

**THE ROLE OF SCHOOLS IN SHAPING INDEPENDENCE
ATTITUDE FOR ISLAMIC ELEMENTARY SCHOOL
STUDENTS MOH.HATTA MALANG**

THESIS

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**ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
SEPTEMBER, 2018**

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Presented to Tarbiyah and Teacher Training Faculty of Maulana Malik Ibrahim
State Islamic University Malang
In Partial Fulfillment of the Requirement for *the Degree of Sarjana Pendidikan
Guru Madrasah Ibtidaiyah (S.Pd.)*

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STUDENTS MOH.HATTA MALANG

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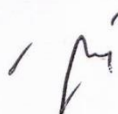
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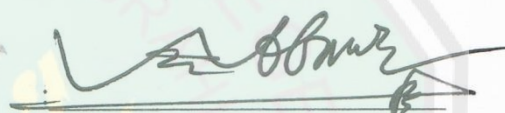
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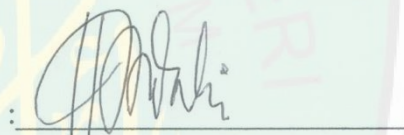
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PAGE OF DEDICATION

With the blessing Allah SWT and His Merciful,

I grateful to:

My beloved father and mother supporting me with their efforts
Allahummaghfir walidayya warkhamhumaa kamaa rabbayaani shaghiiraa

All of my family Mbah Sadimin and Mbah Podo Squad

My Islamic teacher in my village
Thanks for your support and your prayer

All of my lecturer who teach me meaning of life
Hopefully Allah SWT reply your merit

Ma'had Sunan Ampel Al Aly
Thanks for experience and knowledge was given

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Thanks for teach brotherhood and greet "loSHT gak rewel"

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Thanks for your welcome

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Thanks to be better mother

And all the parties who supported me in this thesis finishing process

Thanks for your support and your help

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah will not burden someone but according to his ability”
(Q.S. Al-Baqarah: 286)

“I am not proud of the success that I did not plan as I would not regret the failure
that occurred at the end of maximum effort”
(Harun Al-Rasyid)



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Malang, September 25, 2018



Alwi Syihab

PREFACE

All praise and thanks to Allah SWT, who has given grace and bestow a variety of favors and gift, especially to the author, so that he can complete the writing of a thesis entitled “The Role Of Schools In Shaping Independence Attitude For Islamic Elementary School Students Moh.Hatta Malang” as well. Shalawat and greetings hopefully always be upon to our apostle, Prophet Muhammad, as well as to his family, his companions, as well as the people who follows him until the day of judgement.

The author is aware the existence of aids from various parties, such as prayers, support, motivation, criticism, suggestions for the completion of this thesis until it can be resolved properly and smoothly. With the completion of the drafting of this thesis, the author wants to say sincere thanks to all those who have helped the author, either moral or material, especially to:

1. Prof. Dr. H. Abdul Haris, M.Ag. as the Rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a opportunity, so that this thesis can be finished well
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Alwi Syihab

TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilizes in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	d	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

C. Diphtong Vocal

أو = aw

أي = ay

أو = û

إي = î

LIST OF TABLE

Table 1.1 Originality of the research

Table 3.1 List of interview and observation

Table 4.1 Shape of akhbirna book

Table 5.1 Student independence attitude, establishment strategy, support factor
and closure factor



LIST OF PICTURE

Picture 3.1 Chart of analysis data Miles and Huberman



LIST OF APPENDIX

Appendix 1 Interview result

Appendix 2 Table of research data

Appendix 3 Documentation



TABLE OF CONTENT

COVER	i
PAGE OF TITLE	ii
APPROVAL SHEET	ii
LEGITIMATION SHEET	iv
PAGE OF DEDICATION.....	v
MOTTO	vi
OFFIVE MEMO OF ADVISOR	vii
CERTIFICATE OF THESIS AUTHORSHIP	viii
PREFACE	ix
TRANSLITERATION	xi
LIST OF TABLE	xii
LIST OF PICTURE	xiii
LIST OF APPENDIX	ix
TABLE OF CONTENTS.....	xv
ABSTRACT.....	xviii
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Focus.....	8
C. Aim.....	8
D. Benefits of Research	8
E. Research Originality.....	9
F. Term Definition.....	12
G. Discussion Systematics	12
CHAPTER II STUDY OF LITERATURE	
A. Roles of School	14
1. Component of School.....	14
2. Role and Function of School.....	26
B. Attitude and It's Theories.....	28
C. Concept of Independence.....	35

1. Definition of Independence.....	35
2. Indicators of Independence	37
3. Level of Independence	39
D. Strategy of Independence Attitude Shaping.....	43
1. Formation in the scope size.....	43
2. Formation in narrow scope.....	46
3. Affecting Factors of Independence	51
CHAPTER III RESEARCH METHODS	
A. Approach and Type of Research.....	54
B. Researchers Presence	54
C. Research Sites	55
D. Data and Sources of Data.....	56
E. Data Collection Technique.....	57
F. Data Analysis	58
G. Research Procedure.....	60
CHAPTER IV RESEARCH FINDINGS	
A. Exposure Data	65
B. Research Findings	66
1. Attitude student independence of SDI Moh.Hatta Malang.....	66
a. Emotionally aspect.....	67
b. Intellectually aspect.....	68
c. Socially aspect.....	76
2. Role and Formation Strategy of Attitude Student Independence SDI Moh.Hatta Malang	82
a. Formation in narrow scope.....	82
b. Formation in the scope size.....	87
CHAPTER V DISCUSSION	
A. Attitude Student Independence SDI Moh.Hatta Malang	101
B. Role and Formation Strategy of Attitude Student Independence SDI Moh.Hatta Malang	103
CHAPTER VI CONCLUSION	

A. Conclusion	116
B. Recommendation.....	117
BIBLIOGRAPHY	118
APPENDIX.....	121



ABSTRAK

Syihab, Alwi. 2018. Peran Sekolah Dalam Membentuk Sikap Kemandirian Siswa di Sekolah Dasar Islam Moh.Hatta Kota Malang. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. Hj. Sulalah, M.Ag

Kemandirian merupakan sikap yang harus dimiliki dalam diri setiap anak. Kemandirian akan menjadikan anak tidak selalu bergantung kepada orang di sekitarnya. Lingkungan yang merupakan faktor sangat penting dalam membentuk kemandirian anak salah satunya lingkungan sekolah. Sejak diterapkannya kurikulum 2013 sebagian besar waktu anak dihabiskan di lingkungan sekolah untuk ditempa karakternya. Oleh karena itu, peneliti mengadakan penelitian tentang Peran Sekolah dalam Membentuk Sikap Kemandirian Siswa. Penelitian ini dilakukan di Sekolah Dasar Islam Moh.Hatta Kota Malang, sebagai salah satu sekolah yang menerapkan kurikulum 2013.

Berdasarkan paparan di atas, fokus penelitian ini adalah sikap kemandirian dan strategi pembentukan sikap kemandirian di Sekolah Dasar Islam Moh.Hatta kota Malang. Adapun tujuan penelitian ini antara lain: 1) untuk mengetahui sikap kemandirian siswa Sekolah Dasar Islam Moh.Hatta kota Malang, 2) untuk mengetahui strategi yang dilakukan sekolah dalam membentuk sikap kemandirian siswa Sekolah Dasar Islam Moh.Hatta kota Malang.

Untuk mencapai tujuan di atas peneliti menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilakukan melalui pengamatan independen, yaitu peneliti tidak terlibat dan hanya sebagai pengamat. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Keabsahan data dalam penelitian ini diuji menggunakan triangulasi, sedangkan analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan.

Temuan dalam penelitian ini menunjukkan: 1) sikap kemandirian yang ditemukan di Sekolah Dasar Islam Moh.Hatta meliputi tiga aspek yaitu aspek emosi, aspek intelektual dan aspek sosial, 2) strategi pembentukan sikap kemandirian anak dilakukan oleh sekolah melalui semua kegiatan yang berhubungan dengan siswa baik saat siswa berada di sekolah maupun ketika berada di rumah.

Kata kunci: Peran sekolah, sikap kemandirian

ABSTRACT

Syihab, Alwi. 2018. The Role of Schools in Shaping Attitude Independence for Islamic Elementary School Students Moh.Hatta Malang. Thesis, Department of Islamic Elementary School Teacher Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang.
Supervisor Dr. Hj. Sulalah, M.Ag

Self-reliance is the attitude one should have in every child. Self-reliance will make the child does not always depend on those around him. The neighborhood is a very important factor in shaping the child's independence one of the school environment. Since the implementation of the curriculum in 2013 most of the time children spent in school environment for forged his character. Therefore, the researchers conducted research on the role of schools in Shaping Independence Attitudes of Students. This research was conducted at the Islamic Primary School Moh.Hatta Malang, as one of the schools with a curriculum in 2013.

Based on the above explanation, the focus of this research is the attitude of independence and self-reliance strategies attitude formation in Islamic Elementary School Moh.Hatta Malang. The purpose of this study include: 1) to know the Independence attitude of the Islamic Elementary school students Moh.Hatta Malang, 2) to determine the role and strategy that made the school in shaping attitudes Islamic Elementary school students' independence Moh.Hatta Malang.

To achieve the above objective researchers used a qualitative approach with descriptive research. The study was conducted through observation of the independent, researchers not involved and only as an observer. Data collection techniques used were observation, interview and documentation. The validity of the data in this study were tested using triangulation, while data analysis using data reduction, data presentation, and conclusion.

The findings in this study indicate: 1) the attitude of independence that is found in the Islamic Elementary School Moh.Hatta covers three aspects: emotional, intellectual aspects and social aspects, 2) the child's independence attitude formation strategy carried out by the school through all activities related to good students when the student is in school and when I was at home.

Keywords: The role of the school, the attitude of Independence

مستخلص

شهاب, علوي. 2018. الدور المدرسة في تشكيل هيئة الإعتماد على الإستقلال من الطلاب في المدرسة الإبتدائية الإسلامية موح.هتّى مدينة مالانج. البحث الجامعي، قسم التربية المعلّم المدرسة الإبتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور حجة سولالة الماجستير

الإستقلال هو هيئة يجب أن يكون في كل طفل. الإستقلال سيجعل الطفل لا يعتمد دائما علي الناس من حوله، البيئة عامل مهم في تشكيل إستقلال الطفل واحده من البيئة المدرسة. ومنذ تنفيذ المنهج الدراسي 2013 معظم الوقت الذي يقضيه الأطفال في البيئة المدرسة لمزوره شخصيته. ولذلك، عقد الباحثون بحثا عن دور المدارس في تشكيل هيئة الإعتماد على الإستقلال من الطلاب. وقد أجري هذا البحث في المدرسة الإبتدائية الإسلامية موح. هتّى مدينة مالانج، باعتبارها واحده من المدرسة التي تنفذ المناهج الدراسية 2013.

اعتمادا على ما قد سبق، تركيز هذا البحث هو هيئة الإعتماد الإستقلال و إستراتيجية تشكيل الهيئة في المدرسة الإبتدائية الإسلامية موه. هتّى مدينة مالانج. أما بالنسبة لأغراض هذا البحث ، ومنها: 1. لمعرفة الهيئة طلاب المدرسة الإبتدائية الإستقلال موح. هتّى مدينة مالانج، 2. لمعرفة ما هي الإستراتيجية التي تقوم بها المدرسة في تشكيل الهيئة طلاب المدرسة الإبتدائية الإستقلال الإسلام موح. هتّى مدينة مالانج.

البحوث التي أجريت من خلال ملاحظات من المستقلّين ، أي الباحثين غير المشاركين ولكونه مراقب. و طريقة جمع البيانات المستخدمة هي المراقبة، المقابلة والوثائق. تم اختبار صحة البيانات في هذه الباحث باستخدام التثليث، في حين أن تحليل البيانات باستخدام خفض البيانات، عرض البيانات والإستنتاج والإنسحاب.

وتبين النتائج التي توصلت اليها هذه الباحثة يعني: 1. هيئة الإستقلال الموجود في المدرسة الإسلامية الإبتدائية, موح. هتي يغطي ثلاثه جوانب التآلية يعني جوانب العاطفية والفكرية والاجتماعية للجوانب, 2. إستراتيجية تشكيل الهيئة التي يقوم بها أطفال المدرسة الإعتماد من خلال جميع الأنشطة التي تتعلق الطلاب في حين بأن الطلاب في البيت.

كلمات المفتاح: دور المدرسة, هيئة الإستقلال.



CHAPTER I

INTRODUCTION

A. Background

Education is a name that is very often heard in every place, space and time. Through the mass media, social media and so the news everything about education is very easy to get. Education has the function of shaping the personality traits of a human being in order to be fully human. There are so many institutions that provide education, both formal and informal institutions. However, the fact that there are still many shortcomings that must be addressed even possible to be reorganized so that everything can deliver results in accordance with the desired objectives.

The latest educational reforms currently undertaken is unceasing character education. Character education is applied in order to improve the deficiencies and thus realize the purpose of the State mentioned in the preamble of the Constitution of 1945. The deficiencies which meant the persistence of the phenomenon in the form of degradation of moral, ethical and moral. Often we come across reports in the social media about the criminal, immoral acts, and so on has not been successful due to the existing education.

Character education is being intensified the focus has a deeper purpose. The focus of interest in character education Character Education

proficiency level is strengthening. Strengthening the Character Education (PPK) is a movement of education in schools to strengthen the character of the students through the harmonization of the hearts (of conduct), of the sense of (aesthetic), of thought (literacy), and sports (kinesthetic) with the support of complicity public and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution (GNRM).¹ Urgency PPK has three main points: 1. Human Resources Development which is the foundation of nation-building, 2. Towards the 2045 golden generation imbued with 21st century skills such as quality of character, basic literacy and competence 4c (Critical Thinking, Creativity, Communication, and Collaboration), 3. Equip students face a degradation condition of morals, ethics, and morality.²

PPK intensified not because there is something that is becoming an interest group, but have rationalizing why PPK should be applied. There are 6 rationalization reasons implemented PPK, namely:³First, Act 20 of 2003 Section 3 mention that "national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ". Second, the

¹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Sosialisasi Penguatan Pendidikan Karakter*.

² Ibid.

³ Ibid.

strengthening of the national character of the revolution through the manners and character development of students as part of a mental revolution. Third, realize that personality and cultured generations. Fourth, strengthening character education to children of school age in all levels of education to strengthen moral values, the character and personality of students by strengthening the integrated character education in the subjects. Fifth, prepare for the golden generation of 2045 piety, nationalist, strong, independent, and have a competitive advantage globally. Fifth, that a presidential directive to strengthen character education. Five rationalization over the grounds of the implementation of character education.

The above explanation explains that PPK has a broad and clear view of the various aspects to be applied. Strengthening the Character Education (PPK) basically have the same coverage with a character that has intensified education before, only more crystallize PPK values of character education proficiency level.

The values of the nation's character is translated into 18 types, namely religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, love of country, respect for the achievements, friends / communicative, peace-

loving, fond reading, environmental care, social care, and responsibility.⁴ Eighteen characters is character values are still not crystallized into PPK.

The many characters of the nation was trying to apply through character education in schools. PPK has 5 focusing character values there are religious, nationalist, independent, mutual cooperation, integrative.⁵ One of the characters above crystallization there is one character that is not crystallized into a value of another character, is independent. The absence of these changes indicate that the independent character is one of the core characters of 5 crystallization characters.

Independent character is an attitude and behavior is not dependent on others and using all energy, thought, time to realize the hopes, dreams, and aspirations.⁶ Independence part value, among others, work ethic (hard work), a tough resilient, fighting spirit, professional, creative, daring, and become lifelong learners.⁷ The independent character along part of value if it can be realized in every individual of this nation will surely make the State dare to compete, advanced, qualified, and civilized.

But in fact nothing like what one might imagine, in a country that a lot of people say this prosperous country still many people away from welfare. Countries rich in natural resources they depend on other countries to do the processing of the results of natural resources that are so

⁴ Pupuh Fathurrohman dkk, *Pengembangan Pendidikan Karakter*(Bandung: PT Refika Aditama, 2013), page.19.

⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Sosialisasi Penguatan Pendidikan Karakter*.

⁶ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *kajian dan Pedoman penguatan Pendidikan Karakter*, page.8.

⁷ Ibid.

abundant. As a result, the state should pay or replace processing services to natural resources that we have with other countries. Impact, all walks of life cannot enjoy what is supposed to be entitled.

This country is a country that is prosperous, fertile land besides the natural result of too abundant. Nonetheless, there are still too many crimes occur. This criminal act was carried out in addition to the moral degradation is also partly because they do not have jobs so it was forced to take this action to make ends meet. Many cases that we find out there about the theft justifiable because the demands of family needs.

If we go out and buy products such as mobile phones, sound speakers, stationeries, motor vehicles and others are still hard pressed to find a product that is made in native Indonesia. Often we find that products made in China, Japan, Germany and other countries. If a lot of foreign products to enter Indonesia freely able to make this country economically colonized.

Various facts above indicate that the cause of these things one of which is the lack of independence in everyone. Mineral processing are still dependent on other countries was due to the lack of independence in this nation, making this nation continues to depend on other countries for processing mining products are obtained. Crime cases, too, when a person has the properties of independence certainly that person will develop their creativity to earn well and properly. Likewise, in the economic field, when this nation independent of course, many products on the market will be

label made in Indonesia and not made from other countries. Therefore, everything in this country can feedback and using by people in this country and so this country will be have prospect.

The above explanation is an illustration of the existence of a problem that needs a solution. Based on observations conducted by researchers who are in Islamic Elementary School Moh.Hatta Malang considers that has a perfect solution to overcome it. The results indicate that the research observations in Islamic Elementary School Moh.Hatta Malang is a school that is implementing a very good character. Character education which does not complex but simple and straight forward. One of the interesting points of the observation of the researchers is their second-grade students who come forward to lead the prayer began teaching independently in accordance with the agreed schedule, without waiting for the arrival of a teacher. The incident demonstrates a way in which the school to establish the independence of children early through a simple habituation. Simple habituation should not be underestimated, because it is through something simple that would be something complex, through a small thing it will be able to create something great.

Additionally, when researchers looked at a glance, the researchers found that Islamic Elementary School Moh.Hatta Malang is a School who won the race PAI district level for 7 years in a row since 2011. Obtaining the results showed that the success of teachers in making disciples to independently learn, because when relying on learning activities conducted

in schools alone will not suffice. It makes researchers interested in conducting further research on Islamic Elementary School Moh.Hatta Malang.

A very clear explanation has been explained through the holy verses of Allah. As has been explained in the Qur'an Surah Ar Ra'd verse 11:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ
 اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ
 وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ
 مِنْ دُونِهِ مِنْ وَالٍ ﴿١١﴾

This means: 11. for humans there are angels who always followed her turn, in front and behind, they guard him by command of Allah. Allah does not amend the state something so that they amend the existing situation on themselves. and if God wills evils against a people, then nothing can resist it; and occasionally there is no patron for them but Him.

The above verse clearly illustrates that Allah will not change the condition of a people unless they change themselves. This verse gives a lesson that as humans we must strive to become an independent human being and not always depend on others. It is basically a human being is a social creature who always need other people, but not forever be so. There are times when human beings should be able to do something independently.

Based on the above researchers intend to conduct a study entitled "The Role of Schools in Shaping Independence Attitudes For Islamic Elementary School Students Moh.Hatta Malang". Researchers took the topic of independence because it is a character that had to be truly possessed by every human being.

B. Research Focus

1. What is the Attitude of Independence at Moh.Hatta Islamic Elementary School Students Malang?
2. What are the Role and Strategy of Moh.Hatta Islamic Elementary School in Shaping Students Attitude of Independence?

C. Aim

1. To find out the attitude of independence at Moh.Hatta Islamic Elementary school students Malang.
2. To determine the role and strategy of Moh.Hatta Islamic Elementary School in shaping students Attitude of Independence.

D. Benefits Of Research

1. For institutions
 - a. State Islamic University of Maulana Malik Ibrahim Malang, contributes in the field of research.
 - b. Object Research, as a material for evaluation and enhance the learning of the characters in the school.
2. For the development of science, contribute in developing science.

3. For researchers, this study is useful to add insight and become a reference in the act to the researchers.

E. Research Originality

Table 1.1 Research Originality

Researcher	Title research	Research methods	Research result	Difference
Suci Nurjanah	<i>Boarding School's Role in Shaping Independence Learning Students</i>	Qualitative Case Study	Boarding School of Ta'mirul Islam has been able to play a role in shaping the character of students, especially independence stance	The focus of the object of research institutions, student age levels studied
2. Januari	<i>SLB-A role Yaketunis Activity Against Establishment Of Daily Living Independence of Children with Visual Impairment At Elementary School</i>	Field research	Students are able to live independently in performing daily activities and can be seen with staying in the dorm and commuting on their own without the help of others.	The focus of the object of research institutions.
3. Ahmad Mushlih	<i>The role of integrated Islamic School in Independence Establishment of Early Childhood at</i>	Qualitative methods	Principals, teachers, employees have a role in the formation of emotional and behavioral independence to familiarize and provide	Institutions that become the object of study, grade age children studied.

	<p><i>Kindergarten Islam Al-Muthi'in Salsabila Yogyakarta</i></p>		<p>good models and the support to curriculum design the formation of the child's independence. Activities forming emotional and behavioral independence, such as the reception and the activities and the release of children when it comes and go home, pray together in the school yard, motor activity, activity IMTAQ, ablution, prayer in congregation, lunch, activities brush your teeth, and a nap. Limiting factor in the formation of this independence is non-synchronization between habituation and public figure given at school and when children are at home</p>	
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			then the supporting factors include time management, maturity age, books liaison activities of children every day, the ability to understand the science of religion of children, and facilities and infrastructure	
4. Ulii Khilmi Nurin Nida	<i>Teacher's Role In Character Building Self-Reliance Students Class I Ustman Bin Affan In Min Purwokerto</i>	Field research	The role of teachers in shaping character learner autonomy includes the role as a model / example, as inspiratory, motivator, evaluators and as mentors. This is indicated by their learners are able to resolve something with the ability to self themselves first before asking for help a teacher or friend.	The research variables, the study sample.
5. Kukuh Aji Nugroho Sumirat	<i>Shaping Role of Parents in Children</i>	Descriptive methods, qualitative	The role of parents has a major contribution	The research variables, age of the

	<p><i>Self-Reliance Early age (Case Study On Education In The Family Party Play Group "Mamba'ul Hisan" Babatan Wiyung Surabaya)</i></p>		<p>towards independence early childhood. Mother active efforts to foster self-sufficiency when children are in Play Group Mamba'ul Ihsan institutions are also very helpful in fostering a child independence. Therefore need for cooperation between the parents and the Virgin to help shape the child's independence.</p>	<p>child who becomes the object of research.</p>
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F. Term Definition

1. The role of the school is contribution-respected contribution provided by the school through the school pursued everything.
2. Self-reliance is a character that is embedded in a person through an experience he gets

G. Discussion Systematics

This thesis is composed of six chapters. In each chapter has a discussion of each. The discussion of each chapter as follows:

1. Chapter I Introduction. In this chapter elaborates on the reasons why the study was conducted. Of the reasons it's taken a focus on issues that will be the main focus for researchers. This chapter also describes the objectives, benefits originality, definitions of terms as well as systematic discussion of this thesis.
2. Chapter II Study of literature, containing the basic theories and frameworks. In this chapter the researcher wrote a theoretical basis that serve as the basic reference for conducting research
3. Chapter III Research Method, This chapter contains the way researchers to solve the problem examined. In this chapter it contains 7 points, the approach and the type of research, the researcher's presence, location research, data and data sources, data collection techniques, data analysis and research procedure.
4. Chapter IV Exposure data and research results, this chapter contains exposure data obtained by researchers after conducting research.
5. Chapter V Discussion, this chapter contains the answer to the problem formulation contained in chapter 1. This chapter interprets the findings of research that has been done.
6. Chapter VI Conclusion, This chapter contains the final results of the study and suggestions addressed to the researchers themselves as well as all stakeholders in the research process.

CHAPTER II

STUDY OF LITERATURE

A. Roles Of School

1. Components Of School

The most important thing in implementing school-based management is the management of the components of the school itself. There are at least seven school components that must be managed properly in the context of school-based management, namely, curriculum and teaching programs, staff, student, financial, educational facilities, school and community relations management, as well as specialized services management education institutions.⁸

a. Curriculum and Teaching Program

School is spearheading the implementation of the curriculum is realized in each learning activity. The learning activities will go well when the teaching program launched by the school was also good. So between the curriculum and teaching programs both have a very important role. The curriculum of the government will be elaborated, simplified, and realized by every school through the teaching program.

