Self-Reliance Profile of Primary Students in West Java Indonesia

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Abstract. Independent living skills need to be mastered by every student both in dealing with everyday life and in the school environment. Students must be able to develop their life skills so that they can be independent and develop optimally. This study aims to describe the profile of primary students' self-reliance in West Java Indonesia. This initial study is needed in order to provide a portrait of the primary student self-reliance, especially students' independent living skills. This will be very useful for each student to be ready to face their future life. A survey is used to get the data needed. There were 366 teachers represented from 20 counties and 10 cities in West Java. They teach 92,1% at public schools & 7,9% at private schools. By using Winstep for Windows and reliability 0,96 by the Rasch Model, the Mean Person Measure value of 0.27 logit shows the tendency of respondents who answer more to agree with statements. The tendency for student self-reliance is in the moderate category, which means students are able to 1) identify, explore, and analyze problems, 2) take the initiative to be self-reliant, and 3) be relied on by others. Therefore, the recommendation is to develop a micro curriculum model to support students' self-reliance on finishing tasks or solving problems in independent living skills besides supporting those three self-reliance competence aspects at the primary school level in West Java. This can be a consideration for developing independent life skills and early learning assessment materials. Optimal development of independent living skills will make students more advanced and able to adapt well.

Keywords: Independent Living Skills, Primary Students, Self-Reliance

1. Introduction

The ability to rely on oneself or what is called independence in making decisions is an inseparable part of the culture and spiritual values (Muzaki, 2021). Johnston (Johnston, 2018) explains that in line with the development of information and technology, the ability to take independent action is an integral part of the ability to increase one's own commitment and capacity. Storr (2020) argues that independence skills are an integral part of the character education values that exist in spiritual values. In accordance with Law Number 20/2003 Article 3 National Education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God (Rosalina et al., 2021). Strengthening Character Education, in accordance with the Minister of Education and Culture No. 20/2018 includes strengthening competence and character 1) Faith, piety to God Almighty and noble character, 2) Global Diversity, 3) Cooperation, 4) Creative, 5) Critical Reasoning and 6) Self-reliance (Hartono et al., 2018).

Education should not only be about transferring knowledge but also about educating people to find the knowledge that is good and beneficial to the physical and inner interests of students for the collective benefit of society (Darling-Hammond et al., 2020). In the implementation of education, one must stand alone without neglecting the help of others. But if there is help it should not diminish our self-reliance. Education must rely on its own strength, meaning that all education that wants to live must remain consistent with standing alone.

Self-reliance character development is strengthened in the curriculum 2013 through Pancasila Profile Student Development which has carried out self-reliance character education that can be developed in harmony and in together with learning in the classroom. However, learning in the classroom is limited in time, so to help develop student self-reliance in improving independent living skills, it is necessary to work together between students, teachers, parents, and the community. So, it needs development involving schools, homes, and the surrounding environment to achieve the same goal of building the independence or self-reliance of primary school students.

1.1. Problem Statement

Based on observations and interviews with several principals of public and private primary schools in the city of Bandung, there are still many primary school students who do not have self-reliance in carrying out their activities at school and at home. In everyday life, many primary school students are not self-reliant because almost everything is prepared by others, whether by their father, mother, brother, brother, or maid, so their independence is still low. Then it takes a certain effort to encourage students to have a self-reliant attitude and not be dependent on others. In daily activities the students will be involved in various tasks to be completed such as bathing, eating, and drinking; cleaning the house, cooking, preparing equipment to go to school, knowing personal data, managing time, managing money, maintaining cleanliness, using public transportation, maintaining safety, maintaining health, worship, and other life skills.

The erosion of the values of independence results in the emergence of negative symptoms that develop in society (Goldscheider et al., 2015). Students will be faced with dynamic and developing situations and dynamics of life. Moreover, it is supported by the pace of technological development and the difficult currents of the global life (Haleem et al., 2022). This results in existing noble values being influenced by new values which are not necessarily positive for students' lives. This implies that humans will be increasingly pushed towards a more competitive life.

The ability to exercise independence is an integral part of the maturation of an individual (Palmer, 2010; Vostrý et al., 2022). Being a self-reliant citizen needs to be supported by a planned environment, activities, and programs; so that education is not only an individual responsibility but a shared responsibility between families, schools, and communities (Gutiérrez & José, 2013). This is important because elementary school students are future leaders who must be able to develop independence not only for themselves but also to be able to maintain and build the Indonesian state to become an independent nation. This is in line with the thinking of Ki Hajar Dewantara (Taufikin et al., 2021) that independence in the educational process, where students are given freedom professionally and habitually think (intellectually) and behave (psychomotor) in an effort to achieve goals. So, the essence of self-reliance according to Dewantara is how without coercion and commandments, students can stand alone, govern themselves, and not depend on others.

