcome learning barriers more independently (Widiana et al., 2024).

Students' ability to identify learning difficulties, such as timing and assignment work, is the first step toward good self-regulation. Self-regulated learning strategies involve systematic learning, responsiveness to feedback, and appropriate motivation (Setiawan et al., 2022). In this activity, the presenter provided practical guidance that helped students begin implementing simple strategies to manage their daily learning activities. Research indicates that metacognitive skills, such as planning and evaluating learning, contribute positively to elementary school students' learning outcomes (Syamsurijal & Akbar, 2026). By providing motivation and guidance, this devotion helps students direct their learning experiences more responsibly (Medan et al., 2020).

The facilitator's role in this activity is important, as they encourage independence rather than simply presenting material. A democratic teacher or facilitator who provides unconditional positive support is crucial in creating a learning ecosystem that supports students' responsibilities and initiatives (Bukit et al., 2022). Research emphasizes that learning success depends not only on the material but also on the facilitator's ability to integrate strategies, provide appropriate motivation, and apply systematic classroom rules (Afriantoni et al., 2025). A facilitator who provides student-oriented feedback helps students understand the effectiveness of their own learning strategies (Setiawan et al., 2022). Therefore, facilitators' active involvement in providing motivational guidance has been shown to increase students' interest and independence in learning (Afriantoni et al., 2025).

Success in instilling awareness of learning independence depends heavily on students' ability to build intrinsic motivation. Independent learners learn because they are driven by internal motivation to master certain competencies, not just to meet external demands such as grades (Qorimah & Laksono, 2023). In this service activity, the presenter aims to build this

motivation by instilling a responsibility mindset that appeals to elementary school students. Literature shows that providing the right motivation, using varied learning strategies, and implementing systematic rewards can significantly increase student independence (Afriantoni et al., 2025). This motivation will drive students to continue taking initiative in learning, even without direct supervision from teachers or parents (Qorimah & Laksono, 2023).

The importance of giving students space to explore solutions to learning barriers independently cannot be ignored. When students feel able to overcome their own learning challenges, they gain personal satisfaction that strengthens their independent attitude in the future (Octavia, 2020). Socialization in education helps students realize they can manage their own academic activities (Yuliani, 2016). Research shows that students who can act independently are also more creative in solving problems and more adaptable to various learning situations (Octavia, 2020). Therefore, student-centered learning practices must continue to strengthen this foundation of independence.

The habituation carried out in this service activity is the first step that needs to be maintained consistently in the school environment. Learning independence is not a trait formed quickly, but the result of a continuous habituation process (Octavia, 2020). Teachers at SD Negeri 2 Bataraguru are expected to continue applying learning methods that give students opportunities to practice independence daily (Bukit et al., 2022). Research confirms that strategies systematically designed to encourage student initiative have proven effective in the long term in forming a resilient learning culture (Afriantoni et al., 2025). The sustainability of this initiative depends heavily on the school's commitment to integrating independence values into the regular learning process (Qorimah & Laksono, 2023).

The impact of this socialization on elementary school students' literacy and numeracy is another important point to consider. Good learning independence is positively related to mathematical and literacy skills because independent students tend to be more diligent and take the initiative to understand concepts more deeply (Widodo et al., 2021). When students can manage literacy and numeracy tasks independently, dependence on teachers decreases, making learning more meaningful (Widodo et al., 2021; Yuliani, 2016). This socialization of independence indirectly supports schools' efforts to achieve the minimum national competency in literacy and numeracy. Therefore, learning independence must be seen as a strategic component in improving students' basic academic achievement (Widodo et al., 2021).

Collaboration among schools, teachers, and parents is the main determinant in maintaining students' independent character. Teachers need consistent support from parents at home so independent learning habits are not interrupted (Bukit et al., 2022). Teachers can manage learning democratically, while parents help create a home learning environment that supports student responsibility (Afriantoni et al., 2025; Bukit et al., 2022). Research shows that the synergy between internal student factors, such as motivation, and external factors, such as teacher and parent support, greatly supports the success of learning independence (Widodo et al., 2021). Without harmonious environmental support, efforts to establish learning independence in schools will be difficult to sustain in the long term (Bukit et al., 2022).

Analysis of student participation by gender shows that enthusiasm is not limited to a specific group, indicating that the need for learning independence is universal. Both male and female students responded positively to the material presented, showing that independence is a competency needed by all students regardless of background (Octavia, 2020). An

independent character that includes discipline, responsibility, and confidence is a universal personality trait for student success at the elementary school level (Fithriyah et al., 2021). This focus on character formation ensures that every student gets the same opportunity to develop their potential independence. Thus, the approach used is inclusive and equitable for the entire student population involved (Yuliani, 2016).

This community service activity has positively supported efforts to establish a more active, independent, and sustainable learning culture at SD Negeri 2 Bataraguru. The enthusiastic response from students clearly shows that materials relevant to elementary school students' needs will encourage active participation (Fithriyah et al., 2021; Yuliani, 2016). Socialization strategies that combine educational interaction, motivation, and question-and-answer practices have proven to be effective in triggering students' initial awareness of the importance of independence (Afriantoni et al., 2025). This discussion emphasizes that learning independence is not only a technical issue of assignment work, but also about forming a responsible mindset (Medan et al., 2020). This foundation is indispensable for academic success and character development of students at a higher level (Octavia, 2020).

The results of this activity strengthen the urgency of implementing independence-based learning in elementary schools as a strategic effort to improve education quality. This socialization is not just an educational meeting, but a systematic effort to instill adaptive and resilient character values (Yuliani, 2016). Motivating students to share experiences and find solutions to learning obstacles is a significant step in student self-development (Syamsurijal & Akbar, 2026). In the future, more in-depth evaluation and habituation are needed so that learning independence truly becomes a character trait strongly attached to each student (Bukit et al., 2022). Through synergy between educators and students, SD Negeri 2 Bataraguru is expected to remain a strategic partner in forming an independent learning culture (Widodo et al., 2021). The continued integration of these values is expected to significantly increase students' achievement of national literacy and numeracy competencies in the future (Romadhan & Sumitro, 2025; Tarno et al., 2025). This aligns with findings that consistent multi-stakeholder collaboration can create an educational ecosystem more adaptive to basic competency challenges (Ahyar & Zumrotun, 2023).

CONCLUSION

This service activity concluded that socializing learning independence fostered students' active participation and enthusiasm. The participants' active participation and enthusiasm showed that the educational and interactive approaches used triggered students' internal motivation to become more independent. This success cannot be separated from the companion's active role in providing the right stimulus and a space for discussion where students can explore solutions to the learning obstacles they face.

Developing the next learning independence program requires the school's continued commitment to integrating these values into daily teaching and learning activities. Learning methods should provide space for students to act as active subjects and take responsibility for their learning process. Strengthening synergy between schools and parents is also urgently needed to support the habit of independent learning built in schools. Continuous evaluation of student character development is also needed to monitor progress and identify the need for

further assistance. With consistent collaboration from all parties, learning independence will be firmly embedded as an integral part of school culture.

DECLARATIONS

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Use of Artificial Intelligence. Gemini AI is used to help deepen the study, but the final result remains the sole responsibility of the authors

Ethical Approval and Informed Consent. Not applicable

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