Etymologically, the curriculum is derived from the Greek *curer* and *curere* which is a term for a place to race, run, in a race

⁸Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page 39.

that has formed a sort of race that must be adhered to these and traversed by competitors race.⁹ Consequently, someone that anyone who follows the competition must comply with the curere service. While the term curriculum is defined as "content and process, both formal and informal earmarked for learners acquire knowledge and understanding, develop skills and appreciation change attitudes and values with the help of the school."¹⁰

The curriculum is one of the principal component in education, he is about to where the compass directions student would be taken. Therefore, the positions of the curriculum in educational practice is very important, but however important the position of curriculum, should keep in mind that it is a means to an end.

Headmaster as managers are expected to guide and direct the development of the curriculum and teaching program and to supervise the implementation. The development of school programs that are still in the process, the manager should not limit themselves to education in the narrow sense, he must connect with the school programs throughout the lives of learners and the needs of the environment. In addition to guiding and directing, principals are also responsible for the planning, implementation, and

⁹Ali Mudlofir, Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan dan Bahan Ajar dalam Pendidikan Agama Islam(Jakarta: Rajawali Pers, 2011), page. 1.

¹⁰Ronald C. Doll, Curriculum Improvement, Decision Making and Process(Boston: Allyn and Bacon, 1996), page. 15.

assessment of changes or improvements in teaching programs in schools.

b. Educator

The teacher is a real educator in environment education, especially school. Teachers have a very important role in the success of education in schools. That success can be achieved if there is a teacher professionalism within it. Professionalism it can build one through the experience. Professional teachers will educate students in accordance with the procedures and the way that had to be done by a teacher to know the boundaries between students for Master's.

Professionalism of teachers are not only derived from experience, but principals also play a role in shaping it. So that principals can provide professional development of the teachers, the school principal must also establish communication to the higher authority, namely supervisors. Lack of communication that will be able to produce a solution to improve the professionalism of teachers and how to solve any problems encountered in school.

Things that need to be done to improve the professionalism of teachers including the following:¹¹

- 1) Visiting.
- 2) Inviting speakers from outside the cluster group / sub-district.

¹¹Supriono Subakir & Achmad Sapari, *Manajemen Berbasis Sekolah*(Cabang Jatim: anggota IKAPI, 2001), page. 11.

- 3) Harnessing the role of parents / community who have specific expertise.
- 4) Teaching demonstration conducted by coaches or members of the Teachers Working Group (KKG) from outside the cluster group.
- 5) Providing books.

c. Student Department

Student department is a vital part in the process of controlling the students. The main task of the student is the enrollment, study progress of activities, as well as mentoring and coaching discipline.¹² Student does not take responsibility for it alone, but the principal is also partly responsible for the achievement of the main task of the student. Based on the three main tasks of student, Sutisna (1985) outlines the principal's responsibility to manage student affairs with regard to the following matters:¹³

- 1) The presence of students in the school and the problems associated with it;
- 2) Reception, orientation, classification, and the appointment of students to classes and fields of study;
- 3) Evaluation and reporting of learning progress;

¹²Suharno, *Manajemen Pendidikan*(Surakarta: UNS Press, 2008), page. 26.

¹³ Suharno, *Manajemen Pendidikan*(Surakarta: UNS Press, 2008), page. 26.

- 4) Supervision programs to students who have abnormalities, such as teaching, repair, and outstanding teaching;
- 5) Control of student discipline;
- 6) Guidance and counseling programs;
- 7) Health and safety;
- 8) Personal adjustment, social, and emotional.

Eight points above will be achieved when all the components work together in realizing school. With good cooperation that the school will be a school that dared to compete and always in accordance with the times.

d. Finance

Financial and financing is one of the resources that directly support the effectiveness and efficiency of education management. In organize education, finance and funding is potentially a very decisive and is an integral part in the study of management education. Finance and financing component in a school is a production component that determines the implementation of the activities of teaching and learning process in schools alongside other components. In other words, every activity that the school requires a fee, either consciously or unconsciously. The financial component and financing need to be managed as well as possible, so that existing funds can be used optimally to uphold got for educational purposes.

Financial resources and financing in a school can be broadly classified into three sources, namely (1) the government, both central and local government or both, that are general or specific and intended for educational purposes; (2) parents or learners; (3) community, both binding and non-binding.¹⁴In connection with the financial receipts from parents and the community is confirmed in the Law on National Education System 1989 that due to the limited ability of the government in fulfilling the needs of education funding is a shared responsibility between government, communities, and parents. The dimensions of the expenditure includes the cost of routine and development costs.

Recurrent costs are costs to be incurred over the years, such as employee salaries (teachers and non-teachers), as well as operating costs, the cost of building maintenance, repair or renovation of buildings, facilities, and teaching tools (goods consumables). While the cost of the Development, for example, the cost of the purchase or development of land, the development of the building, repair or renovation of buildings, adding furniture, as well as any other costs or expenses for goods that are not consumable.¹⁵

e. Education Facilities and Infrastructure

¹⁴Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.48.

¹⁵ Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.48.

An educational institution would require educational facilities. Educational facilities is one very important component of useful support to doing educational process. Educational facilities have a role to help students to make it easier to understand and comprehend the subject matter provided.

Ministry of Education (2008: 37), has distinguished between educational facilities and educational infrastructures.¹⁶Educational facilities are all of the equipment, materials, and furnishings that are directly used in the educational process in schools while education infrastructure are all basic accessory devices that are not directly facility implementation of the educational process at school. Another Definition also mentioned that, education is the equipment and supplies that are directly used and support the process of education, especially teaching and learning, such as buildings, classrooms, desks and chairs, as well as tools and teaching aids.¹⁷As is the educational infrastructure is a facility that does not directly support and flow of the process of education or teaching, such as the courtyard, gardens, parks schools, roads leading to the school, but if used directly for teaching and learning, such as school garden for

¹⁶Barnawi & M. Arifin, *Manajemen Sarana & Prasarana Sekolah*(Jogjakarta: Ar Ruzz Media, 2012), page. 47.

¹⁷Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.49.

teaching biology, school yard as well as a sports field, the component is a means of education.¹⁸

Thus, it can be concluded that education means education is all devices, equipment, and supplies that directly support the education process, while the educational infrastructure facilities and basic equipment that does not directly support the students' learning process. The key, if it means supporting directly and indirectly supporting infrastructure. Both equally have an important role to realize the implementation process with a good education.

Government Regulation No.19 of 2005 states that the standard of facilities and infrastructure is a national education standards relating to the minimum criteria of the study room, a place to exercise, places of worship, libraries, laboratories, workshops, a playground, a place to be creative and be creative, as well as the source another study, which is needed to support the learning process, including the use of information and communication technology.¹⁹

f. Schools And Public Relations Management

Relations with the public schools essentially a tool that was instrumental in building and developing the personal growth of students in school. In this case, the social systems of schools as an

¹⁸ Ibid.

¹⁹Barnawi & M. Arifin, *Manajemen Sarana & Prasarana Sekolah*(Jogjakarta: Ar Ruzz Media, 2012), page. 50.

integral part of a larger social system, ie the community.²⁰Schools and communities have a very close relationship in the school or education on reaching objectives effectively and efficiently. Schools should also have to support the achievement of goals or the needs of people, in particular educational needs. Therefore, the school is obliged to provide information on the objectives, programs, requirements, and the state of society. Instead, they should also be clear about what the needs, expectations and demands of society, especially to schools. In other words, between the school and the community should be fostered a harmonious relationship.

Relations with the public schools was aimed to (1) promote the quality of learning, and growth of the child; (2) strengthen the goals and improve quality of life and livelihood; and (3) stimulate the community to establish a relationship with the school.²¹To realize this goal, many ways that can be done by the school attract public sympathy towards the school and establish a harmonious relationship between the school community. This is among other things can be done with inform to community about school programs, good programs that have been implemented, which is being implemented, and which will be implemented so that people get clear picture of the school that concerned.

²⁰Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.50.

²¹ Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.50.

If the relationship of the school with the community goes well, a sense of responsibility and community participation to promote good school will also be high.²²In order to create a relationship of good cooperation and between school and society, people need to know and have a clear picture of the school. Overview and school conditions can be communicated to the public through a report to the parents of guardians, newsletters, newspaper publishing, school fairs, open houses, visits to schools, visits to the homes of students, the explanation by the school staff, pupils, radio, and television, as well as the annual report.²³

Head of a good school is one of the key to create a good relationship between the school and the community effectively because they have to pay attention to what happens to students in school and what people think about the old school. School principals are required to constantly trying to improve and promote relationship good cooperation between the school and the community in order to realize an effective and efficient school. This harmonious relationship will form:²⁴

- 1) Mutual understanding between schools, parents, the community, including the world of work;
- 2) Mutual helping between school and community in knowing the benefits, meaning and importance of the role of each;

²²Ibid, page.51.

²³ Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.51.

²⁴ Ibid

- 3) Close cooperation between schools with different parties in the society and they feel partly responsible for the success of education in schools.

Through a harmonious relationship is expected to achieve the purpose of the relationship of the school with the community, namely the implementation of school education process in a productive, effective, and efficient thus resulting in a productive school graduates and qualified. Qualified graduates looks of mastery learners to knowledge, skills and attitudes, which can be the foundation for continuing education at the next level or in society in accordance with the principle of lifelong education.²⁵

- g. Special Services Institutions

Special services include a library, health and school safety.²⁶ Developments in science, technology, and culture of rapidly growing school must be creative in overcoming it. Special services for students is needed to support the needs of students. Special services are not only given to students who have a deficiency, but also the students who thirst for knowledge should also be given special services. Therefore, in this case the library plays a very important.

Library as a storehouse of knowledge should be able to provide satisfactory services to the needs of students. Progress

²⁵ Mulyasa, *Manajemen Berbasis Sekolah*(Bandung: PT Remaja Rosdakarya, 2011), page.51.

²⁶ Suharno, *Manajemen Pendidikan*(Surakarta: UNS Press, 2008), page. 33.

library should be able to adjust with the times and it can be realized by always their renewal to a better system and must also have the availability of the latest books. A complete library and well run enable learners to further develop and deepen the knowledge gained in class through self-learning, both at the empty time in school and at home. In addition, teachers can also be more innovative in doing the teaching by applying the methods, models, and strategies vary.

The learning process in schools should go well, students and teachers should be really in good shape to receive and give lessons. Therefore, there should be a special service in the form of health. Health specialized services that can be realized through the School Health Unit (UKS). This is consistent with purpose of national education, that education aims to develop potential learners in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible responsibility. (Act No.20 of 2003).²⁷

The last special service is security. Students will feel comfortable learning when their security is assured, both internal and external security. Internal security can be realized with the awareness that security is a shared responsibility. So all internal

²⁷Mulyasa, Development and Implementation of Curriculum 2013 (Bandung: PT. Youth Rosdakarya, 2015), page. 20.

parties shall cooperate in order to internal security can be realized. While the external security that relate to the outside world requires that the school has a good relationship with outsiders. Thus the school will get accurate information about the situation outside the school, so the school can prevent various things that might happen to the school.

2. Role And Function Of School

Act 21 of 2003 explains that the national education system consists of formal education, formal and informal that can be complementary and enriching.²⁸ The role of the school as an institution to help the family environment, the task of educating and teaching school and to improve and refine the behavior of the students who were taken from their families. Meanwhile, in the personality development of the students, the role of schools through the curriculum, including the following:²⁹

- a. The students learn to get along fellow students, between teachers and students, and between students with people who are not teachers (employees).
- b. The students learn to obey the rules of the school.
- c. Prepare students to become useful members of society to religion, nation, and state.

²⁸Hasbullah, *Fundamentals of Education* (Jakarta: Rajawali Press, 2013), page. 49.

²⁹ Ibid.

The function of the school, as detailed by Suwarno in his book “*Pengantar Umum Pendidikan*”, are as follows:³⁰

- a. Developing intelligence of the mind and impart knowledge. In addition to the personal duty to develop students overall, more important function of schools is to impart knowledge and actually implementing intelligence education.
- b. Specialization. Among the characteristics of the increasing progress of society is the increasing differentiation in civic duties and social institutions which carry out these tasks. The school has a function as a social institution especially in education and teaching.
- c. Efficiency. The presence of the school as a social institution that specializes in the field of education and teaching, the implementation of education and teaching in society to be more efficient on the following grounds:
 - 1) Supposing there were no schools, and educational work should only be borne by the family, then this would not be efficient, because the parents are guardians too busy with his work, as well as many parents are not able to carry out the study in question.
 - 2) School education carried out in specific programs and systematic.
 - 3) At school can be educated a large number of children at a time.

³⁰ Ibid, page.50.

- d. Socialization. Schools have a important role in a process of socialization, is the process of helping the development of individuals into social beings, creatures who can adapt well in the community. Because after all in the end he was in the community.
- e. Conservation and cultural transmission. Another function of the school is to preserve the cultural heritage of living in society to convey the earlier cultural heritage (cultural transmission) to the younger generation, in this case of course is the students.
- f. The transition from the home to the public. When he was in the family, the child's life completely rely on parents, then entered the school where he got the opportunity to train stand alone and responsibilities as preparation prior to the public.

B. Attitude And Its Theories

According KBBI attitude is defined as the act and so that based on the establishment, beliefs.³¹ Attitude stated with the term "attitude" which is derived from the Latin words "Aptus" which means a state of mental attitude that is subjective to conduct.³² Secord and Bacham suggests that attitude is a certain regularity in terms of feelings (affection), thinking (cognitive), and predisposing action (conation) a person to an aspect of the surrounding environment.³³ Attitude by Gerungan widely defined as an

³¹ KBBI.KEMDIKBUD.go.id

³² Kesuma Wardani et al, "Pengaruh Sikap dan Perilaku Guru Pada Saat Mengajar di Kelas", in Journal of Democration Culture, Vol.2, No.5, 2014, page. 3.

³³ Saifuddin Azwar, "Penyusunan Skala Psikologi, edisi 2" (Yogyakarta: Pustaka Pelajar, 2012), page. 88.

individual's willingness to react to something.³⁴ This attitude is related to the underlying motives and behavior.³⁵ Walgito suggests that attitude is a picture of a person's personality is born through physical movement and mind in response to a situation or an object.³⁶ Azwar (1988) interpret that gesture as a potential tendency to react only when individuals are exposed to a stimulus which requires a response.³⁷ Purwanto (1990) says that attitude is a way of thinking to a stimulus or a tendency to react a certain way to a stimulus or situation at hand.³⁸ Mar'at (1982) to formulate some definitions of attitudes among others:³⁹

1. The attitude is the result of learning gained through experience and interaction continuous with the environment
2. The attitude is always associated with an object such as a human, insight, event or idea
3. Attitude obtained in interacting with other humans in the home, schools, places of worship, and other places through counsel, exemplary or conversation
4. Attitude as a form of readiness to act in certain ways to the object

³⁴ Zulfadrial, "Perkembangan Nilai, Moral, dan Sikap Remaja", in Al Hikmah Journal, Vol.8, No.2, 2014, page.34.

³⁵ Ibid.

³⁶ Eliya Sartika and Bustari Muchtar, "Pengaruh Sikap Profesional, Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru Sekolah Menengah Atas Negeri Kota Sungai Penuh", in Journal of Business Management Research and Public, Vol.2, No.1, 2016, page.3.

³⁷ Umar Sulaiman, "Analisis Pengetahuan, Sikap, dan Perilaku Beragama Siswa (Kasus Pada Siswa SLTP Negeri 1 dan MTs Negeri Bulukumba)", in Auladuna Journal, Vol.1, No.2, December 2014, page. 204.

³⁸ Ibid.

³⁹ Ibid, page. 205.

5. The dominant part of the feeling and affective attitude as seen in determining the choice of whether positive, negative, or doubt
6. Attitude has a certain level of intensity to the object that is strong or weak
7. The attitude depends on the situation and the time that in the circumstances and particular time may suit different situations and time and may not be suitable.
8. Attitude is an assessment of things that might have certain consequences for the person concerned or
9. Attitude is a predisposition to act happy or unhappy about a particular object components that include cognitive, affective, and conation.

Most people (including social have psychologists) seem to agree that an attitude involves at least three things:⁴⁰

1. An attitude object, the which may range all the way from wheat export to high-school dropouts. Often Such an object is not a physical object. Is may be abstraction, such as Communism. The object is always something as defined by the attitude holder. It is not a physical thing independent of the holder.
2. A set of beliefs that the object is either good or bad.
3. A tendency to behave toward the object so as to keep or get rid of it (psychologically, at least). Presumably, people with favorable attitude toward President Johnson will behave (vote) to keep him office.

⁴⁰Hugh M. Culbertson, "What Is an Attitude?", in Journal of Cooperative Extension: Summer 1968, page. 79.

Allport (1960) suggested four (4) characteristic stances are: (1) as a form of readiness to respond, (2) individual, (3) guiding behavior, and (4) are innate and learning outcomes.⁴¹ Furthermore Sax quoted Anwar (1988) also pointed out some of the characteristics of an attitude that consists of:⁴²

1. Directions, meaning that the attitude would show partiality or impartiality towards the object
2. The intensity, the strength or degree of the attitude of an object
3. Breadth, which showed broad or not approved by the coverage aspects of the subject
4. Consistency, which fit between the statement put forward by the subject with his response to the attitude object
5. Spontaneity, is how much readiness subject to express spontaneous manner.

The formation of the attitude of an individual caused by many things. There are factors that affect the formation of a person's attitude, namely:⁴³

1. Personal experience
2. Others that are considered important
3. Culture
4. Mass media

⁴¹Ibid, page. 205.

⁴² Ibid, page 206.

⁴³ Ibid, page.206.

5. Institutions or educational institutions and religious institutions, and emotional factors contained in the individual.

Many models of attitude have been proposed by the different scholars. Some of the relevant and well-recognized models are presented below.⁴⁴

1. Expectancy-Value Model

Among the early expectancy-value model, is one of offered by Rosenberg (1956) in which he suggests that the 'value importance' and 'perceived instrumentality' are separate and possibly manipulable dimensions of attitude-related cognitive structures. There is a common acceptance that attitude can be understood as comprehensive evaluation of an attitude object. This model consists two elements, the likelihood 'expectancy' of each belief making up an attitude and the worth 'value or affect' associated with each belief (Calder and Ross 1972). Fishbein and Ajzen (1975) argue that the Expectancy-Value Model of attitude proposes that a person holds many beliefs about an attitude object, an object is seen as having many attributes.

2. Multiattribute Measurement Model

Multiattribute Measurement Model of attribute is proposed by Fishbein (1963). According to him, attitude is an independent measure of affect for or against the attitude object, which is a function of belief strength and an evaluative aspect associated with each attribute.

⁴⁴ Vishal Jain, "3D Models of Attitude", in International Journal of Advanced Research in Management and Social Sciences, Vol.3, No.3, March 2014, page. 3.

3. Vector Model

Calder and Lutz (1972) represent attitude structure in their approach, as a two-dimensional metric space, recognized as vector model. According to them one dimension represents an affective component (likely probable). Any belief an individual processes about a product is characterized by a value on each of these dimensions as a set of coordinates in the cognitive space.

4. Tripartite Model

This model consists of three components of attitude: feeling, beliefs, and behavior. First component includes an individual's emotion which represents verbal statements of feeling, where as second component includes an individual's cognitive response which represents verbal statements of belief and finally the third component include in individual's over action which represents verbal statements about intended behavior against environmental stimuli.

5. Technology Acceptance Model (TAM)

Suggested by Davis (1989, 1993) TAM is an applied model of attitude in which intention to use a technology is influenced by attitude toward that technology and perception of its usefulness. Attitude, in turn, is influenced by a person's belief in how useful the technology is and how easy it is to use. In this context, attitude is influenced by both ease of use and usefulness. The perception of ease of use is measured by the degree to which using a technology is free of effort and the

perception of usefulness is measured by the degree to which the technology can help to improve task performance (Djamasbi et al.2009).

6. ABC Model

ABC model is one of most cited (Eagly and Chaiken 1998) (Van den Berg et al. 2006) models of attitude. ABC model suggests that attitude has three element i.e. Affect, behavior and cognition. Affect denotes the individual's feelings about an attitude object. Behavior denotes the individual's intention toward to an attitude object. Cognitive denotes the beliefs an individual has about an attitude object.

7. Cognitive-Affective-Conative Model (CAC Model)

Schiffman and Kanuk (2004) suggest that attitudes are constructed around three components:

- a. A cognitive component (beliefs);
- b. An affective component (feelings); and
- c. A conative component (behavior).

8. 3D Model

A proposed 3D (Three-Dimension) model of attitude is based on the various combinations of affect (feeling), behavior (dealing), and cognitive (meaning) components of attitude. These three components of attitude are essential and must be taken into consideration. When these three components join together, they construct an overall attitude

about an object. It is also evident that these three components individually can be either positive or negative.

C. Concept Of Independence

Before the existence of many scientists and figure who discussed independence, the holy Qur'an has provided a prior explanation about it. That can find about explanation in one of latters, namely Ar Ra'd verse 11:

لَهُ مَعْقَبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ
 اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا
 أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ وَالٍ



This means: For mankind there angels who follow him in turn, in front and behind him, they guard him by the command of Allah, surely Allah does not change the condition of a people until they change the situation in themselves, and when Allah wishes harm to a people, no one can resist it, and there is not protector for them besides Him.

Human are social beings who cannot live alone. However, not all human life can rely on other people, sometimes they have to face to be able to pass its own. Therefore, every human being must also have an independent character.

1. Definition Of Independence

According KBBI independence is defined as a state of things or can stand on its own without relying on others.⁴⁵ According to Kartini (2003) comes from the word independence can be defined as the ability of individuals to be able to stand on their own feet with courage and responsibility for his behavior as an adult in implementing the obligations, in order to meet their own needs.⁴⁶ Herman Holstein argues that independence is the appearance of someone who behaves actively with his own conscience, active in giving an opinion, make an assessment and take a decision that can be accounted for.⁴⁷

According to Mussen, et al (1992) insists on the independence of self-control and the freedom to organize themselves (autonomy) without interference from others, including the freedom to act, not dependent on anyone, not affected on the environment and are free to set your own personal needs.⁴⁸ Smart & Smart (1978) is said to be independent if the individual has self-confidence, has a goal and restraint, able to develop themselves, capable and satisfied with their job. According to Erikson independence is an attempt to break away from parents with a view to finding himself through the process of

⁴⁵ KBBI.web.id

⁴⁶ Lydia, Edmay Viveca David, et al, “*Pola Asuh Demokratis, Kemandirian dan Motivasi Berprestasi Pada Mahasiswa*”, in *Psychology Journal of Indonesian*”, Vol.3, No.1, January 2014, page. 67.

⁴⁷ Putri Suci Budi Lestari, et al, “*Hubungan Antara Pola Asuh Otoritatif dengan Kemandirian pada Siswa Kelas XI Jurusan Akuntansi SMKN 12 Jakarta*”, In *Economic Education Journal and Bussines*, Vol.1, No.2, October 2013, page. 56.

⁴⁸ Lydia, Edmay Viveca David, et al, loc.cit.

seeking the identity of the ego, which is towards the development of robust individuality and stand alone.⁴⁹

Self-reliance include behavior capable of initiative, able to overcome obstacles or problems, have confidence, and can do things on their own without the help of others.⁵⁰ In other words, independence is a desire to do things for themselves, which have the following definitions:⁵¹

- a. A condition in which a person has the desire to compete to get ahead for good.
- b. Able to make decisions and initiatives to address the problems encountered.
- c. Have confidence in doing his work.
- d. Responsible for what he did.

Based on the above it can be concluded that self-reliance is the ability of individuals to stand on its own, behaving active with his own conscience without interference from others as free and can still control him-self and take responsibility for what he did.

2. Indicators Of Independence

Said someone was independent course based on what has been done person. Between one another said it was independent individual

⁴⁹ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.185.

⁵⁰David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 133.

⁵¹Ibid, page.134.

must have a different barometer. For that there should be a foundation that can be used as an indication that a person is self-contained.

Ringer (in Santi Utami and Sunarto, 2015) says that a person is said to be independent if:⁵²

- a. Can work alone physically,
- b. Can think of themselves or to move from one level of abstraction to the next abstraction mentally,
- c. Can develop and express ideas and ways of expressing understandable to others, and
- d. Activities undertaken endorsed by yourself emotionally.

According to David Wijaya in his book Pendidikan Anti Korupsi, the characteristics of independence as follows:⁵³

- a. Confidence.
- b. Ability to work independently.
- c. Mastering the expertise and skills that match the job.
- d. Appreciate the time.
- e. Responsible
- f. Can make their own decisions.
- g. Being able to regulate emotions.
- h. Being able to socialize.
- i. Creative, which is full of initiatives to tackle the problem.