The self-reliance referred to here is self-skills that depend on themselves & do not depend on others, especially regarding Independent Living Skills (ILS) which are implemented in everyday life. Experts agree that Independent Living Skills (ILS) need to be developed by students in elementary school because it will be an important provision not only as knowledge but also to develop an attitude of independence and be able to be implemented to help themselves in completing tasks and solving problems in their lives.

According to Texas Education Agency (Arismendi, 2023; Mutoni Griffiths et al., 2023), by building students' self-reliance, students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression of others. Nova & Widiastuti (Dwi Rita Nova & Widiastuti, 2019) show self-reliance character building in children can be done through public transportation activities. Through public transportation, children can learn directly about the surrounding environment and help shape the independent character of students in elementary schools. These independent living skills have also received great attention in Michigan (Nollan et al., 2002) by publishing the Michigan

Independent Living Skills Guide for Exiting Elementary School. This Guide will help teachers, students, and parents in building students' self-reliance.

1.2. Related Research

Research on independence in children's stories was carried out by Saunders (Saunders, 2018), although individuals develop the ability to be independent in order to develop their own capacities and abilities. Children and young people describe three key strategies to manage the stigma that they experience: maintaining privacy and withholding information; self-exclusion and self-reliance, and managing peer relationships. Therefore, independence needs to be taught from an early age. Lamont (Lamont, 2019) states that the development of cultural values and spirituality is an integral part of the skills to develop the characteristics of oneself and others. In line with that, Moore (Moore, 2017) states that character education values are an integral part of developing character education values and spirituality. The difference in Saunders' research is that independence is used to develop the capacities and abilities of children and adolescents. The novelty in this research is that independence or self-reliance also determines a person's level of capacity and ability.

One research is on building students' self-reliance, but there is no coverage of independent living skills as a whole skill. Sulistya & Projosantoso (Sulistya & Projosantoso, 2019) used Character-Based Science Comics Learning Media to improve junior high school students self-reliance. The result of the research shows that: 1) the developed character-based science comic learning media developed using steps proposed through R & D, 2) the quality of the Science comic learning media is good, and 3) learning using science comic learning. Media improve the students' self-reliance learning and character building. The difference in this study is using character-based comic learning media to increase student independence. The novelty in this research is the development of innovative learning media to build self-reliance.

Based on the research (Mujahidin, 2016) found that low-level elementary students' self-reliance in their daily activities such as eating, drinking, bathing, preparing for school, telling stories, choosing games, staying alone at home, following rules, making a decision is 26% and for the higher-level is 29%. The difference in this study is identifying the factors that cause low independence. The novelty in this research is the discovery of other activities that trigger low student self-reliance.

Based on the research of Maulyda (Maulyda et al., 2021) showing r-count > r-table (0.769>0.235), means that there is a positive and significant influence. So that "There is a positive and significant influence of academic self-concept on the learning independence of class VI students". This means that the higher the student's academic self-concept, the higher the independence of learning and vice versa. The difference in this study is to examine the effect of academic self-concept on student learning independence. The novelty of this study was the discovery of the influence between academic self-concept and learning independence.

Efforts to increase learning independence are influenced by external and internal factors. On the other hand, cognitive, motivational, and behavioral aspects also trigger a student's level of self-reliance. In previous research, there was no research that discussed the results of the tendency to achieve self-reliance for elementary school students in each competency indicator, such as: 1) identifying, exploring, and analyzing problems, 2) starting to make decisions, 3) completing assignments or problems, and 4) relying on by others. This research makes a real contribution in measuring students' self-reliance tendencies which can be used as material for evaluating further learning in order to achieve better learning outcomes. This will have a good impact on life in the future, including students can solve their own problems, can make their own rules of play, can make their own schedules and manage their own time, are able to develop their own thinking, finish what they start, and students will easily make friends.

1.3. Research Objectives

The objectives of this study refer to specific, measurable, accessible, realistic & time-bound (SMART) (Emerson, 2016). From this research, it is hoped that it will be able to measure self-reliance, especially independent living skills (ILS) of students in elementary schools, able to be accessed or carried out, able to measure independent life skills needed in the future,

independent living skills (ILS) that are expected to be mastered by elementary school students need to be expressed in real terms through integrated evaluation, both in learning, assignments at home and parental assistance.