⁵² Santi Utami & Sunarto, “Peningkatan Motivasi, Kemandirian dan Hasil Belajar Melalui Pembelajaran Kooperatif pada Pembelajaran Dasar Sinyal Audio”, in Education Vocation Journal, Vol.5, No.1, February 2015, page.58.

⁵³David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 135.

- j. Responsibility for the decisions made.
- k. Never give up, that is a tough challenge.

Independence of one with the other person must have a difference. But in essence would not be out of aspects of their own independence. Self-reliance includes four aspects, which are as follows:⁵⁴

- a. Emotion, which is demonstrated by the ability to control emotions and not dependent on the emotional needs of older people.
- b. Economic, shown through the ability to regulate the economy and is not dependent on the economic needs of older people.
- c. Intellectual, shown through the ability to cope with its problems itself.
- d. Social, demonstrated through the ability to interact with others and do not depend or wait for the actions of others.

3. Level Of Independence

There are 5 levels of independence, including the following:⁵⁵

- a. Emotionally self-reliance. Someone has emotional independence if he releases his soul dependency in the elderly. He can manage them-selves, emotions, thought patterns, speech patterns, and the pattern of the more measurable actions. Independence of emotionally not only to parents, but also done to all those outside it, such as peers, brothers, teachers, and other adults.

⁵⁴David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 136.

⁵⁵Ibid, page. 137.

- b. Self-reliance By Psychosocial. Someone adults will develop patterns of social independence. An independent person capable of regulating the activity of social interaction. Personal values and principles of life does not float in the middle of the social stream.
- c. Intellectual self-reliance. Independence of thought somebody strengthen the integrity of his personality. His ability to think critically analytical and creative continues to grow in proportion to the development of other aspects. He has a willingness to learn with a commitment from him.
- d. Economically self-reliance. Economic independence can be measured in the ability to manage finances. Start of prudence allocate the cost studies and were able to put the primary needs will foster an entrepreneurial spirit.
- e. Independence of Spiritually. Spiritual self-reliance appears on the maturity of the attitudes and habits of faith and fear of God Almighty. Religious values have been understood since the student received a common education.

According to Lovinger (in Desmita, 2012), suggests the level of independence and characteristics are as follows:⁵⁶

- a. First level, is the level of impulsivity and self-preservation.

Characteristics:

⁵⁶ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.187.

- 1) Concerned for the control and the advantages to be gained from interactions with others.
 - 2) Following the rules is spontaneity and hedonistic.
 - 3) Illogical thinking and stunned at the particular way of thinking (stereotype).
 - 4) Tend to see life as a zero-sum games.
 - 5) Tend to blame and blame others and the environment.
- b. The second level, the level of conformity. Characteristics:
- 1) Caring for our personal appearance and social acceptance.
 - 2) Tend to think stereotypes and cliché.
 - 3) Concerned for conformity to external rules.
 - 4) Acting with shallow motive to earn praise.
 - 5) Identifies himself in the expression of emotions and lack of self-assessment.
 - 6) Group differences based on external characteristics.
 - 7) Fear not accepted groups.
 - 8) Insensitive to individuality.
 - 9) Feel guilty if they break the rules.
- c. The third levels, is the level of self-consciousness.
- 1) Being able to think of alternatives.
 - 2) Seeing the hope and possibilities in the situation.
 - 3) Care to take advantage of the opportunities that exist.
 - 4) Stressing on the importance of solving the problem.

- 5) Think of a way of life.
 - 6) Adjustments to the situation and role.
- d. The fourth levels, is the level of carefully (conscientious).

Characteristics:

- 1) Acting on the basis of internal values.
 - 2) Being able to see ourselves as the manufacturer of choice and action actors.
 - 3) Being able to see the diversity of emotions, motives, and the perspective of ourselves and others.
 - 4) Aware of their responsibilities.
 - 5) Able to carry out criticism and self-assessment.
 - 6) Concerned for the mutualistic relationship.
 - 7) Having a long-term goal.
 - 8) Tend to see events in a social context.
 - 9) Think more complex and on the basis of analytical patterns.
- e. The fifth levels, is a level of individuality. Characteristics:
- 1) Increased awareness of individuality.
 - 2) Awareness of the emotional conflict between independence and dependence.
 - 3) Being more tolerant of themselves and others.
 - 4) Recognize the existence of individual differences.
 - 5) Able to tolerate contradictions in life.
 - 6) Distinguishing internal life with the life outside himself.

- 7) Getting to know the complexity of the self.
 - 8) Concerned for development and social issues.
- f. The sixth levels, is an independent level. Characteristics:
- 1) Having a view of life as a whole.
 - 2) Tend to be realistic and objective toward oneself and others.
 - 3) Concerned for the understanding of the abstract, such as social justice.
 - 4) Being able to integrate conflicting values.
 - 5) Tolerant of ambiguity.
 - 6) Concerned for the fulfillment of self (self-fulfillment).
 - 7) There is the courage to resolve internal conflicts.
 - 8) Responsive to the independence of others.
 - 9) Being able to express feelings with confidence and joy.

D. Strategy Of Independence Attitude Shaping

Self-reliance is one of five character values that crystallized into PPK. Building a child's character is not an easy matter, they need to fight very hard to make the kids really had a good character. Much can be done to shape the attitudes of self-reliance of children in school, but of the many ways it can be divided into two, namely the formation of the wide scope which means the establishment which includes learning in the classroom and outside the classroom and the formation within the scope of the narrow meaning of learning in the classroom.

1. Formation In the Scope Size

a. Cooperation

Cooperation is an important component in constructive learning systems, such as schools in cooperation with business partners and public, junior high schools and high schools, teachers work together with parents and their business partners.⁵⁷ Natural life is to interact, collaborate, and connect with other people.⁵⁸ This agreement by teachers to parents would be useful for controlling and jointly educate students.

b. Habituation

Habituation is a method to get children to think and act with the level of ability.⁵⁹ Theories of child development that convergence theory states that the personal can be formed by the environment and by developing basic potential it contains.⁶⁰ The basic potential can be the determinant of behavior (through the process) .Therefore base potential should always be directed so that the objective can be achieved with a good education. One way to do to develop the basic potential is through good habits. With this method the habituation of the child will be formed independent

⁵⁷Rianawati, "Internalisasi Karakter Kemandirian Melalui Pembelajaran Konstruktif Di Perguruan Tinggi", in Education Journal Islamism, Vol.8 No.2, 2014, page.20.

⁵⁸ Ibid.

⁵⁹Katni, "Strategi Pendidikan Kemandirian Anak (Studi di Madrasah Ibtidaoyah Muhammadiyah Ponorogo)", in Muaddib Journal Vol.5 No.1 January-June 2015, page. 44.

⁶⁰ Ibid.

attitude. independence can have children if the child is doing their own activities and does not ask for help to others.⁶¹

c. Confidence

A new environment makes the learners have to try and be able to adjust to the environment. Efforts should be made by the school and parent to students is to give confidence.⁶² Giving confidence to the students will make students more courageous and not feel strange new things that it faces.

d. Public Figure

Exemplary is the behavior.⁶³ How to act and how to speak to be imitated by children. (Abuddin Nata 1997: 95). This figure will foster positive symptoms, which means conditioning yourself by being imitated.⁶⁴ This example has a very important role in efforts to establish the attitude of the child's independence. Psychologically children are educated many mimic and imitate many independent attitude to the figure or figures of his favorite including educators / teachers.

e. Control / Monitoring

Every child wants to be independent, but it does not mean that parents or educators took off alone and allowed to grow and

⁶¹Katni, "Strategi Pendidikan Kemandirian Anak (Studi di Madrasah Ibtidaoyah Muhammadiyah Ponorogo)", in Muaddib Journal, Vol.5 No.1 January-June 2015, page. 44.

⁶²Banawati Nurhidayah, "Pola Asuh Orang Tua Dalam Mengembangkan Kemandirian Anan Usia Dini Di Dukuh Branglor Mancasan Baki Sukoharjo", in thesis of collage at Islamic kindergarten department Surakarta state Islamic institute, 2017, page. 28.

⁶³Ibid, page. 42.

⁶⁴Ibid.

develop by itself. Child development and cultivation of independence in children should be controlled and monitored in order to independence that has been implanted in children is not futile or towards the unjust. So any development of the child's independence will continue guarded and controlled.

2. Formation In Narrow Scope

a. Learning fun

Stimulation should be done in a pleasant atmosphere, the authoritative parenting (democrat).⁶⁵ This means that caregivers must be sensitive to cues child, pay attention to your interests, wishes or views of the child, not overbearing, full of love and joy, creating a sense of security and comfort, give examples without forcing, pushing the courage to try to be creative, to reward or praise for success or good behavior, give the correction is not a threat or a punishment when the child cannot do something or when making mistakes.⁶⁶The things above are all ways that teachers can do to provide an enjoyable lesson. Fun learning will facilitate the teacher to take the hearts of students, so the teacher is to teach everything to the students includes teaching students to be independent.

⁶⁵Paramita Maulidyah, “Upaya Guru Dalam Melatih Kemandirian Siswa Usia Dini Menurut Konsep Penyadaran Paulo Freire Di TK An-Nayara Oma View Malang”, in sociology journal of Brawijaya university, September 2015, page. 14.

⁶⁶ Paramita Maulidyah, “Upaya Guru Dalam Melatih Kemandirian Siswa Usia Dini Menurut Konsep Penyadaran Paulo Freire Di TK An-Nayara Oma View Malang”, in sociology journal of Brawijaya university, September 2015, page. 14.

b. Individual Task

According Hudoyono (1990), giving the task individually make students more actively involved in finding its own basic principles.⁶⁷ Giving individual task is expected to generate confidence in the capabilities and play an active role in learning (Saroni, 2006).⁶⁸ According Roestiyah (1991), individual task is the task given to the students to be accounted for individually and not depend on others.⁶⁹ According Roestiyah exposure can be seen that in a stressed individual task for the absence of dependence on others. It gives an indication that the individual tasks also contributed to shaping the attitude of the child's independence because the understanding given exposure no indicator of independence, which is not dependent on others.

c. Encourage Active Kids

Urgency children in learning activities described in the book *The School and Society*, that in studying children actively construct, discovered through inquiry, reveals artistically, and communicate the results of their study.⁷⁰ John Dewey believed that learning is an active process to associate the experience which has

⁶⁷Dwi Yustiani Sanjaya, "Perbedaan Kemandirian Siswa Dalam Belajar Matematika Melalui Pemberian Tugas Secara Kelompok Dan Individual Kelas VII SMP Negeri 7 Salatiga", in collage thesis of mathematics study program Kristen Satya Wacana Salatiga university, 2013, page. 10.

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰Zulfahmi HB, "Indikator Pembelajaran Aktif Dalam Konteks Pengimplementasian Pendekatan Pembelajaran Aktif, Kreatif, Efektif, Dan Menyenangkan (PAKEM)", in *Al-Ta'lim Journal*, Vol.1, No. 4 February 2013, page. 280.

been owned by the discovery of a new experience.⁷¹ One advantage of implementing active learning is to encourage their sense of responsibility to learn that develop students to become more independent and able to motivate themselves.⁷²

d. Environmental Explore Free Kids

According to Ali and Asrori (2005: 119-120) to develop the child's independence can be done with some intervention, One intervention that is to give freedom to the child to explore the environment.⁷³ This means that the creation of the freedom to explore environments are realized in the form of encouraging curiosity of children, their rules but do not tend to threaten, if adhered to, their sense of security and freedom to explore the surroundings.⁷⁴

e. Establish Good Relationships With Children

Independence is an attitude that must exist and must be implanted for child as a preparation for her as living a life without parents. Many ways to shape the attitudes of the child's independence, such as the one disclosed by Ali and Asrori (2005: 119-120) that the interventions have a good relationship with the

⁷¹ Ibid.

⁷² Ibid.

⁷³Suid et al, "Analisis Kemandirian Siswa Dalam Proses Pembelajaran DI Kelas III SD Negeri 1 Banda Aceh", in *Pesona Dasar Journal*, Vol.1 No.5, April 2017, page. 76.

⁷⁴ Ibid.

child.⁷⁵ Creation of warmth relationship with the child that is realized in the form of intimate interaction, establish an atmosphere of humor and light communication with children and being open with children.⁷⁶

The implementation strategy of character education offered by Edy Waluyo include:⁷⁷

- a. Create an atmosphere with a loving, willing to accept the child as it is, and appreciate the potential of them.
- b. Give understanding the importance of "love" of doing things, and instill also that doing something it was not solely because of the principle of reciprocity.
- c. Encourage our children feel what others feel.
- d. Remind the importance of affection between family members and expand it outward affection for the family, for others.
- e. Use the habituation method is to invite children to perform daily activities in accordance with which we are programmed so that the activities inherent to the child into their life habits every day.
- f. Building character against children should make a well-behaved children are accustomed to, so he becomes accustomed to and would feel guilty for not doing so.

⁷⁵ Suid et al, "Analisis Kemandirian Siswa Dalam Proses Pembelajaran DI Kelas III SD Negeri 1 Banda Aceh", in *Pesona Dasar Journal*, Vol.1 No.5, April 2017, page. 76.

⁷⁶ Ibid.

⁷⁷ Agus Wibowo, *PENDIDIKAN KARAKTER Strategi Membangun Karakter Bangsa*(Yogyakarta: Pustaka Pelajar, 2012), page.126.

- g. Reduce the number of subjects in curriculum cognitive-based early childhood education curriculum.
- h. Add character education materials.

Strategies to foster the child's independence can also be done through a learning process. through this process teachers have a very dominant role to foster independence in children. How do teachers to cultivate the child's independence through the learning process such as:⁷⁸

- a. Creating a fun learning by using a variety of methods.
- b. Providing individual assignments to students.
- c. Provide a stimulus to the students to want to learn.
- d. Explain the material clearly as possible by connecting with real life.

Independence is a skill that develops throughout the life span of individuals, which is heavily influenced by the factors of experience and education.⁷⁹ Therefore, education in schools needs to make efforts in the development of independent learners, including:⁸⁰

- a. Developing a democratic learning process, which allows the child to feel appreciated.

⁷⁸Rafika, et al. *Upaya Guru dalam Menumbuhkan Kemandirian Belajar Siswa di SD Negeri 22 Banda Aceh*, in scientific journal of elementary school FKIP Unsyiah, Vol.2 No. 1, February 2017), page. 120

⁷⁹ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.190.

⁸⁰ Ibid.

- b. Encourage the child to actively participate in decision-making and in many school activities.
- c. Give freedom to the child to explore the environment, encourage their curiosity.
- d. Unconditional positive acceptance of advantages and disadvantages of a child, does not discriminate against children with each other.
- e. Harmonious relationships and is familiar with the child.

3. Affecting Factors of Independence

The child's independence is affected by many factors. According Santrock, factors that affect the independence and shape independence are:⁸¹

- a. Environment. Family environment (internal) and society (external) will shape the personality of a person, including independence.
- b. Parenting. Roles and parenting parents are very influential in the cultivation of the values of self-reliance of a child.
- c. Education. Education has a significant contribution in the development of the formation of self-reliance in a person that is
 - 1) Social interaction, social interaction adapt to train children and responsible for what was done so that the expected child is able to resolve the problems encountered.

⁸¹John W.Santrock, *Adolesence Perkembangan Remaja* (Jakarta: Erlangga, 2003), page. 145-220.

- 2) Intelligence, are important factors that affect the process of determining the attitude, decision making, problem solving and self-adjustment.

There are also other factors that affect the child's independence, according to Ali and Asrori (2005: 118-119) suggests that there are four factors that affect the child's independence, namely:⁸²

- a. Gene or the offspring of parents

Parents who have high self-sufficiency attitude often find children who have the independence as well. But heredity is still a debate as there were in fact not a trait found independence of his parents was decreased to her son, but the nature of his parents appeared based on how parents were educating their children.

- b. Parenting of parents

How parents caring for or educating children will affect the development of teenagers independence. Parents are too many prohibit or exclude the word "do not" to children without being accompanied by a rational explanation would hinder the development of the child's independence. Instead parents who create a safe atmosphere in the family interaction will encourage the child's independence.

- c. The education system in schools

⁸²Rianawati, "Internalisasi Karakter Kemandirian Melalui Pembelajaran Konstruktif Di Perguruan Tinggi", in Journal of Islamic consideration, Vol.8 No.2, 2014, page. 11.

The education system in schools is the education system in schools where children are educated in a formal environment. The education process in schools that do not develop the democratization of education and tend to emphasize indoctrination without argument would hinder the development of students' independence.

d. The system of life in society

System of a society that emphasizes a safe community environment, appreciate the expression of adolescent potential in the form of various activities, and does not apply hierarchical will stimulate and encourage the development of the child's independence.

CHAPTER III

RESEARCH METHODS

A. Approach And Type Of Research

The approach used in this study is a qualitative approach or in the field of education called the naturalistic approach. This study seeks to explain, describe and study the role of schools in shaping independence for students at the elementary school of Islam Moh.Hatta Malang.

A qualitative approach directly shows the settings and individuals in the setting as a whole, and not narrowed down to a separate variable. In addition, the results are displayed clearly, without any element of manipulation or treatment of the object, because it has the characteristic; (A) naturalistic, (b) field work, (c) main instrument is the human being, and (d) the descriptive nature. The collected data is more in the form of words rather than numbers. In addition to these reasons, another factor to be considered researchers to use qualitative approach is that researchers wanted to understand in depth the problems examined, not just describe the causal relationship as is done in quantitative research.

B. Researchers Presence

The presence of investigators in this study was to determine the role of schools in shaping independence for students at the elementary school of Islam Moh.Hatta Malang. Researchers should be able to adjust its presence with nothing to be examined, so that the object under study

and the researchers found that a good relationship. A good relationship that will facilitate researchers to obtain data as desired. The action taken by the researcher is as a data collection instrument at a time and act as a participant observer. The presence of investigators in this study status is known by the subject or informant.

C. Research Sites

Islamic Elementary School Moh.Hatta is a formal institution under of Yayasan Bina Insan Kamil (YANAIIKA) of Indonesian Islamic Elementary School Moh.Hatta Malang in street Simpang Flamboyan 23 in Malang. Since the beginning of construction in 2003, finally in 2009 to this school obtained accreditation A from the National Accreditation Board for School/ Madrasah.

Prospective school's future, has 13 extra-curricular activities that are ready hone and develop learners' interest talents. Achievements that have been achieved quite encouraging with the overall champion race PAI seven consecutive years since 2011 the district level Lowokwaru. The number of applicants in each year make this school continues to increase in terms of quantity so that in at each level consists of 3 classes.

Exposure to the above data is made researchers chose Islamic Elementary School Moh.Hatta Malang as a research site. Aside from exposure to the above data, from the observation that researchers do, researchers assume that school fit for use as a place of research in order to broaden the knowledge of all parties will be concerned in it.

D. Data And Sources Of Data

The data collected in this study is the data corresponding to the focus of research, which is about the role of schools in shaping self-sufficiency for elementary Islamic school students of Moh.Hatta Malang. The data is divided into two, namely primary and secondary data. Primary data in this study is the result of observation of the role of the school in the form of independence for the students in the elementary school of Islam Moh.Hatta Malang, interviews with informants (Headmaster, curriculum division, classroom teachers, staff of the school, the mother / father of a school cafeteria, school security guards and students). Meanwhile, secondary data in this study a curriculum document, documentation of student report cards Islamic Elementary School Moh.Hatta Malang.

While the sources of data in this study include:

1. Informant

Informants in this study is divided into two, namely the key informants (key informant) and non-key informants (non-key informant). The key informants in this study are the curriculum division of Islamic Elementary School Moh.Hatta Malang. As for non-key informants of this research is the principal, staff, teachers, security guards, mother / father guards the cafeteria and students from Islamic Elementary School Moh.Hatta Malang. All of informant is a person who has a role to interact with students.

2. Document

The data source of this document may be the result of teacher assessment, learning devices, as well as photo documentation of the results of Islamic Elementary School Moh.Hatta Malang.

E. Data Collection Technique

In order to obtain valid data and has a high reliability, so in this study used multiple data collection techniques as follows:

1. Interview

There are several types of interviews that could be used in qualitative research but in this study, the type of interview was used unstructured interviews (unstructured interview).

Unstructured interviews (unstructured interview) used for information relating to: (1) school curriculum, (2) school program, (3) the activities of the students.

2. Observation (Observation)

As for the things that are observed in this study were (1) implementation of learning, (2) the implementation of religious activities of students, (3) the activities of rest of students, (4) implementation of extra-curricular activities of students, (5) and the habituation when students come home from school.

3. Documentation

The use of this technique is to obtain the necessary documents which include the results of teacher assessment, learning devices, as well as photo documentation of the results. This technique is used for;

1), the source of this data is always available so easily accessible. Besides excavation does not require a lot of cost and time. 2) The data source documentation is a source of stable data accuracy in the data illustrate the past and present. In addition, the data obtained can be easily checked for validity.

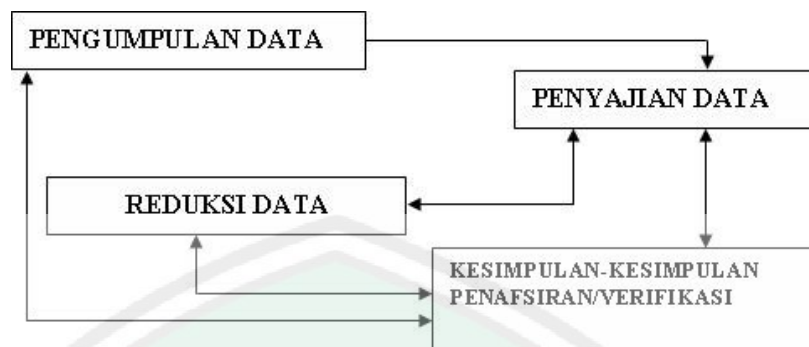
4. Triangulation / combined

The data collection techniques used mainly by researchers with the aim to anticipate when the data found in the field cannot be validated using the techniques previously. So the researchers used this technique to obtain the validity of research data.

F. Data Analysis

Analysis of the data in this study conducted in three stages, namely; before entering the field, on the field during and after its completion in the field. Before entering the field, the analysis is done to determine the focus of the study, so the focus is still tentative. However, in the present study, data analysis is more focused during the pitch process in conjunction with the data collection and after the completion of data collection, is during the preparation of research reports.

The procedure of data analysis in this study is inductive by using a model that Miles and Huberman interactive models. Activities in the analysis of this data is data collection, data reduction, display data, and then topped with a verification or conclusion



Interactive Analysis Model 3.1 Miles and Huberman

1. Data Collection

Collecting data in this study was conducted using interviews, observation, and documentation. The use of methods adapted to the type of data required.

2. Data Reduction

This research data reduction is done by collecting the records during the observation, record the results of interviews with informants, and the result of recording documentation. Data have been collected and then sorted according to the research focus.

3. Display Data

At this stage, the researcher to organize the data that has been reduced to the form of narrative text, and then, if necessary, the data is summarized in tables for easy analysis and interpretation. This data includes the results of observations, interviews, and documentation.

4. Verification

Initial conclusion is still tentative, and will be amended, if not found concrete evidence of strong support on subsequent data

collection phase. But if initial conclusions put forward is supported by evidence that is valid and consistent, then the conclusion is credible conclusion.

G. Research Procedure

Research procedures used in this study using measures developed by Miles and Huberman. In broad outline research steps that have been raised previously, simplified according to the needs of researchers.

Taking a major step Miles and Huberman, this research procedure is divided into four steps, namely; 1) preparation / pre-field, 2) phase of field work, and 3) the stage of analysis / data processing, 4) checks the validity of the data.

1. Preparation / pre-field

a. Drafting research

Research will be done departing from the scope of the problem in the events that are ongoing and can be observed and verified significantly during the course of the study. The events observed in this context is an event or events that occur in the environment of people or communities, and occurred around the time now.

b. Selecting the field

In accordance with the issues raised in the study, the selected research sites surrounding communities experiencing the

diversity of the issues raised by the researcher. Location is used as a place of research and data sources by investigators.

c. Data collection

- 1) Observation
- 2) Interview
- 3) Documentation

2. Field

a. Understanding and enter the field

Researchers observed directly, understand the customs, habits, manners and cultural background of the study. Building relationships with all members of the school researcher / academic institutions, and establish familiarity with the subject of research.

b. Active in the (data collection)

Researchers act as a major instrument in extracting and processing the data. Qualitative research is often called the naturalistic method, the researchers took the data directly from the field.

3. Data processing

a. Data reduction

The data obtained by researchers is written in the form of reports or detailed data. The report is based on data obtained reduced, summarized, been the subject matters, and focused on things that are important.

b. Display Data

The data obtained were categorized according to subject matter and are made in the form of a matrix making it easier for researchers to look at the relationship patterns of the data with other data.

c. Infer

The next step is to conclude and verify the data that has been processed into shapes that fit the pattern of problem solving is done.

4. Checking the validity of the data

That the data obtained from the study site has a high credibility and can be justified scientifically, the researchers checked the validity of the data. The steps taken are: (1) source triangulation and triangulation of data collection techniques, (2) checking member, and (3) peer discussion.

Triangulation of data sources is done by comparing the information obtained from interviews, observation, and documentation. For example, researchers compared the results of key informant interviews with non-key informants such as principals, staff employees, and vice versa. Whereas, for the triangulation method researchers are comparing the results of observations with the results of interviews or the results of the documentation.

Another technique that is used to check the validity of the data in this study are checking member (member check). Member checking done by researchers visited each informant and show data from interviews and observations included the interpretation of research results. The informant was asked to re-read, comment, add or subtract when deemed necessary.

In addition to triangulation techniques and checking members, researchers also use peer discussion techniques to check the validity of the data. This technique is done either by people who are experienced in qualitative research, as well as with fellow students. Steps to be taken, namely; researchers presented data that is interpreted and analyzed to colleagues. Researchers then asked for feedback on the data that has been presented. This discussion is intended to determine the level of data coverage, is too narrow or too wide, whether the data is relevant to the focus of the study or not.

Table 3.1 List of interview and observation

Interview

No	Interview	Purpose
1.	Headmaster	<ul style="list-style-type: none"> - To explain about independence attitude in Islamic Elementary School Moh.Hatta Malang - To explain about role and strategy of school to shape independence attitude to the student
2.	Student Division	<ul style="list-style-type: none"> - To explain about independence attitude in Islamic Elementary School Moh.Hatta Malang - To explain about step of school to shape independence attitude to the student - To confirm about role and strategy of shape independence attitude from headmaster
3.	Curriculum Division	<ul style="list-style-type: none"> - To explain about independence attitude in Islamic Elementary School Moh.Hatta Malang - To explain about role and strategy of school to

		<p>shape independence attitude by curriculum</p> <ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster
4.	Religion Division	<ul style="list-style-type: none"> - To explain about independence attitude in Islamic Elementary School Moh.Hatta Malang - To explain about step of school to shape independence attitude by religion - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division
5.	Teacher	<ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division
6.	Scout guidance	<ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division
7.	School Employees	<ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division
8.	Parents	<ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division
9.	Students	<ul style="list-style-type: none"> - To confirm about role and strategy of shape independence attitude from headmaster, student division, and curriculum division

Observation

No.	Place	Purpose
1.	School environment	<p>To know student activity about:</p> <ul style="list-style-type: none"> - Interaction with her friends - Interaction with teacher - Interaction with school employees - Break activity - Extracurricular activity - Student activity when come and go home
2.	Class	To know shape of independence attitude by learning activity
3.	Library	To know shape of independence attitude by behavior in the library
4.	Mosque	To know shape of independence attitude by behavior when pray activity

CHAPTER IV

RESEARCH FINDINGS

A. Exposure Data

Islamic Primary School Moh.Hatta is one school on the bottom rung of which are in street Simpang Flamboyan 23 Malang. Takmir desire mosque background who want to make a crowded mosque activities, then in 2003 founded Islamic Elementary School Moh.Hatta Malang to be in a shade of foundation Yayasan Bina Insan Kamil of Indonesian. It was not until seven years standing, Islamic Elementary School Moh.Hatta Malang already obtained accreditation A from the National Accreditation Board for School / Madrasah.

Prospective school's future, has 13 extra-curricular activities that are ready hone and develop learners' interest talents. Achievements that have been achieved quite encouraging with the overall champion PAI seven consecutive years since 2011 the district level Lowokwaru. Since its establishment until now Islamic Elementary School Moh.Hatta Malang been replaced 2 times the headmaster's leadership.

Moh.Hatta Islamic Elementary School is a school that is growing rapidly, from students who originally numbered tens to hundreds. Although the school is not a public school, but the school is much more developed. 5 year curriculum that each school make changes is not confused to implement, because the school has a positive view of the government related to changes in the curriculum.

Implementation of PPK (Strengthening the Character Education) which has been running for one year can give a great impact on the formation of character. Self-reliance is one of 5 characters crystallized from 18 nations. That attitude will certainly be more prominent than the other attitude that goes in the crystallization.

B. Research Findings

1. Attitude Student Independence Of Islamic Elementary School Moh.Hatta Malang

Islamic Elementary School of Moh.Hatta Malang gave definition about independence attitude. That statement gave by headmaster of Islamic Elementary School of Moh.Hatta Malang Suyanto, S.Pd, M.KPd. He said if independence attitude is ability to doing something without help of others. The school had principle about independence that “Don’t leave our children in a weak condition”. Therefore to plant this attitude need figure, repetition, behavior to make the student independent. Muhamad Farid, S.Pd as student division of Islamic elementary school Moh.Hatta Malang argue that independence attitude is student’s attitude towards the things they face, which are happening around them independently without the help of people. According Tomy Ariyansah, S.Pd as curriculum division stated that independence attitude is ability of children to doing something by him-self without help of others. As expressed in interview.

First, what is meant by independence itself is the student's ability to do everything by him-self without any help from others. For principled attitude of our independence this "let us not leave children in a weak condition". Therefore, to instill these attitudes needed an example, it takes repetition, habituation-conditioning so that children can be independent. So not only teaching in the field of cognitive, but how children can be independent.⁸³

When we speak of an attitude, of course, is familiar because character education currently being intensified through the PPK. Independent attitude that if I interpreted as the child's attitude towards things at hand, which is happening around independently without the help of others. So how do they respond to it, it was called attitude.⁸⁴

Prior to that, independence itself has meaning the ability to do something by themselves without any help from others. So when referring to the CO to form independent attitude it should be fair. Essentially the same independence with four others was implemented almost all fronts. Line activities, program lines, be it at school, that meant at the level of human resources (teachers, principals, etc.), then the parents, etc.⁸⁵

The attitude of students' independence in Islamic Elementary School Moh.Hatta Malang very interesting. The attitude of independence can be seen from the students come to school. Many aspects of the attitude of independence that emerge from students Islamic Elementary School Moh.Hatta Malang.

a. Emotionally Aspect

Aspect of emotions in the attitude of many students independence arises through the activities of students is habituation-conditioning of the school. That aspect can not

⁸³ Interview result with Headmaster Suyanto, S.Pd, M.KPd, July 31, 2018.

⁸⁴ Interview with student division result M.Farid, S.Pd, August 14, 2018.

⁸⁵ Interview result with curriculum division Tomi Ariyansah, S.Pd, August 6, 2018.

materialize without an effort to bring it up. Based on the results of research conducted, the emotional aspects can be seen throughout the students come to school.⁸⁶ Since her arrival at the school, students are no longer accompanied by their parents. Students are allowed to live for almost half a day without caring father and his mother. As expressed by Student Division Islamic Elementary School Moh.Hatta Malang that

"Mentoring parents thoroughly nothing, that children have since come to return no escort the elderly"⁸⁷

Based on observations, students Islamic Elementary School Moh.Hatta Malang of early arrival to school there was no assistance from their parents and they are released into the environment without any intervention of the parents.⁸⁸ The students come by happy face and high spirit. The security busy set the car and motorcycle that deliver the students. From morning that quiet until some minutes later school be busy with student arrival. After their transportation stop in the school yard, they come down and give salam to her parents. Students who are still in first grade level, too, they were allowed to live a life in the school itself without the assistance of his parents to come home from school.

b. Intellectually Aspects

⁸⁶ Observation of student activity in the school

⁸⁷ Interview with student division result of Islamic Elementary School Moh.Hatta Malang M.Farid, S.Pd, August 14, 2018.

⁸⁸ Observation of student activity in the school

The attitude of students' independence in the intellectual aspects established by the school in various ways, one of which is prohibited students cheating during exams. This is emphasized by the school to its students so that the habit is not necessary. Students are required to work on his own and is not allowed to discuss with friends, as submitted by headmaster of Islamic Elementary School Moh.Hatta Malang that

"But the child is emphasized that no cheating, no children who rely abilities to others in any case. So the officer on duty so he should be able to finish it. He had to finish the job himself, prepare his own needs, packed their own needs."⁸⁹

Based on observations during the learning in the classroom did not find students who cheat. From first time teacher come to the class, student very quiet and prepare their pen and eraser. At their face not looking scared or tense, but they are looking confidence. When working on the exam students are very quiet, no noise, no discussion and students also are not tense and not feel burdened with exam questions they face.⁹⁰ Every student focuses on each other work.

Midday prayer in congregation activities cannot be separated from the child's independence attitude formation. The number of students and the vast mosque that fits with the number of students requiring regulation when the students out of the

⁸⁹ Interview result with Headmaster Suyanto, S.Pd, M.KPd, July 31, 2018.

⁹⁰ Observation of student activity in the class

mosque. So when students enter and exit the mosque prayer march in order for the full lineup and when out of the mosque is also not rowdy. As expressed by a scout guide in Islamic Elementary School Moh.Hatta Malang that,

"Because for the independence PBB we need to time their entry into the mosque, continuing the time he wanted the ceremony, gymnastics, it remain the row".⁹¹

Observations show that students in and out of the mosque before they line up neatly in advance.⁹² When they see a friend in front of the queue and line up to enter the mosque, the students who had just finished wudlu automatically follow lined up behind. After hearing the cue from the teacher to read a prayer enter the mosque they rushed to read prayers and their subsequent entry in an orderly manner.⁹³ Similarly, when they got out of the mosque, they read the prayer out of the mosque and the exit of the mosque is lined with orderly.⁹⁴

Before the prayer implemented, when there is an alarm for picket duty iqomah students without prompting already doing its job. As stated by Tomi Ariyansah, S.Pd Curriculum division of Islamic Elementary School Moh.Hatta Malang,

"As the time had just finished praying. The children had their own initiative when it finished the prayer fans, they turn off the lights. And also for picket duty, was not it can be seen alone, without in order've done iqomah. There is

⁹¹ Interview result with scout guide of Sri Wahyuni, S. Pd, August 2, 2018.

⁹² Observation of religion student activity (pray dzuhur).

⁹³ Observation of religion student activity (pray dzuhur).

⁹⁴ Ibid.

another, usually if the afternoons like this the children wash their eating places beside the cafeteria, you can check it out there it was fine ".⁹⁵

Based on the observation can be observed before the students perform their prayer in congregation in the mosque and orderly while directed by the teacher for dzikir and pray.⁹⁶ When it came time iqomah students picket duty for iqomah have been on the front row and straight forward to implement iqomah.⁹⁷

When midday prayer in congregation activities require lighting a lamp because the circumstances were rather dark mosque. After the midday prayer activities when students are out of class the students who took the initiative to turn off lights and fans without their teachers' instructions. Without any existing child command in her consciousness. In accordance with the results of interviews with Curriculum division of Islamic Elementary School Moh.Hatta Malang that revealed,

"As the time had just finished praying. The children had their own initiative when it finished the prayer fans, they turn off the lights. And also for picket duty, was not it can be seen alone, without in order've done iqomah. There is another, usually if the afternoons like this the children wash their eating places beside the cafeteria, you can check it there, no problem ".⁹⁸

Based on observation, when finished praying and reading the prayer out of the mosque together with the students filed out of

⁹⁵ Interview result with curriculum division Tomi Ariyansah, S.Pd, August 6, 2018.

⁹⁶ Ibid.

⁹⁷ Ibid.

⁹⁸ Interview result with curriculum division Tomi Ariyansah, S.Pd, August 6, 2018.

a mosque in an orderly manner.⁹⁹ At that time there were students who did not come out of the mosque, but towards the other, and the intended direction of students it is the switch to turn off the lights and fans.¹⁰⁰ When it seemed the students do with themselves without their teachers' instructions.¹⁰¹

Islamic Elementary School Moh.Hatta Malang student's home from school the earliest at 14.00 pm. Therefore, the average students bring their own lunch. The time of day after finishing eating their lunch breaks when students wash their own place in the taps school supplies. In accordance submitted by Tomy Ariyansah when the interviews,

"As the time had just finished praying. The children had their own initiative when it finished the prayer fans, they turn off the lights. And also for picket duty, was not it can be seen alone, without in order've done iqomah. There is another, usually if the afternoons like this the children wash their eating places beside the cafeteria, you can check it there no problem".¹⁰²

Based on observation, when the lunch break the students took turns washing their stock places.¹⁰³ They washed his lunch spot right next to the school cafeteria.¹⁰⁴ Those with a fun, happy face wash his lunch place independently while laughter with his

⁹⁹ Observation of religion student activity (pray dzuhur).

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

¹⁰² Interview result with curriculum division Tomi Ariyansah, S.Pd, August 6, 2018.

¹⁰³ Observation of student activity in the school.

¹⁰⁴ Ibid.

friend and occasional splashing.¹⁰⁵ They have been provided soap by the school, so no need to bring from home.¹⁰⁶ They are looking very happy and not mind doing activity.

The attitude of the intellectual aspects of the students' independence is also visible when they had arrived at the school. After shaking hands with the teacher, students of Islamic Elementary School Moh.Hatta Malang directly off his shoes and put in accordance with the place based on their respective classes for the school to apply rules to take off shoes when entering the classroom and put a shoe in accordance with a shoe of each class that have been provided , As expressed by the homeroom 3 A Ika Ferindyah, S.Pd when the interviews as follows,

"Parents that carry to the school is not allowed to climb to the top. so students come was immediately greeted by the teacher, shook himself, off his own shoes, shoes be "prok-prok" himself, then he rose to his own class as well, also has its own put shoes, put bags then continued their habit of wearing mukenah prayer ".¹⁰⁷

Observations have shown that when students come to school after giving greetings to the father / mother the teacher immediately took off his shoes and headed for their respective classes.¹⁰⁸ Before entering the classroom they put the shoes on the shelf that has been provided.¹⁰⁹ They put it neatly, there is even a

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ Interview result with grade 3 class teacher Ika Ferindyah, S.Pd, July 7, August 2018.

¹⁰⁸ Observation of student activity in the school.

¹⁰⁹ Ibid.

class that marks the place of their shoes with their names so as not fighting for a place and is more presentable shoes.¹¹⁰

The attitude of self-reliance that can be found in this aspect is when students pray before starting the teaching and learning activities. Students pray before starting the lesson without any orders from teachers who will teach in the classroom. As stated by curriculum division which states that,

"So all the lines that there should be an item, not just independent. independence was only one part. Well so, almost all of us try this independent aspect always included in all aspects of life in this school. If for example you see for yourself right before, when the teacher has not come, yet teachers enter the classroom without prompting students picket directly come forward to lead the prayer. That's one small example of self-reliance."¹¹¹

Based on observations in the field, found that before the start of the lesson the students to pray in advance even though there is no teacher.¹¹² That was before the course starts researchers already entered the first grade.¹¹³ Students looked just entered into the classroom after Dhuha prayer in congregation in the mosque and some students also ran to everywhere.¹¹⁴ When the bell has been shown to start the lesson, the students rushed to their seats.¹¹⁵

When the class was apparent calm, one of the children come

¹¹⁰ Ibid.

¹¹¹ Interview result with curriculum division Tomi Ariyansah, S.Pd, August 6, 2018.

¹¹² Observation of student activity in the class.

¹¹³ Ibid.

¹¹⁴ Ibid.

¹¹⁵ Ibid.

forward to lead the prayer study¹¹⁶, At that time, the teacher assigned to teach a class not yet signed, but independently of students directly led to pray first and then order on the bench respectively.¹¹⁷

Intellectual aspects in subsequent independence stance is found in the students' learning activities, especially sports. When beginning to go to school for one class level are still directed to wear sports uniforms from the house to the school. But, for Grade 2 the students are taught to bring a change of uniform will be used after sports activities. As expressed by the homeroom 2 B Novita Dini Sholikhati, S.Pd that,

"Keep learning when fitting exercise yesterday was taught to undress himself. That's when in grade 1 first sports to return it to wear sports. But if the grade 2 not that, If it's in the second grade children wear sports clothes and also bring a change of clothes. After the children tidy up his own clothes, folded its self, like that."¹¹⁸

Based on the observation of grade 1 when the day there are hours of sports lessons, the student is ready with his workout clothes from home to home.¹¹⁹ However, unlike when they've been upgraded to grade 2, they've brought their dressing uniforms to be worn after sports activities completed.¹²⁰ Students in turn led to the

¹¹⁶ Ibid.

¹¹⁷ Ibid.

¹¹⁸ Interview result with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

¹¹⁹ Observation of student activity in the school.

¹²⁰ Ibid.

bathroom to change clothes, then they go back to class, and folding their clothes and smoothed it in the bag.¹²¹

Another example of self-reliance that is, children who go to the toilet without having to be escorted by a teacher, especially for class 2. If at any time there are class 1 students who need to be escorted by a teacher when I want to go to the toilet, to the level of second class no longer exists students who need to be escorted by a teacher when going to the toilet. As expressed by the homeroom 2 B Novita Dini Sholikhati, S.Pd that,

"If at the time of learning more trained children to dare to ask, there are procedures so they must be brave. Say yes to pee during a lesson they should dare to permit "to the toilet mom" so. Usually the no class 1, class 2 that do not dare, continue not to the toilet independent they also asked the same escort teachers. Now, in this second class they have started independently. Only permission to the toilet alone, self-cleaning."¹²²

Based on observations still found grade 1 who went to the toilet with a request delivered by the teacher, especially for female students.¹²³ In contrast to the second class that is no longer the student who asked the teacher to deliver to the toilet, the students were only asked permission from his teacher after finishing with his necessary then directly back to the classroom to continue learning.¹²⁴

c. Socially Aspects

¹²¹ Observation of student activity in the class.

¹²² Interview result with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

¹²³ Observation of student activity in the class.

¹²⁴ Ibid.

Independent behavior of students in the social aspects can be found when students are inside or outside the classroom. When I was in class one example is that students dare to ask the friend or the teacher if it a subject matter which is not yet understood. As the interview with homeroom 3 A Ika Ferindyah, S.Pd were revealed,

"The first thing we have to let the students do the problems themselves without the aid beforehand. Because we have to realize that nothing should be able to do it alone. If they ask for help means he is not independent. So he should be able to solve the problem themselves first, then really he just stuck she could ask her first. If his friend did not know just to the teacher."¹²⁵

Based on the observation results found during the instructional activities there are some students who still do not understand the material very well.¹²⁶ Without any fear that students immediately asked his teacher, and the teacher directs students to ask her first.¹²⁷ The result by asking his fellow students were already familiar.¹²⁸ There are also students who continue to have difficulty, eventually advancing to the teacher's desk to directly ask the teacher about what has not been understood.¹²⁹

The next independent behavior that can be found that students dare to get acquainted with new people. Islamic Elementary School Moh.Hatta Malang students are students who have a high social life, they are not afraid of the presence of a new

¹²⁵ Interview result with grade 3 class teacher Ika Ferindyah, S.Pd, July 7, August 2018.

¹²⁶ Observation of student activity in the class.

¹²⁷ Ibid.

¹²⁸ Ibid.

¹²⁹ Ibid.

person or a new teacher. Without waiting for the teacher introduced him they had already approached the teacher to ask the mother / father of the teacher to introduce ourselves. As disclosed by Novita Dini Sholikhati homeroom 2 B which reveals that,

"Then if the children there are new people yes so, they are happy, want to contact. Especially if there is a new teacher, excited all. Not only in teaching classes just curious want acquaintance, another class certainly so well. Usually when the teacher was out of the classroom time they break it follow, "mom,mom,mom, what's his name", so usually the kids here. "¹³⁰

Based on the observation of students Islamic Elementary School Moh.Hatta Malang love to meet new teachers.¹³¹ Initially they saw while discussing with his friends, then they immediately approached and asked to get acquainted.¹³² There are other ways that used them to meet, namely to follow his teacher, this is done by the other classes are not taught but they want to get acquainted.¹³³ At first they saw while discussing with his friends, then they follow the new teacher, she followed the teacher they asked the name of the mother / father of her teacher.¹³⁴

The behavior of self-sufficiency in this aspect that can be found is when students buy food in the school canteen. Indeed, if the elementary school level students interaction with them regarding sale and purchase transactions can be said to be active,

¹³⁰ Interview result with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

¹³¹ Observation of student activity in the class.

¹³² Ibid.

¹³³ Ibid.

¹³⁴ Ibid.

such as those who prefer to buy snacks. However, different those in the lower class (class 1, 2 or 3). Not uncommon class kids were embarrassed or did not dare to buy snacks in the canteen of the school, but in contrast to students who already brave one year at this school, they're independent, they had dared to interact and transact the sale and purchase although the scope of the school, such as were disclosed by Novita Dini Sholikhati homeroom 2 B which reveals that,

"Usually there are class 1, class 2 that do not dare, continue not to toilet independent they also asked the same escort teachers. Now, in this second class they have started independently. Only permission to the toilet itself, cleans itself. That is. Including time off like this right, sometimes there are children who are shy, do not want to have to canteen escort by teachers and so on, but if you are here started 2nd grade children can already own, have the courage."¹³⁵

Based on the observation of two evenly-grade students had dared to buy snacks at the school canteen.¹³⁶ Graders at recess 2 is not in the classroom, they were outside to eat lunch with their friends and others to buy food in the school canteen.¹³⁷ Although they were there who do not understand the calculations related to the change, they dare to buy their own food they want without the need to be delivered by the father / mother teacher.¹³⁸ Students

¹³⁵ Interview result with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

¹³⁶ Observation of student activity in the class.

¹³⁷ Ibid.

¹³⁸ Observation of student activity in the school.

with a polite conversation with employees who sell in the cafeteria and buy food that he liked.¹³⁹

Examples of students' independence stance in the social aspect is when students enter the library. School libraries have procedures concerning how students can use the library and how the students to visit the library procedures. One procedure that is when the obligatory greeting incoming students, and students who do not say salam will not be served by the librarian. As expressed by library employees Istichomah Huda, S.I.Kom,

"So they came to say salam, and then filling up the visit because the service here is still manual they write book visits later I ask or they ask engaging in any activity in the library such that read, borrow or what they need books to support them I point so yes my ministry as much as I may serve me show you what they want, what they need I provide and then if it is done they can leave the library according to the procedure as well."¹⁴⁰

Based on observations of school libraries has procedure on how students visit the library.¹⁴¹ Library employees affix a sign on the window near the entrance of the procedures related to a visit to the library.¹⁴² Not only that, in every corner of the room at the library there are patches related writing regulations that must be adhered to when entering the library.¹⁴³ When the researchers conducted interviews there are children who want to restore that

¹³⁹ Ibid.

¹⁴⁰ Interview result with librarian of Istichomah Huda, S.I.Kom, August 1, 2018.

¹⁴¹ Observation of student activity in the library.

¹⁴² Ibid.

¹⁴³ Ibid.

have been borrowed, in accordance with the procedure children greeting before getting into the library.¹⁴⁴

Independent behavior of students in the social aspects can also be found in the morning before the execution of Dhuha prayer in congregation. Implementation of Dhuha prayer that is not implemented in the mosque, but in front of the class requires no base. Without waiting for orders, see the teacher being lifted and set up a prayer mat direct students help father / mother of teachers to prepare it. As expressed by homeroom 1 Mutia Fatmawati, S.Si, S.Pd when the interviews,

"If you break it down it's kids eat. While eating we form so that children eat itself, is not feed, we continue to teach to unwrap the cake. Also during the morning before they were praying Dhuha. Because Dhuha prayer in front of the class, so be prepared first the mat. Now the children are usually told to directly participate without help when they saw the teacher was preparing a prayer mat. Although they are also sometimes play after a mat was."¹⁴⁵

Based on the observation when in the morning before the students starting the learning, first they are Dhuha prayer and reading holy Qur'an.¹⁴⁶ Implementation of the Dhuha prayer in the mosque do not require that there is a mat that serve as the foundation for prayer.¹⁴⁷ As teachers prepare a prayer mat, it seems some students approached the teacher to help bring a mat and then

¹⁴⁴ Ibid.

¹⁴⁵ Interview result with grade 1 class teacher Mutia Fatmawati, S.Si, S.Pd, July 31, 2018

¹⁴⁶ Observation of student activity in the school.