2. Theoretical Framework

Self-reliance is a psychosocial problem that arises during the life cycle. Self-reliance is as important as the development of self-identity, namely that adolescents understand the meaning of "who I am" which is influenced by the views of the people around them and their personal experiences so that they will shape their future behavior as adults (Jacobs & Collair, 2017; Maree & Che, 2020). Independence or self-reliance in personality development was also put forward by Maslow (Abubakar et al., 2022; Tinta & Kolanisi, 2023) who revealed that independence is one of the meta needs, namely the need to actualize oneself, not depend and be able to determine oneself. In the arrangement of Maslow's hierarchy of needs, independence is one way to gain self-esteem and independence will make a person respect himself (Rao et al., 2022; Suyono & Mudjanarko, 2017).

To help build student self-reliance or independence, it is necessary to collect initial data & analyze how students' current independence tends to be so that it will help develop the required curriculum. The independence of students will be needed in completing assignments or solving problems encountered in daily life today and in the future (Topal & Korkmaz, 2022). The independence referred to here is self-reliance that depends on oneself & does not depend on others, especially regarding Independent Living Skills (ILS) which are implemented in everyday life. Experts argue that Independent Living Skills (ILS) need to be developed by elementary school students because they will be an important provision not only as knowledge but also for developing an attitude of independence (Kaimara et al., 2021) and being able to implement them to help themselves in completing assignments and solve problems in their life

2.1. Self-Reliance Profile

Self-reliance or independence is a major issue in adolescence. Independence comes from the word independent which means standing alone and is also interpreted as a situation where an individual does not depend on others (Barken, 2017). Becoming an independent individual is one of the fundamental developmental tasks in adolescence because independence is the basis for becoming an adult individual. Independence will shape adults in determining attitudes and decisions, identifying solutions to problems, and constancy in determining and implementing the principles of truth and goodness. It is also recognized by (Haerens et al., 2018) that learning independence is necessary for every teenager, both students and students, so that they have the responsibility to regulate and discipline themselves, in addition to being able to develop the ability to learn on their own accord. The same thing also compliments (Saefullah et al., 2013) that independence is an individual's ability to stand alone which is characterized by courage to take initiative, try to solve problems without asking for help from others, the strength of effort, and directing behavior towards perfection.

Independence is a learning skill in which the individual's learning process is encouraged, controlled, and assessed by the individual himself so that students regulate their own learning by activating their own cognitive, affective, and behavioral so that the desired learning goals are achieved (Tong et.al., 2022). Teachers must develop student skills in student independence in the learning (Aisyah et al., 2020). The same thing was expressed by Mastur and Zainuddin (Mastur & Zainuddin, 2022) that in the learning process in the classroom, teachers as educational staff must be able to play a role, especially in helping students form positive attitudes in the learning process, stimulating curiosity, encourage independence and intellectual logical intelligence, and create good conditions for success in learning. Scheel and Shu (Scheel et.al., 2022; Shu & Gu, 2023) states that by developing independence, students are able to reconcile, evaluate, and manage their learning effectively, organize learning, and get higher scores.

Children's independence is not only required to be able to do things independently, but children will be able to go through the learning process and face various situations in their

environment so that they are able to think and take good actions to deal with all situations. Independence in elementary school children can be measured through indicators of the child's level of independence (Mursid, M. A., & Nur, 2015). According to (Yamin, M., Sanan, J, 2010), there are seven indicators of independence for elementary school children such as physical independence, self-confidence, responsibility, discipline, socializing, sharing, and controlling emotions.

Self-reliance or independence is an attitude of confidence in one's own abilities, strengths & talents, not depending on others. This independence character is also supported by the development of other traits such as hard work (having a work ethic), willingness to try (brave), having fighting power, toughness, resilience, professionalism, creativity, disciplined, and lifelong insight students. Kaye (Kaye et.al., 2003) defines independence as 'reliance on one's own efforts and abilities. Emerson (Emerson, 2016), provides three concepts about self-reliance, namely: 1) thinking independently, 2) developing your individuality, and 3) fighting towards your goals with courage. Independence is enhanced in the 2013 curriculum through the Pancasila Profile Student Development which has carried out independent character education that can be developed in harmony and concurrently with learning in class. solve their own problems in various ways.

2.2 Self-Reliance Indicators

Learning independence is needed in the learning process so that students have the responsibility to manage and discipline themselves in developing learning skills on their own such as managing teaching materials, place, time, and learning resources needed (Rozi et al., 2022; Scheel et.al., 2022). Students who are able to think independently, carry out self-management, and make self-planning will have independent learning which is useful for developing skills, knowledge, and achievements (Tang et.al., 2022). With the awareness of students about independent learning, the results obtained are that students participate actively during practical learning without depending on others so that they are able to master competencies according to their fields.