¹⁴⁷ Ibid.

set it up.¹⁴⁸ They looked visibly happy to be able to help the father/mother teacher renders a pedestal for Dhuha prayer in congregation.¹⁴⁹

2. Role And Formation Strategy Of Independence Attitudes Islamic Elementary School Moh.Hatta Malang

The formation of students' independence stance in Islamic Elementary School Moh.Hatta Malang has a wide scope, both in school and in society. Both have a very important role in shaping the attitude of student independence. The formation of students' independence stance is divided into two scopes, namely Establishment of the broad scope and formation in a narrow scope.

a. Formation In Narrow Scope

The formation of students 'independence stance in the narrow scope of the formation of students' independence stance which is done through the learning process.

1) Learning fun.

Learning fun is one key to establish the independence of the students through the learning process. Conditions are easily bored students need a variety of fun ways to teach a subject to students. as expressed by religious Head M.Khoruddin, S.Pd.I and second grade teacher Novita Dini Sholikhati, S.Pd in an interview,

¹⁴⁸ Observation of student activity in the school.

¹⁴⁹ Ibid.

"Because they are much modeled to teachers which easily emulated, then exclaimed teacher is like, perhaps a good example it is a good public figure."¹⁵⁰

"The creative, should be fun, because the kids are fast bored, must often have ice breaking."¹⁵¹

Based on observations of each classroom is always found ice breaking.¹⁵² Before the study began, when in the midst of the learning process, and when the end of the lesson is always found ice breaking.¹⁵³ The presence of ice breaking it makes students tired, lackluster students seemed re-energized.¹⁵⁴ The result of learning is done from beginning to end with a pleasant walk, there is no pressure in students.¹⁵⁵

2) Individual Task

Provision of individual tasks performed by teachers to shape the attitudes of students' independence through learning activities. Giving individual task is not just a chore, but the questions that must be done after explain given by the teacher. Questions have been asked to work alone given no help from his friends. If a student is already really cannot answer, then students are allowed to ask his friends. If the explanation of his friend still could not then the student may ask the teacher. As

¹⁵⁰ Interview with religion head division M.Khoiruddin, S.Pd.I, August 1, 2018.

¹⁵¹ Interview with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

¹⁵² Observation of student activity in the class.

¹⁵³ Ibid.

¹⁵⁴ Ibid.

¹⁵⁵ Ibid.

expressed by Ika Ferindyah, S.Pd 3rd grade teacher, in an interview,

"The first thing we have to let the students do the problems themselves without the aid beforehand. If the student was having difficulty we must ask whether earlier if you last see or hear us. It also needs the independence of the students, because we have to realize that nothing should be able to do it yourself."¹⁵⁶

Based on observations at the time of learning and teaching after the teacher gives an explanation of the material students are given problems to work on their own.¹⁵⁷ Although it was open time test, orderly students are working on their own.¹⁵⁸ Looking around to the tables of students teacher pay attention to how the results of the students' work.¹⁵⁹ At that time there were students who could not do the problems, and then the teacher asks the students to ask his friend and eventually the students understand the purpose of the questions and how to do it.¹⁶⁰

3) Encourage Active Kids

How teachers to shape the attitudes of self-reliance in the learning process is also done by encouraging children to be active, either asking or answering questions. The efforts of teachers to make students more active is also done through

¹⁵⁶ Interview with grade 3 class teacher Ferindyah Ika, S.Pd, July 7, August 2018.

¹⁵⁷ Observation of student activity in the class.

¹⁵⁸ Ibid.

¹⁵⁹ Ibid.

¹⁶⁰ Ibid.

stimulation in the form of questions about what activities should be done at the time. As expressed by the 2nd grade teacher Novita Dini Sholikhati, S.Pd and 3rd grade teacher Ika Ferindyah, S.Pd in an interview,

"If at the time of learning more trained children to dare to ask, there are procedures so they must be brave."¹⁶¹

"We as a teacher here was only guide, so" let's now what? "Just ask."¹⁶²

Based on observations after the officer on duty in charge of leading the prayers finish the job teachers provide ice breaking to give encouragement to the students.¹⁶³ The next step the teacher do a review of the materials at the previous meeting by providing a brief question to be answered.¹⁶⁴ Students who successfully answer the questions correctly is awarded a prize by the award of a star teacher with them on the board.¹⁶⁵

4) Environmental Explore Free Kids

Characters elementary level students who are easily bored requires teachers to be creative in dealing with their students. One of them is to give children the freedom to explore the environment. Formation of independence is usually done at the teacher during school hours after the break. To deal with

¹⁶¹ Interview with grade3 class teacher Dini Novita Sholikhati, S.Pd, July 31, 2018.

¹⁶² Interview with grade 3 class teacher Ferindyah Ika, S.Pd, July 7, August 2018.

¹⁶³ Observation of student activity in the class.

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

students who are bored, the teachers give assignments to the students to interview employees of the school, whether it is school safety, cleanliness, and guardians of students who are being picked her. As presented by the Ika Ferindyah 3rd grade class teacher, S.Pd in an interview,

"If the hours of daylight are usually kids are bored in class, then I take the children to the outside, because it's actually my basic right outside the classroom. So if so children do not easily bored with the teacher. "¹⁶⁶

Based on observations during school hours after the midday prayer is found students who ran up to the employees of the school and the parents who are picking their children.¹⁶⁷

The students were apparently given the task by the teacher to answer a question by conducting interviews with people other than teachers of Islamic Elementary School Moh.Hatta Malang.¹⁶⁸ After the students were getting the answers you need them straight back to their classrooms.¹⁶⁹

5) Establish Good Relationships With Children

Students will pay attention to what the teacher provide when established a good relationship between teachers and students. The efforts of teachers in establishing a good relationship with the students is done by teaching-friendly, with

¹⁶⁶ Interview with grade 3 class teacher Ferindyah Ika, S.Pd, July 7, August 2018.

¹⁶⁷ Observation of student activity in the school.

¹⁶⁸ Ibid.

¹⁶⁹ Ibid.

a vengeance. As expressed by the 2nd grade teacher Novita Dini Sholikhati, S.Pd in interviews,

"If children do have to remain friendly any condition. Sometimes it is with emotion that also should be suppressed emotion. The children sometimes there is stubborn, there are still just do not want concern, but must still friendly at the child. "¹⁷⁰

Based on observations, Student in Grade 2 especially Grade 2 B is particularly active students than any other class.¹⁷¹ To condition the student discipline in the classroom requires a hefty extra power.¹⁷²

If the teacher managed to condition one of the students, changing the other students who need to be conditioned.¹⁷³ Nonetheless, the class teacher in charge of teaching remains patient and remain friendly.¹⁷⁴ To deal with current students, the teacher is not desperate, there's always the way used to be able to condition students.¹⁷⁵

b. Formation In the Scope Size

The formation of students 'independence stance in the broad scope of the formation of students' independence stance done in the classroom and outside the classroom. The formation of this independent attitude requires a good synergy between human resources in schools.

¹⁷⁰ Interview with grade 3 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.,

¹⁷¹ Observation of student activity in the class.

¹⁷² Ibid.

¹⁷³ Ibid.

¹⁷⁴ Ibid.

¹⁷⁵ Ibid.

1) Cooperation

Formation of independence stance in Islamic primary school Moh.Hatta done through various lines. Each line has a role and each task in helping to realize the attitude of the child's independence. Not only all lines in the schools should work together to establish the child's independence, but the components outside the school, especially the elderly also should help each other to realize the attitude of the child's independence. As expressed by the headmaster of the Islamic Elementary School school Moh.Hatta Suyanto, S.Pd, M.KPd in an interview,

"In addition, in this case there is also a headmaster and all educators in the school. So not only teachers, cleaners, security guards and everything that is involved here. UKS officer, library, canteen attendant must instill independence all this to the children arrived with their parents, because the parents also have an important role in helping to make it happen."¹⁷⁶

In interviews with the various components of the school and parents can be seen that the school invites cooperation with all the components of the school and also the parents. As expressed by scout guide Islamic Elementary School Moh.Hatta Malang Sri Wahyuni, S. Pd, religion Head M.Khouruddin, S.Pd.I, Librarian Istichomah Huda, S.I.Kom, cleaning service Ugik Iwan Susanto, employee cafeteria Erni,

¹⁷⁶ Interview result with Headmaster Suyanto, S. Pd, M.KPd, July 31, 2018.

school cooperative officer Hersi and several student trustee is
Adi, Hanis, Ratih, and Wati the time of the interview

"If that was true of us appointed to scout. If the school the point of independence must exist in the scout. "¹⁷⁷

"That was the first program of the school, but later we develop discourse on students attitude each. It makes it kind of regulation and later we proposed in a working meeting and from there later formation of religious programs. "¹⁷⁸

"So every year we indeed hold a working meeting and every division convey their respective work programs. Well, did not it work program is one of them is making procedure. So students and teachers and the employees there are ways or procedures to be adhered to when entering or they use library facilities. One of them was that, in their procedures should be appropriate, then when they needed something they could ask, then they can take themselves and also restore itself if it is not taken home. But, if for loaning take home usually they return not on bookshelves, but they return at the circulation desk. "¹⁷⁹

"If the school actually so."¹⁸⁰

"If the child's school remember if buy snacks depleted waste dumped in the trash, yes it was, the bowl when finished eating meatballs in put in place."¹⁸¹

"Yes, like that, the child should be honest, should not the debt, keep it."¹⁸²

"There was a gathering of parents yesterday."¹⁸³

"There is. Yes, if the school was told to get used to what is taught in schools. "¹⁸⁴

¹⁷⁷ Interview result with a scout guide Sri Wahyuni, S. Pd, August 2, 2018.

¹⁷⁸ Interview result with religion head division M.Khoiruddin, S.Pd.I, August 1, 2018.

¹⁷⁹ Interview result with librarian Istichomah Huda, S.I.Kom, August 1, 2018.

¹⁸⁰ Interview result with cleaning service, 31 July, 2018.

¹⁸¹ Interview result with canteen employee Erni, July 31, 2018.

¹⁸² Interview result with employee cooperation Hersi, July 31, 2018.

¹⁸³ Interview result with Student's Parent, Adi, July 31, 2018.

¹⁸⁴ Interview result with Student's Parent, Hanis, July 31, 2018.

"Yesterday it was a gathering of parents, children are asked to train as well as at home."¹⁸⁵

"There is when first grade. Requested class time to teach children at home as well as to match the school."¹⁸⁶

2) Habituation

Formation of independence stance in Islamic Elementary School Moh.Hatta done through various ways with the principle does not leave a child in a weak condition. One way in which the school one through habituation in daily activities, both in learning and teaching, worship and activities outside the classroom. So, all activities in the school play an active role to get used to form self-reliance in students. As expressed by Islamic Elementary School headmaster Moh.Hatta Suyanto, S.Pd, M.KPd in an interview,

"For the independence of our principled stance this way" we do not leave children in a weak condition ". Therefore, to instill these attitudes needed an example, it takes repetition, habituation-conditioning so that children can be independent. So not only teaching in the field of cognitive, but how children can be independent. Yes through daily activities through habituation prayer time, rest time, time in the classroom. So all activities at this school guide their children to become independent, become independent learners, be children who can taking care of himself. That of all the lines of its activities. Break, in the classroom, outside the classroom and in the school environment."¹⁸⁷

¹⁸⁵ Interview result with Student's Parent, Ruth, July 31, 2018.

¹⁸⁶ Interview result with Student's Parent, Wati, July 31, 2018.

¹⁸⁷ Interview result with Headmaster Suyanto, S.Pd, M.KPd, July 31, 2018.

Based on the observation of students in Islamic Elementary School Moh.Hatta Malang are trained to perform minor habits every day that leads to the formation of students' independence.¹⁸⁸ The small habits such as greetings, worship, discipline, change clothes, hygiene, greet each other and so on.¹⁸⁹ Habituation was drilled to students in stages in accordance with the student's age or grade level.¹⁹⁰

3) Confidence

School efforts in shaping the child's independence attitude is one done to build confidence in children. The formation of self-confidence is useful to convince the child that the child could do something that he is facing. The formation of the child who is confident it will have an impact on the growing attitude of independence in children. As expressed by the student division of Islamic Elementary School Moh.Hatta Malang M. Farid S.Pd, first grade teacher Mutia Fatmawati, S.Si, S.Pd, and a second grade teacher Novita Dini Sholikhati, S. Pd,

"The second motivation was there his name five minutes. Motivation 5 minutes it is a one year program yesterday that children delivered as Kultum convey to other students in the future. That character believes himself will appear. He can confidence or not convey to

¹⁸⁸ Observation of student activity in the school.

¹⁸⁹ Ibid.

¹⁹⁰ Ibid.

friends 300 students listening to or what he said. It will give rise to confidence of students. "¹⁹¹

"Obviously our first motivation to give confidence to them. Our attitude to grow through confidence. We motivated them with confidence that. For example mimicked writing, if there are children who are less confident that he would write mimicked not it not want. But if we are motivated to be confident "come on you can, come on you are great, it is not kindergarten anymore tablets yes, this is already a class 1, come to be even better, come on when it's nice later writings of the teachers give reward good grades" was wrong an example to foster their confidence. "¹⁹²

"If at the time of learning more trained children to dare to ask, there are procedures so they must be brave. Say yes to pee during a lesson they should dare to permit "to the toilet mom" so. Usually the no class 1, class 2 that are not brave, they also continue not to toilet independent escort ask the same teacher. "¹⁹³

Based on the observation of students in grades 1 is the students who are still in transition, namely from kindergarten level to the elementary school level. Grade 1 students found many shy or less confident with a variety of new friends who have more capabilities. Through questions and simple problems teachers motivate students to become confident. Teachers with full optimism and patience to motivate his students who still have a sense of inferiority with friends. The result in the child slowly raised confidence little by little.

The division Kultum schedule to children in Islamic Elementary School Moh.Hatta Malang done especially in large

¹⁹¹ Interview result with student division M.Farid, S.Pd, August 14, 2018.

¹⁹² Interview result with grade 1 class teacher Mutia Fatmawati, S.Si, S.Pd, July 31, 2018

¹⁹³ Interview result with grade 2 class teacher Novita Dini Sholikhati, S.Pd, July 31, 2018.

classes used to build confidence in children. Every day except Friday after midday prayers student picket duty for Kultum will provide motivation and lecture in front of his friends.¹⁹⁴ Students give Kultum to bring a note to be delivered.¹⁹⁵ Previously communicated to his friends, the record is corrected in advance by the teacher on duty to escort Kultum by students.¹⁹⁶

4) Public Figure

Various measures taken by the school in shaping the attitude of the child's independence will have problems if all the components related thereto does not give an example to their students. The formation of students' independence stance done by setting the example by components such as the school principal, teachers and all related inside. As expressed by the Headmaster of Islamic Elementary School Moh.Hatta Malang Suyanto, S.Pd, M.KPd and religion head M.Khoruddin, S.Pd.I in an interview,

"Teacher as facilitator as well as a model for instilling this independence. In addition, in this case there is also a headmaster and all educators in the school. So not only teachers, cleaners, security guards and everything that is involved here. UKS officer, the officer must instill independence canteen all this to the children arrived with their parents, because the parents also have an important role in helping to make it happen. I as the headmaster, I provides examples and facilitating and

¹⁹⁴ Observation of religion student activity (pray dzuhur).

¹⁹⁵ Ibid.

¹⁹⁶ Ibid.

motivating for the messages or values that are instilled in children that could be carried out effectively. "¹⁹⁷

"The child was directed to become independent. First, a student who first independent character. The independent character, briefly, children are given first instance. Given the best example of how our everyday behavior in accordance with the practice of the Sunnah of the Prophet Muhammad SAW, the independence of the Prophet Muhammad. But first we shape them that to be modeled after what we did. Because they are much modeled to teachers, teachers that are easily replicated, then the teacher shouted the like, may provide a good example of it is a good public figure. Then not just reprimand only. Well this is interesting, not just reprimanded, but give a direct example to children. It was the most interesting. Because most people it's probably smart to talk, but little application, well, it's difficult. "¹⁹⁸

Based on the observation time religious activity, especially midday prayers in congregation each teacher has a different task, there is a duty to remind students and no one on duty to escort students in each row of prayer.¹⁹⁹ Teachers assigned to provide examples will behave properly and in-service teacher reminded the students will monitor student conditioned difficult.²⁰⁰ Giving an example to the students not only performed at the time of religious activities, but all activities related to students, for example, when a fellow teacher should interact with each other to keep each other

¹⁹⁷ Interview result with Headmaster Suyanto, S.Pd, M.KPd, July 31, 2018.

¹⁹⁸ Interview with religion head division.

¹⁹⁹ Observation of religion student activity (pray dzuhur).

²⁰⁰ Ibid.

especially when in front of students.²⁰¹ The school principal as the number 1 also provides a direct example to students in every activity in the school.²⁰² When looking at the dirty floor principals do not necessarily call employee hygiene, but the school principal immediately took a broom or a mop to clean it up, so that students can see that all around it provide an appropriate example.²⁰³

5) Control / Monitoring

The attitude of the child's independence that had already been formed will be maintained if there is a good control. Good control it when it's done with overseeing and remind. Control of students conducted by school by creating a surveillance program, good supervision of children while in school and at home. Supervision of children in schools is done by a program called Halimun Madrasah. Halimun Madrasah played by upper level students who have the ability and personality seen more than others. Later on escort duty Halimun madrasah will discipline his friends from coming to school. Supervision of students is not only done by Halimun Madrasah, but all school components ranging from the top to the lowest. As expressed by religious head M.Khoruddin, S.Pd.I and student division M.Farid. S.Pd in interviews,

²⁰¹ Observation of school activity.

²⁰² Ibid.

²⁰³ Ibid.

"Practically it reminded wrote, and supervision (control). That yes alike. If reminiscent without oversee wrote the same thing. Namely, overseeing reminded active and direct role in the field. And so, when the kids were doing anything that could be as much as possible we control them, and always we watch, we are admonished."²⁰⁴

"Then there are the Halimun madrasah. Halimun madrasah discipline it is the guardian of the children. Start children attend until later home, in the classroom and later in the mosque will be taught to escort his friends, organize friends how to enter the mosque, how setting shaf, how out of class and so on."²⁰⁵

Based on the observation of teacher supervision at any time during the student within reach.²⁰⁶ Not only teachers who rolling active in monitoring and alerting on students, but all components ranging from school principals, vice-principals, teachers, up to a school employee.²⁰⁷ Each component has the duty and authority to remind accordance with the position of each performance. Halimun Madrasah tasked to oversee student discipline played by students who are considered to have a greater ability than others.²⁰⁸ Practically in student activities such as Dzuhur prayer Halimun Madrasah charge of directing his friend to arrange the line, how do I enter the mosque with an orderly exit, how and out of the classroom well

²⁰⁴ Interview with religion head division of M.Khoiruddin, S.Pd.I, August 1, 2018.

²⁰⁵ Interview with student division M.Farid, S.Pd, August 14, 2018.

²⁰⁶ Observation of school activity.

²⁰⁷ Ibid.

²⁰⁸ Ibid.

and so on.²⁰⁹ Halimun Madrasah wearing a vest as they are deployed clothes that will be useful as identification for the other.²¹⁰

The school also has a program that aims to control the activities of students at home. The program is run in the form of a book called "Akhbirna". The book aims to monitor the activities of students at home began a sleeping child to sleep again. As expressed by the student division M.Farid, S.Pd in interviews,

"And this is no program next week insya'Allah the book was finished it was no such thing AKHBIRNA book (tell us). It was later on it right can control the behavior of children ranging from her bed until she slept again. There are acts of worship prayer, if I am not praying we know this child not prayer, so visible from there. It is no honest character that will be delivered. If he turns not prayer kept him checklist on prayer point over time he will feel "well I do not pray but I checklist" No way. 1 week later we serving him prayers five time how. There continues to be how recitations of Al-Quran and memorizing it already exists, how he studies. Tonight he learned or not. No portion amaliah continue. Amaliah the start he wakes up if he read something about prayer, if he smoothed he made her bed, if he timely shower, eat on time served until he went to school kept home from school if he has cleaned up his dress independently there are 13 items. Includes he had to sleep a maximum of nine hours and a half. He continues to play portions of the game, watch portion of TV how often, it's in the book. Later there is a suggestion of homeroom, no signature of a parent, no guardian signature and the class we'll recap each week. Well, in any week later if this goes well there muhasabah of themselves. Progress of the week, looked

²⁰⁹ Observation of religion student activity (pray dzuhur).

²¹⁰ Ibid.

from the book, so the name is self muhasabah. Why is it that my prayers could perforated, there will be a process like that²¹¹

Based on the observation of the school has a book that serves to control the student activities that are outside the control of teachers, which is in the house. The book was named Akhbirna which means we proclaim. Fill in the form book points the student activities at home which includes the student's prayers, recitation and memorization activities Qur'an students, learning activities of students' reading culture and etiquette of everyday activities. Four parts of it, especially on the activities of daily adab point that students have more than others. On the activities of the student's daily of attitude there are 12 that it contains the formation of students' independence stance. Charging Akhbirna book done by the students themselves to see charging instructions book. The book every Friday will be collected for each homeroom with the existing signature of a parent. Furthermore, the book every month will be recapitulated by homeroom and submitted to the student division. Results of recap later will indicate which classes there is a lack in living activities. Classes are experiencing shortages later will get a referral from the student division that called Self Muhasabah. The goal is to encourage students to look back

²¹¹ Interview with student division M.Farid, S.Pd, August 14, 2018.

cause of shortcomings in carrying out the activities that should be done. Classes are experiencing shortages later will get a referral from the student division called self Muhasabah. The goal is to encourage students to look back cause of shortcomings in carrying out the activities that should be done. Classes are experiencing shortages later will get a referral from the student division called self Muhasabah. The goal is to encourage students to look back cause of shortcomings in carrying out the activities that should be done.

Table 4.1 Akhbirna Book Format

PROGRAM HARIAN SISWA SD ISLAM MOHAMMAD HATTA

Minggu ke /Bulan:/.....

A. Kegiatan Ibadah Shalat Siswa

Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu	Ahad	Total
Isya								
Subuh								
Dhuhur								
Ashar								
Maghrib								

B. Kegiatan Mengaji dan Hafalan Al-Qur'an Siswa

Kegiatan	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu	Ahad
Jilid/Hal (Jilid 1-5)							
Surat/Ayat (tilawah)							
Surat/Ayat (hafalan)							

C. Kegiatan Belajar dan Budaya Membaca Siswa

Belajar	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu	Ahad
Tema/Hal							
Mapel/Hal							

D. Kegiatan Adab Sehari-hari Siswa

No.	Kegiatan	Sering (3)	Sedang (2)	Pembinaan (1)
1.	Merapikan kamar sendiri			

2.	Mandi dan gosok gigi sendiri			
3.	Berpakaian sendiri dan melepas pakaian sendiri			
4.	Makan dan minum dengan adab yang baik			
5.	Berkata sopan dan santun kepada yang lebih tua			
6.	Mengucapkan salam masuk dan keluar rumah			
7.	Meletakkan barang pada tempatnya			
8.	Tidur tepat waktu (max pukul 20.30 malam)			
9.	Tidak main game/menonton TV berlebihan			
10.	Membantu pekerjaan rumah (sekecil apapun)			
11.	Menyiapkan buku dan peralatan sekolah sendiri			
12.	Berdo'a setiap melakukan sesuatu yang baik			

E.Saran (*diisi wali kelas*)

Orang tua

.....

Wali kelas

.....

CHAPTER V

DISCUSSION

A. Student Independence Attitude In Islamic Elementary School

Moh.Hatta Malang

Many independent attitude found in Islamic Elementary School Moh.Hatta Malang, however will not be separated from the following aspects. The emotional aspects of the individual's ability to control his emotions and lack of emotional dependence on parents.²¹² Books by David Wijaya called Pendidikan Anti Korupsi is also mentioned that one of the characteristics of independence is being able to control emotions.²¹³

As the results of the field study, the emotional aspects of students' independence in accordance with the theory of David Wijaya in his book Pendidikan Anti Korupsi. As long as children are in school did not found the parents to intervene in all the activities of the students. Parents just drop off and pick her duty and fully submitted to the school children to be educated. During the absence of parental escort the students' independence stance in the emotional aspect would be established within a period of almost half a day. Emotions students who typically need love and attention of parents will be taught to self without the love and attention of parents for children to be in school.

²¹²David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 136.

²¹³Ibid, page. 135.

Intellectual aspect is independence aspect of a child demonstrated by the ability to resolve the issue at hand itself.²¹⁴ There are several characteristics of independence in a book entitled Pendidikan Anti Korupsi by David Wijaya that lead to self-sufficiency in the intellectual aspect, that is able to work independently, responsibility, self-confident and able to make their own decisions.²¹⁵

As the theory expressed by David Wijaya, the results on the ground show the appropriate data. The confidence of the child in working on burying a sense of doubt in him, regularity students were deployed to pray beat problems in her to immediately occupy a place as he wishes, the student is responsible for his duties to picket iqomah, student initiative to turn off lights and fans when you're done use , the independence of the child to clean up something that has been worn, the child's ability to order the regulations took off his shoes and put on the place, independence of children to pray without waiting for a command or invitation of the teacher, the child's independence in overcoming problems when changing clothes.

The social aspect is an aspect of independence that is shown by the ability to interact with others without waiting for and depending on the

²¹⁴David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 136.

²¹⁵Ibid, page. 135.

actions of others.²¹⁶ Some traits of independence in relation to this aspect of them confident and sociable.²¹⁷

Based on the theory of David Wijaya about the characteristics of the child's independence in the social aspects show the results according to the research data in the field. Child courage in asking questions to the teacher basically based with confidence, because children who do not have confidence it will be difficult to express the words to be expressed to the teacher. Ability child in that not only limited interaction with their peers, but by people who have not known and have different ages far above shows the attitude of the child's independence attitude of the social aspect. Children are able to socialize and interact with people who have a lot of difference to him.

B. Role And Strategy Of Independence Attitude Formation In Islamic Elementary School Moh.Hatta Malang

Based on the results of research in the field independent attitude formation students are divided into 2 scope, namely the establishment of the broad scope and formation in a narrow scope.

Cooperation is a step that must be built to establish the child's independence attitude in a broad scope. The formation of the child's independence attitude of the broad scope requires a good cooperation for each component of the school. All components of the school should play an active role in accordance with the respective domain, ranging from the

²¹⁶David Wijaya, *PENDIDIKAN ANTI KORUPSI untuk sekolah dan perguruan tinggi*(Jakarta Barat: Indeks Penerbit, 2014), page. 136.

²¹⁷Ibid, page. 135.

highest structure to the structure of the lowest. If such cooperation is not well established, it will inhibit the formation of the child's independence attitude. Child character who always observe, interact, and modeled on the surrounding environment, will form the character of the child in accordance with how the interaction and what he observed.

Apart from having to establish good cooperation relations with all the components of the school, there should be a cooperative relationship with the parents, because the parents also have a huge influence in shaping the attitude of the child's independence. Basically, the child's character will be shaped by their environment, so that every child living environment there must be parties to work together to shape the character. When at home the child is not taught self-reliance with both the independence that is taught in schools will be in vain. Therefore, schools should also establish good cooperation with parents.

One strategy to implement character education is the habituation method.²¹⁸ Habituation method is to take the children to perform daily activities in accordance with what we do so that the habit is inherent in the child and become their daily habits.²¹⁹

As revealed by Edy Waluyo about his theory in the implementation of education character shows hail that is consistent with research in the field. Small habits taught to children in particular our daily habits will make it easier for us to incorporate them to the children. In addition

²¹⁸ Agus Wibowo, *PENDIDIKAN KARAKTER Strategi Membangun Karakter Bangsa*(Yogyakarta: Pustaka Pelajar, 2012), hlm.126.

²¹⁹ Ibid.

because the habit is a habit that is simple, it is also an easy thing and it is normal we do.

Teaches habits to children at the beginning it was difficult, because it teaches habits also means changing habits. So, teach habits should be done by starting from simple things, done with the patient, and sustainable. The process through which it teaches habits to children is not easy, but if the new habit successfully implanted it will be difficult for the child to get rid of the habit. An act that has become a habit will be difficult to disappear, because the habit is not only inherent but very strongly rooted in the child.

Efforts to establish the child's independence attitude of one of them is to build confidence in the child. As the results of research in the field that to establish the child's independence attitude should also be made to build confidence in children. Independence that has meaning the ability to do things yourself requires students to have confidence before they managed to be independence. If confidence was successfully held by a subsidiary, any events and activities will be done in emotion can be easily passed. Although physically children cannot do it properly it does not become a problem because in essence the child is already defeated himself.

Conversely, if the child has not managed to beat itself it will be difficult for the child to be able to do all of its activities especially when in front of other people. It shows that the child is lost to himself before

defeating others. All of that is because children are not able to regulate their emotions. As a result, confidence will not emerge from within the child and to advance to the next stage of the independence of the child will be difficult. Therefore, confidence is a step that must be built first in shaping the child's independence.

Children develop a habit to perform daily activities is not enough just to a command, but by giving an example. Basically, the child will see and then imitate what they see. When he was told the child was not in accordance with that done by giving the order, then the child will experience confusion and children will imitate what he sees is not commanded. Therefore, to establish the attitude of the child's independence also requires a model of everyone around him, so that in the absence of orders children have learned to be self-sufficient by self it.

The last part is required to establish the child's independence is the existence of a control or supervision of the child. Various efforts to establish the independence of the child will be in vain if there is no good control. Control of the child would be useful to keep an eye on how the child's development of self-reliance attitude that has been taught to him.

The existence of these controls will also make it easier to see the point of strength and weakness in forming the child's independence attitude, so that will be able to evaluate the advantages and disadvantages in the formation of the child's independence attitude. Controlling the child cannot continue to be done by monitoring directly because of the

limitations of space and time. Therefore, the supervision of the child when it is beyond the reach of teachers conducted by the school in cooperation with parents through a book that is useful to know the control of student activities outside the supervision of his teacher father and mother. Things to consider in surveillance through a control book is supervision carried out on the simple things, things that should be done by a child, and things that had been taught in school. So the child will not feel burdened by the oversight conducted through a book of control. Thus the school will easily supervise students, and students can be well controlled.

Forming a child's independence through the learning process can be waged provide a fun learning.²²⁰ Provide learning fun for children can do by using methods vary.²²¹

The theory expressed by Rafika about the formation of the child's independence through a learning process in accordance with the reality on the ground. Learning fun will create a safe environment for students. The creation of a comfortable atmosphere that makes the learners do not get pressure in the learning activities. So that learners can concluded if, willingly and happily engage itself to follow lessons. In the end everything it teaches teachers to pupils, students would easily accept and digest.

Many ways you can do to shape the attitudes of teachers the child's independence through a learning process. One of the ways that teachers

²²⁰Rafika, et al. *Upaya Guru dalam Menumbuhkan Kemandirian Belajar Siswa di SD Negeri 22 Banda Aceh*, in scientific journal of elementary school FKIP Unsyiah, Vol.2 No. 1, February 2017), page. 120

²²¹ Ibid.

can do to shape the attitudes of the child's independence through the learning process is to give the individual tasks to children.²²²

As revealed by Rafika in his theory on how to grow a child's independence through a learning process shows that according to the research results in the field. Giving individual task to make the student must independently accomplish something that it faces. Students should try and think to find a solution to the issue of faces. Usually the students how to find a way out that is by reading and interacting with asking about the purpose of the task and the questions given by the teacher. Indirectly students already by itself perform the reading and interacting with others. So it can be seen that by providing individual tasks to students can shape the attitudes of independence.

The formation of the child's independence attitude not just grow it, but also develop it. Efforts to develop the attitude of self-reliance that can be done to encourage children to participate actively in decision take and in many school activities.²²³

As the theory expressed by Desmita about learners' independence development efforts, the results in the field demonstrate conformity with the theory. Encouraging children to be active in the learning process will make the child's independence attitude ingrained to be rooted more closely and would provide a form in the attitude of the child's independence.

²²²Rafika, et al. *Upaya Guru dalam Menumbuhkan Kemandirian Belajar Siswa di SD Negeri 22 Banda Aceh*, in scientific journal of elementary school FKIP Unsyiah, Vol.2 No. 1, February 2017), page. 120

²²³ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.190.

Encouraging children to be active in the learning will continue to train the child's independence, due to become active in the learning is not easy. Kids have to fight against his emotions, that emotions in the absence of a sense of confidence. If the child has managed to fight his emotions and become confident, everything buried inside him would be easy to describe. Encouraging children to be active also will continue to hone the child's independence attitude ingrained in him. Besides encouraging children to be active also will give a color in the attitude of the child's independence.

The formation of the child's independence attitude can also be done by encouraging curiosity of a child.²²⁴ To encourage children's curiosity can be done by allowing the child to explore the environment.²²⁵

As the theory expressed by Desmita, efforts to develop the attitude of the child's independence by giving the freedom to explore the environment in accordance with the evidence in the field. Provide freedom for children to explore the environment to make a child's curiosity compelled to appear. Curiosity that appears in the child was originally going to be a problem where he also has a sense to be able to resolve the problem. After the taste and desire it appeared, then the next child will think how her to resolve the issue.

Then automatically, individually, independently child will find out about the things that makes compelled to want to know. Children will interact with its environment, with everyone around him to be able to

²²⁴ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.190.

²²⁵ Ibid.

overcome the problems that occur in him. If kids do not get a response, then the child will continue to look for sources that can help solve the problem. Therefore, it gives freedom to the child to explore the environment will be very useful, because in it a lot of things that are not directly become a lesson for children.

Ease in an interaction will be realized with the fabric of life in harmony. Nor to establish the child's independence attitude that requires interaction with the student's teacher. Then to establish the child's independence attitude desperately needed a good relationship with a child.²²⁶

The theory expressed by Desmita on how to develop the child's independence demonstrate conformity with the evidence found in the field. Efforts to establish the independence attitude of the student by a teacher in definite need of an interaction between teachers and students. How successful your child's independence attitude formation may be determined by how well teachers can establish a relationship with the student. Established relationships with students who either would not give it easy for teachers to communicate and provide feedback to the child. The relationship with the good also will make it easy for students to receive any referrals and feedback given by the teacher. If the relationship between teachers and students are not in harmony,

²²⁶ Desmita, *Psikologi Perkembangan Peserta Didik*(Bandung: PT. Remaja Rosdakarya, 2012), page.190.

Forming the independence of a child is not as easy as turning the palm of the hand, of course, there are factors that inhibit and reverse also a factor in its favor. Here are the factors that hinder and support the process of formation of students' independence stance of Islamic Elementary School Moh.Hatta Malang.

Environment, a factor that many favor the formation of students' independence stance, be it school, home environment, and the circle of friends where he interacted. Awareness of students, a factor that has a very strong influence when students can find it. But in fact this factor rarely found. The availability of facilities to support, a factor that is important in shaping the attitude of student independence. The attitude of students' independence will be more easily formed when there are factors such as facilities to support useful to facilitate teachers shape the attitudes of student independence.

Pattern foster parent, parenting parents who pamper their children will certainly result in the child being spoiled. Children who are too spoiled as a result would be difficult to teach independently. Pattern foster parent is different from what is taught to students in schools that are spoiling a child or caring for children in a way either already socialized schools will make the school experience difficulties to establish the child's independence and self-sufficiency of children who started to build will collapse back to parenting parents who pamper their children. Pattern foster parents who do not pay attention to how their development can

make children act without restraint, nosy, etc. Differences child's habits, new habits at school is different from the new habits in schools. It's hard to change habits of children, but this is a challenge that must be faced for teachers to form new habits of children. Awareness of students, making the students to realize the importance of self-reliance is a very difficult thing. Activities that do need to be repeated so that the students can realize the importance of that independence. Environment, in addition to being a driving factor environment can also be a factor inhibiting the child's independence. If the child is allowed to be in an environment that does not educate children but instead plunges will certainly inhibit the formation of the child's independence attitude. Students love to play, the characteristics of primary school grade students who like to play a definite obstacle that must be passed to establish the child's independence. Character of children who like to play is unavoidable, but should still be minimized so that gradually the child can become independent and mature. Factors that affect the independence of the above multiple accordance with that expressed by Santrock, including environmental factors, parenting, and of course education.²²⁷ Several factors are not appropriate it would cause if traced back to three factors expressed by Santrock, but the authors still write so that readers easy to customize the data on the exposure of each chapter.

²²⁷John W.Santrock, *Adolesence Perkembangan Remaja* (Jakarta: Erlangga, 2003), page. 145-220.

Table 5.1 Attitude student independence, strategy formation, supporting and inhibiting factors.

Students Independence attitude Islamic Elementary School Moh.Hatta Malang		Attitude Formation Strategy Independence Islamic Elementary School Moh.Hatta Malang		Supporting and Inhibiting Factors
Theory	finding	Elementary School Moh.Hatta Malang	Islamic School	
1.Emotionally aspect	No caring parent while a student is in school.	Cooperation with all the components of school Habituation Control / supervision		supporters: class neighborhood far from the monitoring of the elderly inhibiting: children are too spoiled
2.Intellectually aspect	There is no culture of cheating	Cooperation with teachers Habituation Building confidence Learning fun Individual task Control / supervision		supporters: student environment, especially a friend Inhibiting: habits different child
	Culture queuing and without command line	Cooperation with teachers Habituation Control / supervision		supporters: school environment inhibiting: children like nosy
	Awareness of students to the things around it (consciously students turn off the lights and fans)			supporters: student awareness inhibiting: student awareness
	Independently students wash his lunch spot	Cooperation with the employee cafeteria and teacher Habituation		supporters: Availability of infrastructure in schools

		Building confidence Control / supervision	inhibiting: student awareness
	Students put the boots in a designated place	Cooperation with employee hygiene and teachers Habituation Building confidence Control / supervision	supporters: Availability of infrastructure in schools inhibiting: student awareness Students are spoiled Outside the school environment (parents)
	Pray without any orders from teachers	Cooperation with teachers Habituation Control / supervision	supporters: School environment inhibiting: student awareness Students love to play
	Students in grade 2 undressing himself	Cooperation with teachers Habituation Building confidence Control / supervision	supporters: Environment (friends) inhibiting: Outside the school environment (parents)
	Students go to the toilet without assistance teachers	Cooperation with teachers Habituation Building confidence Control / supervision	supporters: School environment, (a friend) inhibiting: student awareness Students love to play
3.Socially Aspect	Courage students asking friends and teachers	Cooperation with teachers Build confidence students	supporters: School environment, (a friend)

		Establishing a good relationship with students Encouraging children to be active Control / supervision	inhibiting: Patterns of different parenting with school goals
Courage students to get acquainted with new people	Cooperation with teachers and all school employees Build confidence students Encouraging children to be active Kids free environment explore Control / supervision	supporters: School environment, (those around the student) inhibiting: Pattern foster parent in a different house with at school	
Independence of students buy goods	Cooperation with teachers, employees of the cooperative, and the school canteen Build confidence students Control / supervision	supporters: School environment, (those around the student) inhibiting: Parents who are too indulgent students	
Greetings on entry to the library	Cooperation with teachers and librarian Habituation Control / supervision Public Figure	supporters: School environment (library employees) inhibiting: The different habits of students at home and at school	
High student social life to helping the needy	Cooperation with teachers Habituation Public figures Control / supervision	supporters: School environment (people around students) inhibiting: The different habits of students at home and at school	

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the analysis of data and after discussion in the previous chapter it can be seen that the attitude of the independence of each child at elementary school level vary between one another. It can be concluded as follows:

1. Strategy formation of students' independence stance in Islamic Elementary School Moh.Hatta Malang done through various ways. All aspects related to the activity of students both at school and outside the school involved to shape the attitudes of student independence. The formation of students independence stance done in cooperation with all the resources of the school and parents, habituation, instilling confidence in students and provide a good example. Formation of independence attitude of students is done through teaching and learning activities is to provide a fun lesson, give individual assignments, encourage children to be active, giving freedom to the child to explore the environment, and establish a good relationship with the child. The many ways in which the school is accompanied by a dick / surveillance to evaluate each student's progress. The factors that affect the child's independence attitude formation processes such as the environment, upbringing and education.

2. The attitude of students' independence in Islamic Elementary School Moh.Hatta Malang includes three aspects, namely independence in the emotionally aspect, intellectually aspect and socially aspects.

B. Recommendation

Based on the conclusion above researcher want give suggestion about shaping independence attitude in Islamic Elementary School Moh.Hatta Malang:

1. Teacher must more to implant confidence to the student, because confidence is the key useful to open the independence gate of the student.
2. Economic aspect in independence attitude have to implant for children although child still in elementary school. Certainly implant of attitude also must relevant with grade and age of student.
3. Shaping independence attitude of the child very influence by environment student live, therefore school must really had to good relation with all human resources in the school and parent of student to being the school program running effectively

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Appendix

APPENDIX 1

INTERVIEW RESULT

Interview Result With Headmaster Of SDI Moh.Hatta Malang Suyanto, S.Pd, M.KPd, July 31, 2018

1. Bagaimana sejarah SDI Moh.Hatta?

Sekolah ini berdiri tahun 2003. Sebelumnya takmir masjid di sini punya keinginan bagaimana agar Masjid ini bisa ramai. Karena setiap hari orang sholat dzuhur itu hanya sedikit. Maklum karena di sini banyak pendatang. Sehingga mungkin pada saat jam-jam itu orang sedang bertugas di kantor masing-masing sehingga punya keinginan untuk mendirikan madrasah awalnya (MI). tujuannya untuk bisa memberikan porsi pendidikan agama yang lebih banyak. Namun waktu itu ketua yayasan datang ke tempat kami mengajar di MI Jendral Sudirman Malang yang sekarang menjadi SD Insan Amanah Yayasan Panglima Besar Jendral Sudirman untuk konsultasi dengan saya dan saya sarankan untuk mendirikan SDI saja bukan MI. Kalau MI di bawah pembinaanya KEMENANG sedangkan kalau SDI di bawah pembinaan dari DIKNAS. Yang kedua kalau memang tujuannya ingin memperkaya pendidikan agama justru malah enak kalau di SDI. Sehingga nanti kurikulumnya bisa kita atur sendiri untuk bagaimana banyaknya itu di bidang aplikasinya. Kalau di MI kan secara konten kognitif itu banyak, tapi kalau di SDI bisa di rancang sendiri sehingga kita bisa merancang bagaimana banyak praktiknya. Yayasan ini awalnya bernama Yayasan Bina Insan Kamil, kemudian setelah di daftarkan di KEMENKUMHAM ternyata yayasan itu sudah ada sehingga namanya ditambahi Indonesia. Sehingga sekarang namanya menjadi Yayasan Bina Insan Kamil Indonesia. Sehingga cakupannya mungkin juga menjadi luas ya, tidak hanya di Malang, kalau perlu nanti kita bisa punya di tempat-tempat lain. Untuk proses pergantian kepala sekolah jadi yang pertama dulu ada namanya ibu Hj.Wajdiyah. beliau seorang muballighoh mungkin Karena kesibukannya tidak bisa fokus di sekolah sehingga saya lupakan tahunnya itu diganti oleh seorang doctor yang juga mengajar di UIN di Pasca Sarjana mengajar bahasa arab kalau tidak salah namanya Dr. Zulfi Mubarak. Kemudian tahun 2010 akhir saya masuk ke seklah ini dan tahun 2011 saya diangkat oleh yayasan untuk menggantikan beliau karena beliau sudah semakin sibuk di kampus sehingga tidak bisa banyak waktu untuk bisa ke sekolah dan saat itu digantikan kepada saya.

2. Bagaimana sikap kemandirian yang coba untuk ditanamkan sekolah kepada siswa?

Pertama, yang dimaksud dengan kemandirian itu sendiri adalah kemampuan siswa untuk melakukan segala sesuatu dengan sendiri tanpa adanya bantuan orang lain. Untuk sikap kemandirian kita berprinsip begini “janganlah kita meninggalkan anak-anak dalam kondisi yang lemah”. Oleh karena itu untuk menanamkan sikap-sikap ini dibutuhkan teladan, dibutuhkan pengulangan-pengulangan, pembiasaan-pembiasaan supaya anak-anak bisa mandiri. Jadi tidak hanya mengajar di bidang kognitifnya, tapi bagaimana anak-anak bisa mandiri. Contohnya: dia harus mengerjakan PR sendiri, harus menyelesaikan pekerjaannya sendiri namun kalau ada kesulitan dia bisa berkomunikasi dengan teman-temannya. Tetapi ditekankan

bahwa tidak ada anak mencontek, tidak ada anak yang menggantungkan kemampuannya kepada orang lain dalam hal apapun. Jadi petugas piket ya dia harus bisa menyelesaikan itu. Dia harus bisa menyelesaikan pekerjaannya sendiri, menyiapkan kebutuhannya sendiri, mengemasi kebutuhannya sendiri.

3. *Bagaimana sekolah menanamkannya?*

Ya melalui kegiatan sehari-hari melalui pembiasaan waktu sholat, waktu istirahat, waktu di kelas. Jadi semua kegiatan yang ada di sekolah ini membimbing mereka untuk menjadi anak-anak yang mandiri, mejadi pembelajar yang mandiri, menjadi anak-anak yang bisa ngurusi dirinya sendiri. Itu dari semua lini kegiatannya. Istirahat, di kelas, di luar kelas maupun di dalam lingkungan sekolah.

4. *Siapa yang mempunyai kontribusi paling besar dalam membentuk sikap kemandirian siswa?*

Guru sebagai fasilitator sekaligus menjadi model untuk menanamkan kemandiriannya ini. Di samping itu dalam hal ini juga ada kepala sekolah dan semua tenaga pendidik dan kependidikan yang ada di sekolah. Jadi tidak hanya guru, tenaga kebersihan, satpam dan semuanya yang terlibat di sini. Petugas UKS, Perpustakaan, petugas kantin semuanya harus menanamkan kemandirian ini kepada anak-anak sampai juga dengan orang tua, karena orang tua juga mempunyai peranan yang penting dalam ikut mewujudkannya.

5. *Apa peranan bapak sebagai kepala sekolah dalam ikut serta mewujudkan kemandirian anak?*

Saya sebagai kepala sekolah juga, 1 memberikan contoh dan memfasilitasi dan memotivasi agar pesan-pesan atau nilai-nilai yang ditanamkan pada anak-anak itu bisa berjalan dengan efektif. Jadi saya hanya mendorong, memfasilitasi, memotivasi dan memberikan arahan supaya kegiatan itu bisa berjalan dengan baik.

6. *Bagaimana standar penerimaan guru di sekolah ini?*

Untuk penerimaan guru karena ini sekolah yang berbasis islam maka dari segi keislamannya 1 harus lancar membaca Al-Qur'an. Kemudian dari segi pengalaman diutamakan dari mereka-merek yang sudah punya pengalaman untuk bisa direkrut menjadi guru ini. Harus lulus tes psikologi, lulus wawancara dan peer teaching. Yang kita utamakan power suaranya juga harus kuat karena guru ini mengajar 28 siswa dengan kelas yang relatif luas da berdekatan satu dengan yang lain maka, power suara guru harus kuat.

7. *Apa standar kompetensi khusus yang ditetapkan sekolah untuk penjaringan guru?*

Guru-guru yang masuk ke sini standarnya harus S1 diutamakan bidang kependidikan, kalau tidak juga ndak papa tapi dia sanggup untuk menyesuaikan diri dan belajar untuk bisa bagaiman menjadi guru. Itu dari segi formal. Kemudian harus punya kelebihan lain disamping dia bisa mengajar, misalnya bidang seni, olimpiade terus ada ya itu tadi baca tulis Al-Qur'annya itu baik. Jadi guru itu ya sebisa mungkin serba bisa.

Interview Result with Student Devision of SDI Moh.Hatta Malang M. Farid, S.Pd, August 14, 2018

1. *Bagaimana proses penerimaan siswa baru di SDI Moh.Hatta?*

Siswa baru itu nanti kita mulai buka sudah semester 1 ini. Nanti sudah kami catat masukkan ke porsi inden. Setelah itu nanti dari sekian siswa yang masuk inden nanti kita observasi bulan januari pertengahan. Jadi observasinya ada 3. Satu, CALISTUNGnya, dua Ngaji itu penempatan, kalau dia nanti penempatan dimana, di jilid berapa, jilid 1, 2,3 atau 5, di ngajinya, itu nanti gunanya un tuk itu. Yang ketiga ada tes psikologi. Nah, tes psikologi inilah yang nanti bisa menentukan dia diterima atau tidak. Porsinya yang banyak di tes psikologinya. Karena nanti tes psikologi nanti itu kan kesiapan siswa untuk bisa masuk ke jenjang pendidikan yang lebih atas itu bagaimana, jadi di sana nanti. Seandainya nanti di sana ada disarankan, dipertimbangkan dan tidak disarankan. Nah, dari sekian banyak itu yang tidak disarankan kita ambil, jadi ini porsi yang tidak diterima. Yang disarankan dan dipertimbangkan, ini kita lihat nilai CALISTUNGnya bagaimana. Itu jadi pilihan yang kedua. Jadi prosesnya seperti itu. Nah, nanti kalau bulan januari tidak memenuhi kouta biasanya kita ngambil dari pendaftaran inden itu 60% dan 40%-nya kami mengambil disesi berikutnya, sampai nanti 100%. Selain itu kami juga memprioritaskan orang sekitar sekolah ini.