Self-reliance shows a belief in one's ability to solve problems without special help from others (Cakranegara et.al., 2022; Topvoldievna Mirzajonova & Raxmanovna Parpiyeva, 2022). Independent individuals as individuals who can stand alone, solve the problems they face, are able to make their own decisions, have initiative and are creative, without ignoring the environment. Learning independence does not mean independent learning or learning alone, but learning on their own initiative, with or without the help of other relevant people to make important decisions in meeting their learning needs (Syazali & Sobri, 2022).

Indicators of learning independence according to (Barinua & Samuel, 2022; Rahmawati & Nuraeni, 2022) include being active in learning, managing one's own thoughts, managing individual thoughts, being responsible, and managing all one's own learning needs. Indicators of student learning independence were also explained by (Yu et.al., 2022) in his research which included: 1) environmental management, this relates to the ability of students to ascertain, pay attention to, and analyze the environmental conditions around them when they want to carry out activities Study; 2) time management, this relates to the ability of students to manage and spend their time doing learning activities; 3) seeking help, this is related to the student's initiative to ask questions or seek answers when he does not understand something in learning activities; 4) mood adjustment, this is related to the student's initiative to set the atmosphere and condition of his feelings when he is going to carry out learning activities so that he is not disturbed in the learning process; 5) self-evaluation, which relates to students' ability to understand their condition when they want to carry out learning activities, and 6) task strategy, this relates to students' ability to find the best strategy for themselves in carrying out learning activities. This study uses indicators of self-reliance (Coundouris et al., 2023; Safitri & Lestari, 2022) which is basically pressure on aspects of intellectual independence from identifying problems, starting to make decisions, completing tasks or problems, and being relied on by others.

3. Method

3.1. Research Design

This type of research is survey research with an analytical descriptive method. Descriptive survey research is a method that takes a sample from a population and uses a questionnaire as a data collection tool (Huang et.al., 2022; Kim & Moon, 2017; Yao et.al., 2022). Ukah and Atah (Ukah & Atah, 2021), observed that descriptive survey design helps a researcher to systematically document current opinions and information on research work. A qualitative approach is a research approach that understands phenomena or observes an object inductively and interprets it so that the results emphasize meaning rather than generalization (Atmojo et.al., 2022; Power et al., 2023; Simanjuntak et.al., 2023).

3.2. Participant

The research was conducted in the province of West Java. The subjects of this study consisted of elementary school teachers in 10 cities and 20 counties in West Java. As for the specific city areas, namely Bandung, Banjar, Bekasi, Bogor, Cimahi, Cirebon, Depok, Garut, Tasikmalaya, Sukabumi and county areas namely Bandung, West Bandung, Bekasi, Bogor, Ciamis, Cianjur, Cimahi, Cirebon, Depok, Garut, Indramayu , Karawang, Kuningan, Majalengka, Pangandaran, Purwakarta, Subang, Sukabumi, and Sumedang. There were 369 respondents in this study, but 3 respondents were invalid, bringing the total number of respondents to 366. They teach 92.1% in public schools & 7.9% in private schools. The educational background of the male and female teacher respondents from the strata-1 level came from the education department with an age range of 23-45 years.

3.3. Data Collection

The survey was conducted in the form of Google Forms. The survey design was used to obtain data on the self-reliance of primary school students based on Independent Living Skills (ILS) in West Java. The Independent Competence of Elementary School Students in West Java needs to be explored what are the main aspects that a person must have in order to have independent life skills in elementary schools? After the main aspects have been identified, it is continued with the development of sub-aspects and indicators of independence, especially the mastery of independent life skills at the elementary school level. Data collection techniques used in this study were interviews and questionnaires. The assessment technique uses a Likert Scale.

3.4. Data Analysis

The analysis of the collected data was processed using Winstep for Windows and a reliability of 0.96 by the Rasch Model (Masito et al., 2022; Muslihin et al., 2022; Rozali et al., 2022). Winstep requires data processing using certain types of files/files, the contents of which are only in the form of raw data. Rasch modeling with the Winstep program can perform all analyses quickly and the result is good quality and informative measurement information. The results of the Rasch Model will be analyzed based on Table 1.

Table 1. Category of Score Range

No	Score Range	Category
1	Mean + 1,0 SD < X	High
2	(Mean - 1,0 SD) ≤ X ≤ (Mean + 1,0 SD)	Moderate
3	X < (Mean - 1,0 SD)	Low

No	Score Range	Category
1	-0.24 < X	High
2	-1.34 ≤ X ≤< -0.24	Moderate
3	X < -1.34	
		Low

3.5 Validity & Self-Reliance

The quality of the test instrument is empirically based on the elements of validity and reliability which are processed with the help of the Rasch model with Winsteps software. The personal reliability value was 0.96 and the item reliability was 0.99 which can be concluded that the consistency of the answers from the respondents was special and the quality of the items on the instrument was also special (Lee & Hock, 2023; Muslihin et al., 2022). The instrument questions, which consist of 50 items, consist of 21 easy questions, 16 difficult questions, 8 difficult questions, and 5 very easy questions. This shows the diversity of the Independent Living Skills instruments. Furthermore, to find out which items are fit and misfit can be seen by looking at the mean square OUTFIT.

First, there are 28 items that meet the criteria, namely item numbers 3, 4, 6, 7, 9, 10, 13, 14, 15, 16, 19, 20, 25, 28, 29 31, 34, 36, 37, 38, 39, 40, 41, 44, 47, 48, 49 and 50. Second, there are 20 items that meet the two criteria, namely numbers 1, 2, 5, 8, 11, 12, 17, 18, 21, 23, 24, 27, 30, 32, 33, 35, 42, 43, 45, and 46. Third, there are 2 items that meet one of the criteria, namely item numbers 22 and 26. All items are included in the fit order item, which means that all items are fit or valid because it meets at least one criterion.

The raw variance data value is 44.2%, which means that it fulfills the unidimensionality requirement of 20%, which means that the instrument can measure a single dimension (Ristiyana et al., 2023). Another thing that can be seen is the unexplained variance value, which ideally does not exceed 15%. The Unexplained variance value is known to be 2.2% -5.9% so it meets the requirements. Therefore, it can be concluded that the instrument is valid and reliable as an instrument for assessing the competence of independent living skills in elementary schools.

4. Findings

Through data collection, analysis, and group discussion forums, there are 4 competencies that elementary school students must have in mastering independent living skills. Referring to (Onwumere et al., 2021; Sa'diyah et al., 2022; Taufikin et al., 2021), this is in line with the development of a 'Merdeka curriculum' that facilitates student self-reliance, so it develops into 10 sub-aspects that elementary school students need to master to have self-reliance especially independent living skills in elementary school which are set forth in the form of statements. According to the findings (Onwumere et al., 2021) vital components that are important for building self-reliance in students' lives include: self-determination, self-regulation, and executive function. In line with the findings (Sa'diyah et al., 2022) that activities require students to understand what they hear and read and express themselves in meaningful tasks or products are part of self-reliant character. The same thing was also stated by (Taufikin et al., 2021) that the Among system initiated by Ki Hadjar Dewantara is an important part of the concept of self-education. The among system is stated as a system of orders and punishments in building intellectualism by taking into account the uniqueness of students. From the development of this self-reliance competency questionnaire, it is hoped that it can potray the self-reliance of students at the elementary school level in West Java as stated in Table 3 which is the Self-Reliance Competence for Independent Living Skills listed 50 statements that become a benchmark for student independence in elementary schools. More details are as follows:

Table 2. Self-Reliance Competence for Independent Living Skills in Elementary School

No	Self-reliance Competence for Independent living skills	Sub-aspect	Indicator	Statements

1	Identify problems	A. Identify tasks, problems & solutions that students will do	1. Realize of the task that the student is responsible for	2
			2. Know the problem he/she is facing	2
			2. Describe the task or the problem and know the solution to the problem	2
		B. Explore in details the task, problem & solution that students need to do	1. Formulate a task or problem to be solved, problem at hand,	2
			2. Conduct consideration on the task or problem at hand	2
		C. Knowing one's strengths & weaknesses to find suitable strategies or other alternative solutions in carrying out tasks or solving problems faced by students	1. Find alternative solutions in the implementation of tasks or solve problems encountered based on the strengths and weakness: es of the self	2
			2. Create solutions from alternatives found in the implementation of tasks or solve problems encountered based on the strengths and weaknesses of the self	2
2	Initiate in taking a decision	D. Propose a task that needs to be worked on or a problem that the student must solve independently.	1. Work on the task and solve the problem at hand	2
			2. Prepare some known solutions & other solutions that are not commonly done (out of the box)	2
		E. Dare to make decisions independently in the completion of tasks or solving problems faced by students.	1. Do consideration in choosing & adopting a particular strategy	2