2. *Apakah ada tes yang berkaitan dengan karakter anak?*

Kalau terkait tes karakter anak sudah masuk di tes psikologi itu. Karena, ada proses wawancara, ada proses akademiknya, di tes psikologi itu juga ada tes CALISTUNGnya yang bentuknya kepada IQ-nya anak-anak ini. Meskipun anak itu nggak bisa baca, tapi kalau secara interview dia tanggap dan peka maka nilainya besar. Kalau penilaian akhlak itu kita kan ndak tahu to, kan indikatornya tidak bisa kita lihat dalam waktu yang singkat. Jadi kan panjang. Jadi akhlak itu indikatornya kan panjang dan itu tidak bisa dilihat dalam waktu yang singkat seperti itu ya. Observasi di akhlaknya baik atau tidak kan kita ndak tahu. Cuman dari segi, kita mempercayakan di psikologi UMM untuk mengawal anak-anak masuk ini.

3. *Bagaimana kurikulum yang diterapkan di sekolah ini?*

Kalau kami kan pakai kurikulum 2013. Cuman memang ada kurikulum khas dari kami yang kita masukkan dalam pembelajaran. padahal kan bahasa inggris, bahasa arab dan komputer itu kan masuk di ekstra. Cuman kita masukkan ke pembelajaran, include dalam pembelajaran. Terus kalau terkait dengan PPP itu jadi anak-anak nanti kalau dia tidak ikut ekstrakurikuler di hari-hari tertentu, maka dia akan diberikan PPK yang didalamnya ada leadershipnya, ada penguatan akhlaknya, ada kemandirian, yang nanti diajarkan oleh teman-teman yang ada di kelas. Jadi kelas 3 dikumpulkan yang tidak ikut ekskul dia dikasih materi itu. Kan PPK itu sebenarnya tidak materi ya, cuman dari anak-anak masuk sampai dia pulang itu ada karakter-karakter yang harus kita sampaikan atau kita pantau, seperti kejujuran. Di sini kan anak-anak yang dikatakan jujur itu anggaplah kalau dia menemukan sesuatu mungkin di masjid atau di kelas itu mesti akan disampaikan kepada orang lain atau pihak yang di kantor. Nah itu biasanya ada porsi uang temuan. Uang temuan itu semua area yang anak-anak menemukan uang di manapun dia akan ke sini, entah itu 1000, 100, entah itu 5.000, bahkan ada 50.000, bahkan ada 100.000 itu anak-anak ke sini, “pak ada uang nemu di sini” kita catat. Ada uang temuan 100 di daerah sini. Lalu kita masukkan ke porsi uang temuan. Nah jika ada beberapa hari atau ada anak yang lapor “pak uang saya

hilang” “di mana?, berapa?” itu sudah jelas. Kalau memang betul dia, berate memang uangnya dia. Tapi, kalau anak-anak ndak jujur kan langsung diambil atau apalah. Tapi kenyataannya kan dari 1 tahun itu kan saya bisa mengumpulkan antara 300-500 uang temuan dari anak-anak itu. Itu kan kategori yang kita katakan jujur ya. Yang kedua, sikap dari ngomongnya anak-anak. Ini kalau ada anak-anak yang ngomong yang tidak lazim itu pasti ada lapor “pak, itu ngomong kotor” dan lain sebagainya. Itu kan indikatornya seperti itu. Jadi, yang seperti itu yang coba kita tanamkan ke anak-anak. Kalau yang spiritualnya jelas to. Itu anak-anak diajari ngaji, sholat dhuha, sholat dzuhur, sholat ashar secara tertib di masjid.

4. *Bagaimana sikap kemandirian siswa di sekolah ini?*

Kalau kita berbicara tentang sikap, tentunya tidak asing lagi karena saat ini pendidikan karakter sedang digencarkan melalui PPK. Sikap mandiri itu kalau saya mengartikan sebagai sikap anak terhadap hal yang sedang dihadapinya, yang sedang terjadi di sekitarnya secara mandiri tanpa dibantu orang lain. Jadi bagaimana mereka menanggapi itu, itulah yang dinamakan sikap. Kemarin kelas satu itu kan renang sementara ini didampingi orang tua. Untuk sejauh ini masih saya perbolehkan tapi tidak selamanya bisa didampingi. Pembelajaran yang khusus untuk kemandirian di sekolah ini memang tidak ada, yang ada di pembelajaran itu anak-anak di suruh untuk mengerjakan sesuatu secara mandiri. By proses lah, nggak ada yang khusus terkait dengan itu. Terus pendampingan orang tua secara menyeluruh tidak ada, yaitu anak-anak sejak datang sampai pulang tidak ada pengawalan orang tua.

5. *Mengapa kemandirian anak dalam aspek ekonomi tidak di ajarkan?*

Pada dasarnya sekolah kan tempat belajar, tempat siswa menuntut ilmu, akan tetapi untuk aspek ekonomi yang mengajarkan anak untuk bisa memenuhi kemandirian secara ekonomi tidak kami ajarkan. Nanti lah di jenjang berikutnya, karena ini masih belum saat yang tepat untuk mengajarkan hal yang demikian.

6. *Bagaimana peranan bapak dalam ikut mewujudkan sikap kemandirian anak melalui kegiatan sehari-hari di sekolah?*

kalau di sini, sebenarnya juga tahun kemarin ya, cuman belum ada pengawalan khusus. Kalau tahun ini saya yang ditugaskan sebagai WAKA Kurikulum itu akan ada 2 program. Program yang namanya pengawal kedisiplinan siswa. ada program MHPD (Mohammad Hatta Police Departemen) itu bertugas untuk mengawal kepulangan dan pengantaran siswa. ini nanti saya latih. Terus ada yang Halimun madrasah. Halimun madrasah itu adalah pengawal kedisiplinan anak-anak. Mulai anak-anak masuk sampai nanti pulang, di kelas maupun nanti di masjid itu nanti akan diajari mengawal teman-temannya, mengatur teman-temannya bagaimana masuk masjid, bagaimana ngatur shof, bagaimana keluar dari kelas dsb. Ini ada 2 pengawal kedisiplinan yang ini ada proses latihan, yang ini habis ini nanti ada proses latihan sampai nanti anak-anak itu benar tahu tugas dan wewangnya apa. Kan butuh proses kalau anak-anak ya, polisi saja ada pendidikannya. Yang kedua itu ada namanya motivasi lima menit. Motivasi 5 menit itu adalah program 1 tahun kemarin itu anak-anak menyampaikan seperti kultum menyampaikan ke siswa lainnya di depan. itu karakter perccaya dirinya akan muncul. Dia bisa percaya diri apa ndak menyampaikan ke teman-temannya 300 siswa yang mendengarkan atau yang dia katakan. Itu akan menimbulkan

percaya diri siswa. Nah, selain itu biasanya kalau saya yang mengimami anak-anak untuk sholat dzuhur saya mesti memberikan kultum entah 3 menit atau sampai 5 menit sesuai dengan kondisi pada saat itu saya samapiakan terkait akhlak dengan orang tua, akhlak kepada sesama teman, ke guru, terus kepada Allah kepada Nabi semuanya sesuai dengan kondisi pada saat itu. Nah itu harapannya adalah sedikit demi sedikit akan membentuk karakter anak. Dan ini ada program yang bukunya minggu depan insya'Allah sudah selesai itu ada buku yang namanya AKHBIRNA (kabarkan kami). Itu nanti di situ kan bisa mengontrol tingkah laku anak mulai dari dia tidur sampai dia tidur lagi. Ada amal ibadah sholatnya, kalau ndak sholat kita tahu anak ini ndak sholat, jadi kelihatan dari situ. Itu ada karakter jujur yang akan disampaikan. Kalau dia ternyata ndak sholat terus dia nyentang pada point sholat lama kelamaan dia akan ngerasa “wah aku nggak sholat kog nyentang” ada begitu. Nanti kita porsinya 1 minggu dia sholat 5 waktunya bagaimana. Terus ada bagaimana tilawah Al-Qurannya dan hafalan itu sudah ada, bagaimana dia belajarnya. Malam ini dia belajar apa ndak. Terus ada porsinya amaliah. Amaliah itu mulai dari dia bangun tidur apakah dia membaca do'a, apakah dia merapikan dia merapikan tempat tidurnya, apakah dia mandi tepat waktu, makan tepat waktu samapi dia berangkat sekolah terus pulang sekolah apakah dia sudah merapikan bajunya secara mandiri ada 13 item. Termasuk dia harus tidur maksimal jam setengah Sembilan. Terus dia porsinya main gamenya, porsinya nonton TVnya seberapa sering, itu ada di buku itu. Nanti ada saran dari wali kelas, ada tanda tangan orang tua, ada tanda tangan wali kelas dan itu nanti kita akan rekap setiap minggunya. Nah, dalam setiap minggu nanti kalau berjalan dengan baik ini ada muhasabah diri. Progres satu minggunya kan dia lihat dari buku itu, lha itu ada muhasabah diri. Kenapa sih saya sholatnya kog bisa bolong-bolong, nanti ada proses seperti itu. Nah ini kan namanya rancangan kan ya, yang tahun ini akan saya terapkan, ya ndak tahu hasilnya bagaiman ya. Cuman kita berikhtiar untuk bagaiman sih anak-anak ini bisa sedikit demi sedikit kita bina untuk melakukan sesuatu yang baik. Entah itu di sekolah atau di rumah. Kalau di sekolah kan kita bisa mantau, tapi kalau di rumah kan ndak bisa mantau. Kadang anak-anak itu satang terlambat “kenapa datang terlambat” “karena tidurnya malam, nonton TV, karena main game, bangunnya lama, manjanya lama, mandinya lama” dan lain sebagainya. Harapannya dari buku itu bisa terkontrol.

**Interview Result With Curruculum Devison of SDI Moh.Hatta Malang
Tomy Ariyansyah, S.Pd, August 6, 2018**

*1. Bagaimana Penerapan Kurikulum 2013 di Sekolah Dasar Islam
Moh.Hatta?*

DI SDI Moh.Hatta Kurikulum sudah berlaku sejak keluar pertama. Jadi mulai penerapan kurikulum 2013 itu kan tahun 2013 TAPEL 2013/2014. Nah, padahal kalau awal di malang itu hanya diperuntukkan sekolah-sekolah yang memang di ujicobakan yang dipilih oleh DIKNAS. Tetapi, inisiatif dari kepala sekolah SDI Moh.Hatta kita ikut serta walaupun tidak termasuk pilihan DIKNAS. Karena pemikirannya kalau memang akan diberlakukan mengapa kita harus menunggu pas jatuh giliran kita. Tapi akhirnya, hampir semua sekolah di Malang ini baik SD negeri maupun swasta itu ikut secara tidak langsung. Jadi ada yang memang

ditunjuk dan ada yang ikut atas inisiatif sekolah dan kita merupakan salah satu yang memelopori itu walaupun tidak ditunjuk.

2. *Bagaimana penerapan PPK di SDI Moh.Hatta?*

Perlu diketahui PPK itu baru didengungkan tahun kemarin, yaitu tahun 2017/2018, jadi baru setahun. Mangkanya apa ya,kebijakan dari ide yang menurut kita bagus, biar lebih jelas lagi orientasi sebetulnya apa sih yang ingin dicapai. Jadi PPK itu kan sebetulnya penguatan pendidikan karakter. Karakter-karakter yang selama ini sudah dijalankan ya buat lebih terbaca. Nah, sebenarnya kan dari PPK itu sendiri kalau yang kita tahu dari buku yang disosialisasikan itu kan hanya berkaitan degan karakter lima, yaitu ada Religius, Nasional, Mandiri, Gotong-royong dan terakhir itu ada Integritas. Ya mungkin sebelum itu kita sudah mengenal banyak karakter-karakter yang lain. Jadi intinya kalau penerapan kita baru berjalan 1 tahun. Jadi TAPEL 2018/2019 ini baru menginjak kedua dan itupun kita masih menata, mencari bentuk-bentuk atau menata ulang dari kegiatan-kegiatan yang membentuk karekter PPK tadi. Itu kita kelompokkan biar jelas dari PPK itu sendiri.

3. *Bagaimana Praktik penerapan PPK di Lapangan?*

ya dijadikan pembiasaan sehari-hari, karena ini sebetulnya secara praktik itu sudah dilaksanakan dari dulu. Jadi, mulai dari di ekstrakurikuler ada, di pembelajaran ada. Intinya semua aspek kehidupan sekolah itu. Jadi tinggal sekarang itu istilahnya mengelompokkan kemana jalurnya, apakah ke karakter mandiri, atau ke Religius atau ke karakter yang lainnya. PPK itu kalau ditata atau dirancang di dalam sekolah itu sebetulnya dia meliputi cakupan ada 3basis, yaitu berbasis di kelas, berbasis di lingkungan sekolah dan berbasis di masyarakat. Jadi kita lihat dulu mau lihat di sisi mananya. Kalau sisi kelas misalnya, kalau di sisi kelas itu nanti ada berkaitan dengan istilah literasi, kemudian ada integritas atau penyatuan dengan kurikulum dan sebagainya, manajemen kelas dan sebagainya. Kalau misalnya di lingkungan sekolah itu budayanya, nanti berkaitan dengan, katakan kegiatan-kegiatan di PHBI, PHBN kemudian ekstrakurikuler dan sebagainya, jadi intinya pembiasaan-pembiasaannya seperti apa, jadi di situ kalau di lingkungan sekolah, jadi budaya sekolah itu. Kemudian kalau di masyarakat kita mengajak keterlibatan, sinergi, sinkronisasi dengan, ya misalannya dengan sekitar lingkungan sekolah, kemudian dengan DIKNAS atau apa yang masih berkaitan dengan dunia pendidikan. kemudian bagaimana juga menyatukan visi sekolah dengan lembaga-lembaga pemerintah.

4. *Bagaimana cara sekolah membentuk sikap kemandirian siswa?*

Sebelum itu, kemandirian sendiri mempunyai arti kemampuan untuk melakukan sesuatu dengan sendirinya tanpa ada bantuan orang lain. Jadi kalau mengacu kepada PPK untuk membentuk sikap mandiri itu harus adil. Intinya kemandirian sama dengan empat yang lain itu diterapkan hampir semua lini. Lini kegiatan, lini program, baik itu di sekolah, sekolah itu maksudnya di tingkat SDM (Guru, kepala sekolah, dsb), kemudian orang tua dsb begitu juga untuk siswa. jadi semua lini itu harus ada item, tidak hanya mandiri. Mandiri itu hanya salah satu bagian. Nah jadi, hampir semua kita usahakan aspek mandiri ini selalu masuk di segala lini kehidupan di sekolah ini. Kalau contohnya sampean lihat sendiri kan tadi, saat gurunya belum datang, guru belum masuk kelas tanpa disuruh siswa yang

piket langsung maju ke depan kelas untuk memimpin doa. Itu salah satu contoh kecil tentang kemandirian.

5. *Apa program yang dirancang sekolah untuk membangun kemandirian siswa?*

Jadi kalau program itu di sini dibagi di dalam kurikulum. Kurikulum tentunya nanti berkaitan dengan proses kegiatan belajar mengajar, ekstrakurikuler (kesiswaan), jadi nanti juga diterapkan berkaitan kemandirian itu dalam kegiatan atau program-program kesiswaan, contoh: ekstrakurikuler, itu berkaitan dengan pengembangan minat dan bakat siswa, kemudian ada juga kegiatan-kegiatan yang bersifat peringatan hari besar nasional (PHBN), PHBI, kemudian ada kegiatan-kegiatan yang menunjang kemandirian siswa itu sendiri, misalnya ada auling class dsb, kegiatan-kegiatan itu nanti bisa mencakup hampir semua kegiatan. Kemudian nanti juga program-program yang terkait untuk menunjang sarana prasarana bagaimana kemandirian itu terbentuk.

6. *Bagaimana kerjasama yang dilakukan sekolah dengan berbagai pihak (yang ada di sekolah) untuk membentuk sikap kemandirian siswa?*

pertama, PPK ini harus disosialisasikan dahulu, jadi tingkat pamong atau pemangku SDM yang ada di sekolah tentunya. Mulai dari tingkat pimpinan sekolah, kemudian dari golongan guru dan karyawan maupun orang tua. Jadi, sosialisasikan dulu apa sih latar belakang PPK yang diharapkan atau yang sudah didengarkan oleh pemerintah.

7. *Apa sekolah sudah mensosialisasikan?*

Sudah, semisal saya ambil contoh kalau di tingkat SDM itu kita sudah melakukan rapat koordinasi, kemudian memantau, ya setidaknya kalau memantau itu dibicarakan atau didiskusikan minimal satu bulan sekali di setiap ada momen koordinasi, kalau koordinasi itu sebetulnya rutin, minimal seminggu sekali. Begitu juga dengan pihak-pihak yang lain, misalnya katakan, kalau hanya seperti pihak karyawan di kantin, karyawan di kebersihan, karyawan di keamanan, itu selalu kita kuatkan dengan bahwa SOPnya itu begini loh. Jadi bagaimana menjalankan supaya mereka itu betul-betul paham. Kan berkaitan dengan kemandirian, misalnya contoh: jangan sampai nanti di keamanan ketika diantar anak itu diberi kesempatan untuk melakukan kemandiriannya. Jangan sedikit-sedikit dibantu sama satpam. jadi mulai dia turun dari kendaraan sampai dia masuk ke halaman sekolah terus dan seterusnya, itu kalau memang tidak perlu dibantu ya jangan dibantu sudah. Disambut aja kemudian mereka melaksanakan kemandirian apa yang bisa dilakukan. jadi jangan memanjakan. Seperti barusan saat selesai sholat. Anak-anak itu sudah inisiatif sendiri kalau sudah selesai sholat kipas, lampu itu mereka matikan. Dan juga untuk yang bertugas piket, tadi kan bisa dilihat sendiri, tanpa di suruh sudah melakukan iqomah. Ada lagi, biasanya kalo siang-siang gini itu anak-anak mencuci tempat makan mereka di samping kantin, sampean lihat aja ke sana gpp. Begitu juga ketika di kantin mereka mau belanja, kan karena kelas di tingkat SD itu sebetulnya ada tingkatan anak dari segi usia. Misalnya secara garis besar ada dua kelompok, ada kelas kecil dan kelas besar. Nah, itu pada umur-umur mereka ini untuk menanamkan kemandiriannya sudah beda. Apalagi untuk yang baru-baru, terutama kelas 1. Itu betul-betul memang diberi contoh, dipraktikkan langsung dsb. Dan hampir semua linilah, jadi kita usahakan selalu,

awalnya disosialisasikan kemudian dibuat SOP bagaimana menjalankan supaya program PPK ini berjalan sebagaimana mestinya. Insya'Allah ini dikomunikasikan dengan baik sesuai dengan tuntunan dari PPK itu sendiri.

8. *Apakah ada sikap wajib yang harus di tunjukkan oleh semua lini ketika berada di depan siswa?*

Jadi begini, PPK ini kan harus didukung semua, semua warga sekolah. Jadi sifatnya itu wajib jelas, supaya menjadi pembiasaan sehari-hari. Jadi kata kuncinya yaitu, dilaksanakan secara rutin, terus menerus, spontan. Apa yang bisa dilakukan saat itu ya lakukan, nggak harus melihat moment tidak. Contoh misalnya, masalah kebersihan, kalau ada sampah ya diambil, dimasukkan pada tempatnya. Kemudian yang berikutnya keteladanan. Jadi keteladanan itu nggak nunggu-nunggu, ya setiap saat, setiap detik, setiap menit harus dilakukan, jadi konsepnya seperti itu. Rutin, spontan dan dengan keteladanan.

9. *Bagaimana kerjasama yang dibentuk dengan wali murid untuk bersama-sama membentuk sifat kemandirian anak?*

Yang pertama kita membangun komunikasi tentunya. Komunikasi berkaitan kegiatan apa saja yang ada di sekolah yang akan dilakukan oleh anak-anak. Kemudian kalau yang lain-lain itu juga di orang tua itu ada yang namanya pos paguyuban orang tua siswa. Mereka juga punya program. Satu program yang mungkin bisa saya sampaikan yaitu adalah Parenting, belum kegiatan-kegiatan yang lain yang insya'Allah sosialisasi maupun penanaman untuk PPK ini kita harapkan harapkan tidak di sekolah saja, tapi harus berlanjut di lingkungan rumah (masyarakat), kemudian di umumkan lebih luas lagi. Jadi kita harapkan begitu, jadi jangan sampai putus. Apapun yang menjadi karakter yang sudah diinginkan, semua karakter itu harus menjadi budaya dan budaya itu dimana-mana harus diterapkan.

Interview Result with Student Religion Devision of SDI Moh.Hatta Malang M.Khoruddin, S.Pd.I, August 1, 2018

1. *Bagaimana peran bapak dalam membentuk sikap kemandirian siswa?*

Kalau tentang kemandirian seorang siswa, itu kalau dalam ranah ibadah amaliah. Kalau kemandirian itu sendiri mempunyai arti melakukan dengan diri sendiri tanpa dibantu orang lain. Anak itu diarahkan untuk menjadi anak yang mandiri. Pertama, menjadi siswa yang berkarakter mandiri dulu. Karakter mandiri itu, sekilas saja, anak-anak diberikan contoh dulu. Diberikan contoh yang terbaik bagaimana perilaku kita sehari-hari yang sesuai dengan amalan sunnah Rasulullah SAW, kemandirian Rasulullah SAW, karena mungkin mulai dari 2 ini kaitannya dengan sekolah kan ya. Mungkin anak-anak kita bentuk mulai dari kemandirian, sikap kemandirian dari kelas 2. Di mana mereka kita ajak agar bisa mendalami atau melakukan sesuatu serba mandiri. Mandirinya dalam segala hal itu. Contohnya kalau untuk bersikap mandiri seperti masuk masjid tanpa ada arahan, wudlu tanpa arahan guru, kemudian dia tetap melaksanakan, terus masuk kelas langsung menyiapkan buku-buku tanpa ada perintah dari guru. Ketika guru masuk semuanya sudah siap. Tapi awalnya kita bentuk mereka untuk bisa mencontoh apa yang kita lakukan. Karena mereka itu banyak mencontoh kepada guru (public figure) guru yang mana mudah dicontoh, kemudian guru yang seru

itu seperti apa, mungkin memberikan teladan yang baik itu adalah public figure yang baik.

2. *Bagaimana perancangan program kbid keagamaan yang ditujukan untuk membentuk karakter anak?*

Memang itu awalnya program dari sekolah, tapi nanti kita kembangkan wacananya pada karakter siswa masing-masing. Jadinya nanti itu sejenis peraturan dan kita ajukan dalam sebuah rapat kerja dan dari situ nanti terbentuknya program-program keagamaan.

3. *Apa kendala yang dihadapi dalam membentuk kemandirian siswa?*

Kendalanya itu lingkungan. Lingkungan luar sekolah yang kurang mendukung, itu kendalanya. Kalau lingkungan sekolah sudah mempraktikkan seperti ini tetapi mereka keluar dari sekolah mereka belum membiasakan itu. Itu kendalanya. Jadinya kita agar kedua belah pihak itu saling mendukung, harus bisa menyesuaikan suasananya. Ketika di sekolah diberikan ajaran seperti ini di rumah juga kayak gitu. Jadinya ada kerjasama antar kesua orang tua. Mungkin kendalanya itu. Jadinya ketika siswa baru masuk di sini, sudah sudah ada SOP kegiatan siswa yang ada di sekolah. Jadinya seperti mulai masuk sampai pulang itu sudah disampaikan kepada wali murid, tinggal wali murid saja menyesuaikan dengan kegiatannya kita. Jadinya saling menguntungkan satu sama lain. Kalau guru sudah menyampaikan seperti ini, makan mungkin sendiri, eh ndek rumah ternyata makan msih disuapin. Itu kan kurang mendukung yang seperti itu. Coba kita latih ketika guru sudah menyampaikan ayo makan sendiri. Mungkin orang tua bisa melatih di rumah, makan sendiri, sholat tanpa ada peringatan dari orang tua. Anak sholat sendiri, eh ternyata orang tuannya tidak. Mungkin itulah kendala-kendala yang dialami di sekolah ini. Ada beberapa siswa aja dari orang tua yang kurang mendukung suasananya. Mungkin karena apa, mungkin orang tuanya keagamaannya masih kurang, makanya anak-anak dimasukkan ke sekolah agama islam. Biar tahu, nanti besuk tuanya bisa menyadarkan orang tua itu agar kembali kepada agama yang benar.