			2. Identify other sources of help to take advantage of, and make decisions with all the consequences	2
			3. Take a decision & its consequences	2
3	Solve tasks/ problems	F. Solve the task/problem on time	1. Solve the task/problem on time	3
			2. Prepare new solution	2
		G. Identify influencing factors	1. Aware of the need for certain knowledge	4
			2. Make use of existing knowledge	2
4	Relied on by others	H. Tring new things and being adaptive	1. Not afraid to try new things	2
			2. Willing to adapt to new things	2
		I. Complete tasks and challenges	1. Be resilient, willing to retry in completing task or solving problems with new challenges	2
			2. Willing to find other references	2
		J. Plan, implement and evaluate the developed strategy	1. Plan a certain strategy	2
			2. Implement a certain strategy	2
			3. Evaluating planning, implementing and making referrals	3
			TOTAL statements	50

From the questionnaires in Table 2, shows that the four students' Self-reliance competence for Independent Living Skills, should have the ability to 1) Identify Problems, 2) Initiate in taking a decision, 3) Solve Tasks/Problems, 4) Relied on by other.

From these four competencies, it develops become 10 sub-aspect as follows: a) Identify tasks, problems & solutions that students will do, b) Explore in detail the task, problem & solution that students need to do, c) Knowing one's strengths & weaknesses to find suitable strategies or other alternative solutions in carrying out tasks or solving problems faced by students, d) Propose a task that needs to be worked on or a problem that the student must solve independently, e) Dare to make decisions independently in the completion of tasks or solving problems faced by students, f) Solve the task/problem on time, g) Identify influencing factors,

h) Tring new things and being adaptive, i) Complete tasks and challenges, j) Plan, implement and evaluate the developed strategy.

Table 3. Mean of Students' Self-Reliance Tendency

N	MEAN	SD	MAX	MIN	Alpha Cronbach
366	0.27	1.45	5.87	-3.01	0.96

Note: The unit of measurement uses logs

From Table 3, The Mean Person Measure value of 0.27 logit shows the tendency of respondents who answer more to agree with statements on various items because the average value is more than 0.0. The standard deviation is 1.45 and is greater than the mean, meaning that the respondents' answers are very diverse. The minimum score moves at -3.01 to a maximum score of 5.87 which means that in general, self-reliance moves from the low category to the high category. The frequency distribution of student self-reliance tendencies in detail can be seen in the following table:

Table 4. Frequency Distribution of Student Self-Reliance Tendency

		High	Moderate	Low	Total
Student Tendency	Self-Reliance	49 (13.39%)	268 (73.22%)	49 (13.39%)	366 (100%)

From Table 4, The tendency for student self-reliance is in the moderate category, which means Students are able to 1) identify, explore, and analyze problems, 2) take the initiative to be self-reliant, and 3) be relied on others. From the data gathered through Google Forms, the percentage of each aspect can be seen in Table 5

Table 5. Self-Reliance Competence Aspects

No	Self-Reliance Competence Aspects	Always	Often	Rarely	Never
1	Identify Problems	14,00%	55,00%	30,00%	1,00%
2	Initiate in taking a decision	10,00%	37,00%	49,00%	4,00%
3	Solve tasks/ problems	13,00%	46,00%	39,00%	2,00%
4	Relied on by others	17,00%	53,00%	28,00%	2,00%

Table 5 shows that 1) in dealing with problems: 69% of students are already able to recognize the problems they are responsible for through identifying problems or tasks and solutions, but 43% still need help recognizing their strengths and weaknesses to find suitable strategies or other alternative solutions. 2) Take the initiative to make your own decisions: In making their own decisions, 53% of students still rarely propose tasks are done or problems that need to be solved based on solutions they know about. But in utilizing other sources by knowing the consequences 59% of students are willing to do so. 3) Solving problems/tasks for which he is responsible without the help of others: 41% of students are still unable to complete tasks and solve their problems on time, and 26% of students still do not realize the need for certain knowledge as a science to assist in the completion of tasks and problems. 4) Able to rely on others based on self-

experience: 70% of students are already willing to try new things & apply them in solving tasks or problems, but 30% are still lacking in planning, implementing & evaluating in completing tasks or problems faced. The description of self-reliance competence aspects can be seen on Figure 1 below:
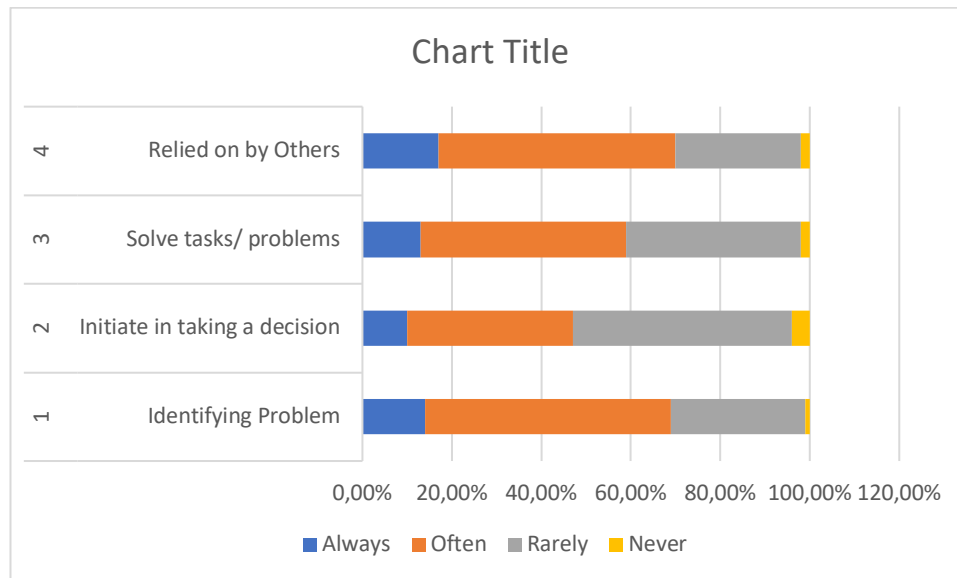

Figure 1. Self-Reliance Competence Aspects

So, it can be concluded that students 1) Know the problem: a lot of students were able to know the problem or the task to be solved by identifying the problem or tasks, and its solutions, but almost half of them still lack in identifying the self-strength and weaknesses to find the suitable strategy or other solution, 2) Initiate in taking a decision: a lot of students rarely proposed to solve a problem or the task to be done based on the known solution, but more than half of them were able to use other resources with its consequences, 3) Solve Problem: almost half of them were not able to finish the task or problem on time, and more than a quarter of them did not realize to the importance of certain knowledge to solve the task or problem, 4) Relied on by others: a lot of students were able to try new things & implemented it in solving task or problems, but almost half of them still lack in planning, implementing, and evaluating for solving task or problem.

5. Discussion

Self-reliance competence for independent living skills in primary schools includes several indicators such as identifying problems, starting to make decisions, completing tasks/problems, and being relied upon by others. According to (Isroah & Sumarsih, 2013)states that educators need to provide problems that stimulate students to learn. In this case. educators must provide a lot of freedom for students to investigate, research, learn, and solve problems on their own (Tasaik & Tuasikal, 2018), in line with the opinion (Muthuprasad et al., 2021) that students benefit from using independent behavior in learning to survive challenging problems. The solution to the problem is found so as to achieve success and satisfaction with the efforts to solve the problem. When students become active and responsible in their learning, students set goals for themselves, complete the expected tasks and review their work to determine what they have learned (Kivunja, 2014). When students manage their own learning, they can increase independence and proficiency. Learners can increasingly develop, adapt and access learning opportunities beyond what their teachers envision.

Learning independence needs to be instilled in students so they are able to learn and complete assignments and responsibilities (Aningsih et al., 2022; Nurazizah, 2021). Learners who have confidence in their own abilities, have motivation in the learning process and learning outcomes for which they are responsible, and are not dependent on other people (Efe et al., 2022; Marantika, 2021; Özen & Karaca, 2021; White, 2007). This is shown from the results of Table 3, the average tendency for independence has increased. The frequency distribution of student independence tendencies was also calculated using the Rasch model which showed that 49 students were in the high category, 268 were in the medium category, and 49 were in the low category. So it can be concluded that in general, the tendency for student independence is in the medium category. Students in the moderate category, meaning that they are able to: identify, explore, and analyze problems; take the initiative to be independent; and can be relied upon by others. In opinion (Astuti, 2019)also reveals that one of the characteristics of an independent student is to develop realistic expectations, create goals with specific results, and identify plans to maximize success in certain learning tasks. In line with the opinion (Ranti et al., 2017) learning independence is characterized by no dependence on other people, having will and being responsible for themselves in solving their learning problems. The same thing was also expressed (Arifin Maksum & Ika Lestari, 2020) that individuals who have independent learning have distinctive characteristics, such as having freedom of opinion, full of confidence, responsibility, having consideration in dealing with problems or decisions, feeling safe when different from other people, has initiative and is creative, and tries on the basis of his ability to solve problems without the help of others.

As for the results of the percentage of aspects of independent learning that are included in the medium category, namely identifying, exploring and analyzing with a result of 69%; complete a task or problem with a result of 59%; and reliable aspects of others with 70% yield. Most of the primary school students in West Java are aiming for high mastery of learning independence but have not shown consistency in behavior in showing indicators of learning independence. According to (Juniaty & Usman, 2021) opinion, independence in development is divided into four levels, namely the level of self-awareness, thoroughness, individuality, and independence. As for the characteristics at the independent level, namely having a view of life, being objective and realistic, integrating conflicting values, being able to resolve conflicts, having the awareness to respect and acknowledge the interdependence of others, and having the confidence and joy to express their feelings. The same thing was stated (Badjeber, 2020) that independence has several criteria such as viewing difficulties as challenges, evaluating learning processes and results, controlling study time, initiative and motivation to learn, diagnosing needs, finding and utilizing learning resources, self-ability, and implementing learning strategies. The same thing was also expressed (Handayani & Ariyanti, 2021) that there are seven indicators to measure student independence, namely learning initiatives without asking for help from others, formulating learning objectives, determining learning strategies and evaluating learning outcomes, diagnosing needs, selecting and utilizing resources learn, self-control, and construct meaning. Independence emphasizes individual autonomy and self-control to direct, monitor, and regulate learning to achieve goals and expertise (Siddaiah-Subramanya et al., 2017)). Therefore, students self-reliance are those who are able to organize themselves, analyze tasks, set productive goals, and choose strategies to achieve their goals.

The results of this study target high mastery of self-reliance on independent living skills but have not shown behavioral consistency in showing indicators of self-reliance This causes attitude or behavior competencies to continue to be developed through learning models and media that are appropriate, interesting, and make it easier for students to find their knowledge. The cause of the sample did not experience a significant increase because students at the beginning of learning were passive in communication, not enthusiastic in solving cases, not focused on listening to the material presented, and unable to openly express their opinions. In line with this research (Tomej et al., 2022) the causes of increased learning independence are not very significant, namely, students do not participate actively when making decisions, do not show an attitude of openness, solve problems by not thinking deeply, and have difficulty concentrating during learning. This is one of the weaknesses of this research. It is necessary to consider further research to examine the relationship between several integrated factors in

determining the achievement of self-reliance on independent living skills: self-confidence, self-resilient, responsible, learning motivation, learning strategies, and self-evaluation.

In addition, it is also hoped that there will be more interaction in developing students' ideas so that they are active in expressing their opinions, using interesting media when conveying cases in order to foster students' enthusiasm in solving problems, asking students to make a summary of the material so that students focus on listening to the material presented, and carry out group guidance with different techniques to obtain better results. Therefore, to maximize student self-reliance, the role of the teacher is needed to find out the extent of student self-reliance by paying attention to their uniqueness and evaluating the methods they apply in teaching so that the level of student self-reliance increases and learning outcomes are maximized. Parents also play an active role in supporting learning independence so that students get optimal results.

6. Conclusion

Based on the findings obtained, it can be concluded that the tendency for student self-reliance is in the moderate category, which means students are able to 1) identify, explore, and analyze problems, 2) take the initiative to be self-reliant, and 3) be relied on others. Overall, most students already have self-reliance, but this attitude needs to continue to be developed through learning models and media that are appropriate, interesting and make it easier for students to find their knowledge. Therefore, the recommendation is to develop a micro curriculum in supporting the development of students' self-reliance in independent living skills at the primary school level in West Java. It is hoped that the active role of teachers and parents will support students' self-reliance so that students get better learning outcomes. Then, further research is still needed to maximize the results obtained.

Limitations

Indicators of independent living skills in primary schools in this study were limited to the competence of identifying problems, starting to make decisions, solving tasks/problems, and being relied upon by others. Even though indicators of independence can be developed from external and internal factors of students.

Recommendation

For further researchers, it is hoped that there will be more interaction to develop students' ideas so that they are active in expressing their opinions, using interesting media when presenting problems so as to foster enthusiasm for students solving problems, asking students to make a summary of the material so that students focus on listening to the material presented and implementing group guidance with different techniques to obtain better results. In addition, there are suggestions for guidance and counseling teachers and the school to carry out this research as material for consideration and study in implementing guidance and counseling programs to increase student self-reliance in independent living skills.

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Conflict of interest

The authors declare that there is no conflict of interest in writing this article.

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