4. *Bagaimana peran bapak dalam praktis keseharian untuk ikut serta mewujudkan program dari keagamaan?*

Praktisnya itu mengingatkan aja, dan mengawasi. Itu ya sama-sama. Kalau mengingatkan tanpa mengawasi kan sama aja. Yaitu, mengawasi juga mengingatkan dan langsung peran aktif di lapangan. Jadinya, ketika anak-anak itu melakukan apapun kalau bisa semaksimal mungkin kita kontrol mereka itu, dan selalu kita awasi, kita tegur. Kemudian bukan sekedar menegur saja. Nah ini yang menarik, bukan sekedar menegur saja, tapi memberikan contoh langsung kepada anak-anak. Itu yang paling menarik. Karena mungkin kebanyakan orang itu pintar berbicara, tapi sedikit aplikasinya, nah susah itu. Jarang orang yang bisa ditemui seperti itu. Maksudnya orang kaya gini ngomong “A”, tapi perilakunya “B”. nah, itu yang menyimpang itu. Biasanya kebanyakan kaya gitu. Untuk di sekolah sendiri seperti itu perannya, yaitu mengawasi sekaligus mempraktikkan juga. Kita ya kayak gitu, mengawasi sekaligus memberikan contoh secara langsung. Saya kebanyakan bukan bekerja di dalam kelas mas, saya kebanyakan kerja lapangan tok. Ketika anak-anak itu sedang melakukan aktifitas sehari-hari kaya waktu istirahat, waktu anak-anak bersantai itu kalau bisa semaksimal mungkin kita

berperan aktif ndek situ saja. Itu lebih maksimal itu, daripada di kelas. Mungkin ndek kelas kan kebanyakan teori, tetapi praktiknya kita sedikit. Kayato seumpamanya olah raga. Olah raga kan banyak kerja lapang to. Langsung memberikan contoh, langsung praktik, jadi anak-anak langsung bisa meneladani, “oh, iya ya, saya harus begini dan harus begitu”. Nah kaya gitu.

Interview Result With 1 nd Class Teacher Mutia Fatmawati, S.Si, S.Pd, July 31, 2018

1. Bagaimana persiapan ibu sebelum memberikan pelajaran kepada siswa?

Yang pasti kita harus menyiapkan materi yang akan diajarkan dengan mengacu pada silabus dan kurikulum. Selanjutnya kita buat RPP, media pembelajaran, lembar kerja jika dibutuhkan, senam-senam kecil agar anak tidak jenuh. Media sangat penting untuk mereka karena mereka masih kelas 1 baru keluar dari TK.

Kegiatan pembelajaran seperti apa yang wajib dikuasai oleh guru?

Materinya dulu yang wajib dikuasai. Kemudian langkah pembelajaran yang akan kita lakukan.

2. Bagaimana cara ibu membentuk sikap kemandirian anak melalui pembelajaran?

Yang jelas kita motivasi dulu dengan memberikan kepercayaan diri pada mereka. Sikap kita tumbuhkan melalui percaya diri. Kita motivasi mereka dengan percaya diri itu. Contohnya menirukan tulisan, kalau ada anak yang kurang percaya diri itu dia ndak mau menulis menirukan itu ndak mau. Tapi kalau kita motivasi agar percaya diri “ayo kamu bisa, ayo kamu hebat, sudah tidak TK lagi loh ya, ini sudah kelas 1, ayo harus lebih baik lagi, ayok kalau sudah bagus tulisannya nanti ibu guru beri hadiah nilai yang bagus” itu salah satu contohnya untuk menumbuhkan rasa percaya diri mereka. Dan agar kemandirian anak itu terjaga kita beri semacam penghargaan. Kalau di kelas itu namanya bintang prestasi atau bintang penghargaan.

3. Bagaimana pembentukan sikap kemandirian pada anak saat berada di luar kelas?

Kalau istirahat itu anak-anak itu kan makan. Saat makan itu kita bentuk supaya anak makan sendiri, sudah tidak disuapin, terus kita ajari untuk membuka bungkus kue. Juga saat pagi sebelum mereka sholat dhuha. Karena sholat dhuhanya di depan kelas, jadi harus disiapkan dulu alanya. Nah anak-anak itu biasanya tanpa di suruh langsung iku membantu kalau melihat gurunya sedang menyiapkan alas sholat. Walaupun mereka juga kadang main setelah menggelar tikar itu.

4. Bagaimana sikap yang harus ditunjukkan oleh guru dihadapan siswa dalam setiap kondisi?

Harus tetap tenang dan harus bijak dan juga harus selalu ramah. Karena anak-anak kan masih baru masuk, jadi harus bisa meyakinkan mereka, harus bisa membuat mereka betah di lingkungan yang baru

5. Apa kendala yang dihadapi dalam membentuk sikap kemandirian siswa melalui proses pembelajaran?

Kalau di kelas 1 anak-anak kan baru masuk, jadi yang paling sulit itu merubah kebiasaan anak. Soalnya kebiasaan mereka sudah berbeda lagi dengan lingkungan mereka yang baru sekarang ini.

Interview Result With 2 nd Class Teacher Novita Dini Sholikhati, S.Pd, July 31, 2018

1. Bagaimana persiapan ibu sebelum memberikan pelajaran kepada siswa?

Yang jelas mempersiapkan materinya, medianya, apa yang akan diajarkan ke anak-anak. Nah itu yang disiapkan.

2. Kegiatan pembelajaran seperti apa yang wajib dikuasai oleh guru?

Yang kreatif, harus yang menyenangkan, karena anak-anak cepet bosan, harus sering ada ice breaking.

3. Bagaimana cara ibu membentuk sikap kemandirian anak melalui pembelajaran?

Kalau di saat pembelajarannya anak-anak lebih dilatih untuk berani bertanya, ada prosedur-prosedurnya ya mereka harus berani. Misalkan mau pipis saat pembelajaran ya mereka harus berani ijin “ke toilet bu” gitu. Biasanya kana ada kelas 1, kelas 2 itu yang nggak berani, terus nggak mandiri juga mereka ke tolitenya minta dianterin sama guru. Nah, di kelas 2 ini mereka sudah mulai mandiri. Hanya ijin ke toilet sendiri, membersihkan sendiri. Ya itu. Termasuk waktu istirahat seperti ini kan, kadang ada anak yang malu, nggak mau ke kantin harus dianter bu guru dan sebagainya, tapi kalau di sini mulai kelas 2 anak-anak sudah bisa sendiri, sudah berani.

4. Bagaimana pembentukan sikap kemandirian pada anak saat berada di luar kelas?

Diingatkan anak itu kalau mau main, naik turun tangga. Terus kalau pas pembelajaran olah raga kemarin sudah diajari berganti baju sendiri. Itu kan kalau di kelas 1 dulu olah raga sampai pulang itu pakai baju olah raga. Tapi kalau di kelas 2 sudah enggak. Kalau di kelas dua itu anak-anak pakai baju olah raga dan juga membawa baju ganti. Setelah itu anak-anak merapikan bajunya sendiri, melipatnya sendiri, seperti itu. Terus kalau anak-anak itu ada orang baru ya gitu, mereka senang, pengen kenalan. Apalagi kalau ada guru baru, heboh semua. Nggak hanya kelas yang di ajar saja yang penasaran pengen kenalan, kelas lain pasti gitu juga. Biasanya waktu gurunya sudah keluar dari kelas waktu istirahat mereka itu ngikutin, “bu bu, siapa namanya bu”, gitu biasanya anak-anak di sini.

5. Bagaimana sikap yang harus ditunjukkan di depan siswa dalam setiap kondisi?

Nah, ini yang agak susah. Kalau anak-anak kan harus tetap ramah bagaimanapun kondisinya. Kadang itu menahan emosi itu juga harus diredam emosinya. Anak-anak itu kadang ada yang bandel, ada masih aja nggak mau nurut, tapi harus tetep ramah sama anak.

6. Apa kendala yang ibu hadapi saat membentuk sikap kemandirian anak?

Pola asuh orang tua yang gak sesuai dengan apa yang diajarkan sekolah. Di sekolah anak itu sudah diajarkan untuk mandiri, tapi di rumah masih dimanja sama orangtuanya.

Interview Result With 3rd Class Teacher Ika Ferindyah, S.Pd, Juli 7, August 2018

1. Bagaimana persiapan ibu sebelum memberikan pelajaran kepada siswa?

Saya harus berpikir bagaimana agar anak-anak itu mudah memahami materi dan materi itu tersampaikan. Itu biasanya membuat RPP, sebelumnya juga silabus kalau memang dibutuhkan LK kita juga membuat LK.

2. Kegiatan pembelajaran seperti apa yang wajib dikuasai oleh guru?

Semua kita harus bisa, karena kita seorang guru. Jadi nggak harus di lapangan atau di kelas saja. Jadi guru itu harus menguasai pembelajaran bagaimanapun itu caranya.

3. Bagaimana cara ibu membentuk sikap kemandirian anak melalui pembelajaran?

Yang pertama kita harus membiarkan siswa itu mengerjakan soal sendiri tanpa memberi bantuan terlebih dahulu. Jika siswa itu mengalami kesulitan kita harus bertanya apakah tadi apakah anda tadi melihat atau mendengarkan kita. Itu juga butuh kemandirian siswa, karena kita harus menyadari bahwa apa-apa itu harus bisa mengerjakan sendiri. Kalau masih meminta bantuan berarti dia belum mandiri. Jadi dia harus bisa menyelesaikan persoalan itu sendiri terlebih dahulu, setelah benar-benar dia mentok baru dia bisa bertanya temannya terlebih dahulu. Jika temannya tidak tahu baru ke gurunya.

4. Bagaimana pembentukan sikap kemandirian pada anak saat berada di luar kelas?

Orang tua yang diantar ke sekolah tidak diperkenankan naik ke atas. Jadi siswa datang itu langsung disambut oleh guru, salaman sendiri, lepas sepatu sendiri, sepatunya di prok-prok sendiri, kemudian dia naik ke kelas juga sendiri, naruh sepatunya juga sudah sendiri, naruh tas kemudian mereka kebiasaan memakai mukenah lanjut do'a. Kami selaku guru di sini itu hanya membimbing, jadi "ayo sekarang waktunya apa?" hanya bertanya. Ketika mereka tahu sekarang waktunya sholat mereka langsung secara otomatis menyiapkan "isti'daadan" langsung do'a masuk masjid. Ketika istirahat juga otomatis jika lantainya kotor terus mereka pingin makan itu secara otomatis mereka sudah nyapu dulu setelah itu baru makan. Ketika pulang tinggal memberikan aba-aba kerapian mereka secara otomatis sudah langsung pakai kaos kaki, pakai peci, baju sudah dirapikan, meja bersih, tas sudah dipakai baru mereka pulang. Kalau jam siang biasanya anak-anak bosan di kelas, maka saya bawa anak-anak itu ke luar, karena memang sebenarnya basic saya kan di luar kelas. Jadi kalau gitu anak-anak gak gampang bosan dengan gurunya.

5. Bagaimana sikap yang harus ditunjukkan di depan siswa dalam setiap kondisi?

Kalau saya respectnya jika ada siswa yang kurang baik langsung mengingatkan. Berusaha untuk seceria mungkin di depan anak-anak walaupun saya capek atau apapun.

6. Apa kendala yang ibu hadapi saat membentuk sikap kemandirian anak?

kendalanya saat memulainya. Karena ada pembiasaan yang berbeda antara di rumah dan di sekolah. kendalanya juga kadang namanya anak juga lupa.

Interview Result With Scout Guide Of SDI Moh.Hatta Malang Sri Wahyuni, S.Pd, August 2, 2018

1. Bagaimana membentuk kemandirian melalui kegiatan pramuka?

kalau pramuka sendiri, kalau di sini pramukanya sebenarnya memang belum merata ke anak-anak semuanya. Jadi pramukanya itu masih pramuka yang bertaraf biasa. Masih hanya sekedar kita mewajibkan untuk anak-anak itu ikut pramuka. Setiap hari kamis kita latihan. Nah, untuk membentuk kemandirian sudah pasti yang pertama itu dengan PBB. Soalnya untuk kemandirian PBB itu kita perlu untuk waktunya mereka masuk ke masjid, terus waktunya dia mau upacara, senam, kan itu tetap ada barisnya. Jadi, kita menyiapkan anak-anak untuk mandiri untuk melatih baris berbarisnya. Kalau untuk di kelas ya, kemandiriannya berkelompok itu tadi, cara menjawab soal, terus menghargai bapak ibu gurunya itu ada di pramuka juga.

2. Apakah semua itu merupakan program dari sekolah?

Kalau itu sebenarnya dari kita yang ditunjuk untuk pramuka. Kalau yang dari sekolah ya pokoknya kemandirian harus ada di pramuka.

3. Kendala apa saja yang dihadapi dalam membentuk sikap kemandirian anak?

Sebenarnya banyak. Salah satunya mungkin siswa yang usil (jail). Kalau biasanya waktu pramuka waktunya baris kalau yang jail itu setiap kali sudah kita tertibkan yang lain itu sudah tertib sekali, tapi ada satu atau dua anak yang mungkin kategori aktif ya (hyperaktif), itu mengganggu temannya.lah. sudah itu sudah hilang semua konsentrasinya, sudah buyar. Yang anak seperti itu yang perlu ada pegangan khusus untuk anak yang seperti itu.

Interview Result With Librarian Of SDI Moh.Hatta Malang Istichomah Huda, S.I.Kom, August 1, 2018

1. Bagaimana peran ibu sebagai pustakawan yang juga ikut serta membangun sikap kemandirian anak?

Jadi mungkin salah satu contoh yang bisa saya lakukan saat di perpustakaan ini untuk melatih kemandirian anak yaitu mungkin saat masuk. Jadi anak-anak saat masuk perpustakaan sesuai prosedur dan siswa ini biasanya mencari buku dan mereka saya arahkan untuk mencari sendiri. Jadi hanya saya arahkan saja. Jadi misalkan mereka bertanya “mau cari buku apa” saya arahkan dimana letaknya mereka ambil sendiri. Kalau untuk pelayanan yang lain masih saya bantu misalkan peminjaman buku itu masih dilayani tapi mereka sudah ambil sendiri kemudian mengembalikan bukupun mereka mengembalikan sendiri. Karena ada beberapa siswa yang meminjam tidak untuk dibawa pulang biasanya hanya dipinjam sebentar untuk dibawa ke kelas mengerjakan tugas, mereka mengambil sendiri. Kemudian mengembalikan juga mengembalikan sendiri. Jadi mereka selain mandiri juga ada kepedulian “oh seperti ini” diperpustakaan mereka harus mengambil dan mengembalikan di tempatnya.

2. Apakah hal demikian itu program dari ibu atau diminta oleh sekolah?

Itu dari saya sendiri. Jadi setiap tahunnya kami memang mengadakan rapat kerja dan di situ per devisi menyampaikan program kerja masing-masing. Nah, memang program kerja ini salah satunya adalah membuat proesdur. Jadi siswa siswi

maupun guru dan karyawan ada cara ataupun prosedur yang harus dilakukan ditaati ketika memasuki atau mereka menggunakan fasilitas perpustakaan. Salah satunya itu tadi, secara prosedur mereka harus sesuai, kemudian ketika mereka membutuhkan sesuatu mereka bisa bertanya, kemudian mereka bisa mengambil sendiri dan juga mengembalikan sendiri jika itu tidak dibawa pulang. Tapi, jika untuk peminjaman dibawa pulang biasanya mereka mengembalikan tidak pada arak buku. Tetapi mereka mengembalikan di meja sirkulasi.

3. *Apa kendala yang ibu hadapi dalam membentuk sikap kemandirian anak?*

Secara operasional, jadi perpustakaan ini memang baru berjalan normal dalam artian sudah ada petugasnya, ada prosedurnya, sistemnya, manajemennya itu baru berjalan 1 tahun kebelakang. Jadi memang baru saya pegang dan sebelumnya ada perpustakaan, ada petugas perpustakaan tapi belum berjalan maksimal karena belum difungsikan secara maksimal. Satu karena lokasi terlalu jauh, yang kedua karena petugas perpustakaan ini masih merangkap tugas yang lain, salah satunya mungkin mengajar juga. Jadi, ada beberapa guru yang difungsikan di sini ternyata beliau ini sambil mengajar sambil mengerjakan tugas yang lain, jadi pelayanan perpustakaan tidak maksimal. Nah kemudian baru 1 tahun kebelakang kemarin itu baru berfungsi secara maksimal baru ada yang mengelola perpustakaan secara maksimal, jadi memang baru tahun kemarin itu mulai bisa berjalan. Jadi memang masih banyak perbaikandi sana sini dan juga rata-rata memang para siswa baik itu para siswa dan juga guru jadi karena perpustakaan ini baru ada sistemnya, baru ada prosedurnya, baru ada peraturannya bagaimana mereka bisa menggunakan fasilitas perpustakaan baru ada petugas perpustakaan yang melayani itu ada beberapa kendalanya mereka tidak tahu karena memang belum ada sosialisasi. Jadi di awal-awal harusnya sosialisasi itu dilakukan di awal tahun. Misalnya ketika mereka masuk, nah sosialisasi ini sudah saya laksanakan mulai tahun kemarin sudah mulai berjalan dan memang membantu sekali. Jadi para siswa maupun guru yang belum pernah dan juga belum tahu tentang perpustakaan karena ada sosialisai ini jadi tahu. Nah untuk yang tahun-tahun sebelumnya karena memang baru petugas perpustakaan ini baru maksimal tahun kemarin jadi memang ada beberapa kendala tidak tahu. Ketidaktahuan siswa mengenai prosedur, aturan dan juga sistem di perpustakaan seperti apa. Jadi, penggunaan dan juga pemanfaatan fasilitas perpustakaan ini belum berjalan maksimal.

4. *Bagaimana sikap yang harus ditunjukkan dalam melayani siswa?*

Saya biasanya tetap mengikuti prosedur yang sudah saya susun. Jadi saya melayani sesuai prosedur dan juga saya mengarahkan siswa maupun guru yang datang ke perpustakaan untuk memanfaatkan fasilitas perpustakaan ini ya sesuai prosedur. Jadi mereka datang mengucapkan salam, kemudian mengisi buku kunjungan karena pelayanannya di sini masih manual mereka mengisi buku kunjungan kemudian saya tanyakan atau mereka bertanya melakukan kegiatan apa di perpustakaan misal itu membaca, meminjam atau apa mereka butuh buku penunjang mereka saya arahkan jadi ya saya pelayanannya semaksimal mungkin saya melayani saya tunjukkan apa yang mereka cari, apa yang mereka butuhkan saya sediakan kemudian jika sudah selesai mereka bisa meninggalkan perpustakaan ini sesuai prosedur juga. Jadi membiasakan mereka supaya masuk

dan keluar ini salam dan sepengetahuan dari petugas perpustakaan dan juga karena ini sudah sesuai prosedur, sesuai standar dan juga sesuai peraturan yang sudah saya buat tidak ada siapapun yang memasuki atau meminjam properti atau menggunakan fasilitas perpustakaan ini tanpa ijin petugas perpustakaan. Jadi pelayanannya dari awal sudah saya jelaskan melalui sosialisasi kemudian ketika mereka berkunjung, mereka menggunakan fasilitas di perpustakaan saya layani dengan sepenuh hati dan saya bantu sampai mereka menemukan apa yang dibutuhkan.

Interview Result with Cleaning Service of SDI Moh.Hatta Malang Ugik Iwan Susanto, July 31, 2018

1. *Apa peran bapak sebagai karyawan kebersihan yang berfokus pada pembentukan sikap kemandirian anak?*

Anaknya dikasih tahu, terus agak dikerasi dikit biar mandiri. Kalo nggak gitu ya namanya anak se.enaknya kan gitu a.

2. *Apakah sekolah mengajak bapak untuk bekerja sama saling membangun kemandirian anak?*

Kalau dari sekolah sebenarnya gitu mas.

3. *Bagaimana sikap yang harus bapak tunjukkan ketika berada di depan siswa?*

Ya sikap yang sopan mas, tapi kalo anak sulit dibilangi bicaranya ya agak keras gitu aja mas

4. *Apa kendala yang bapak dalam membangun kemandirian anak?*

Kendalanya itu biasanya kalo satu hari dikasih tahu, besoknya gitu lagi wes

Interview Result With School Cooperation of SDI Moh.Hatta Malang Hersi, July 31, 2018

1. *Apa peran serta ibu dalam membentuk sikap kemandirian anak?*

Pelayanannya harus bagus sama anak-anak harus sabar, jaga kebersihan koperasi, kalau membayar harus dengan menggunakan tangan kanan, harus berlaku jujur, kalau misalkan ndak punya uang ya ndak usah. Biasanya kebanyakan ngambil jajan gitu. Itu saya sendiri yang mengajarkan anak tidak berhutang, kalau dari sekolah juga seperti itu dan harus bersikap jujur.

2. *Bagaimana koordinasi yang dilakukan sekolah dengan ibu untuk bersama-sama membangun kemandirian anak?*

ya seperti tadi, anak harus jujur, nggak boleh utang, jaga kebersihan itu.

3. *Bagaimana sikap yang wajib ditunjukkan ketika berada di depan siswa dalam setiap kondisi?*

Ya harus sabar, habisnya anak-anak kan minta dahulu, ndak mau antri, mesti saling berebut seperti itu.

4. *Apa kendala yang ibu hadapi saat membentuk sikap kemandirian anak?*

Kendalanya anak-anak suka usil aja. Anak-anak suka menyembunyikan jajan.

Interview Result With Canteen Employee of SDI Moh.Hatta Malang Erni, Juli 31, 2018

1. *Apa peran serta ibu dalam membentuk sikap kemandirian anak?*

Ya setelah selesai ambil mangkok bakso saya suruh naruh sendiri, tapi untuk mencuci sendiri anak-anak masih belepotan (dari sekolah juga dimikian).

2. *Apakah sekolah mengajak ibu sama-sama membangun kemandirian anak?*
Kalau dari sekolah ya ngingatkan anak kalo habis beli jajan sampahnya di buang di tempat sampah, ya itu tadi, mangkoknya kalau habis makan bakso di taruh di tempatnya.

3. *Bagaimana sikap yang wajib ditunjukkan ketika berada di depan siswa dalam setiap kondisi?*

Harus sayang sama anak, biar nggak minder, nggak takut, anak krasan

Interview Result With Student's Parent, Adi, July 31, 2018

1. *Bagaimana cara bapak mengajarkan anak untuk menjadi mandiri?*

Sebenarnya dimulai dari hal yang kecil. Seperti mandi, makan, tidur pokok dari hal-hal yang sederhana. Pokok yang berkaitan dengan dirinya sendiri.

2. *Apakah ada sosialisasi dari sekolah untuk sama-sama membangun karakter kemandirian anak?*

Ada waktu kumpul wali murid kemarin

3. *Apa kendala yang bapak hadapi saat mengajarkan kemandirian pada anak?*

Anak itu punya keinginan sendiri, nggak bisa cepat kalau diajarkan itu. Kadang masih mau lihat TV, main dsb. Perlu proses.

Interview Result With Student's Parent, Hanis, July 31, 2018

1. *Bagaimana cara bapak mengajarkan anak untuk menjadi mandiri?*

Kalau mandi sendiri, makan sendiri

2. *Apakah ada sosialisasi dari sekolah untuk sama-sama membangun karakter kemandirian anak?*

Ada. Ya kalau dari sekolah di suruh membiasakan apa yang sudah diajarkan di sekolah

3. *Apa kendala yang bapak hadapi saat mengajarkan kemandirian pada anak?*

Mood.e anak mas, kadang yo sregep. Kalau diajarin nggak sekali jalan. Kadang 4 sampe 5 kali belum jalan.

Interview Result With Student's Parent, Ratih, July 31, 2018

1. *Bagaimana cara bapak mengajarkan anak untuk menjadi mandiri?*

Di latih dulu

2. *Apakah ada sosialisasi dari sekolah untuk sama-sama membangun karakter kemandirian anak?*

kemarin itu waktu kumpul wali murid, diminta untuk melatih juga anak ketika dirumah.

3. *Apa kendala yang bapak hadapi saat mengajarkan kemandirian pada anak?*

Waktu pertama-tama. Kadang namanya anak juga muncul sifat malasnya.

Interview Result With Student's Parent, Wati, July 31, 2018

1. *Bagaimana cara bapak mengajarkan anak untuk menjadi mandiri?*

Yo dilatih terus mas melalui pembiasaan. Kaya sepatu habis sekolah taruh di tempatnya, tas taruh di tempatnya, baju dihanger yang simple-simpel dulu.

2. *Apakah ada sosialisasi dari sekolah untuk sama-sama membangun karakter kemandirian anak?*

Ada. Waktu kelas 1. Ya diminta untuk mengajarkan juga ketika anak di rumah agar sama dengan di sekolah.

3. *Apa kendala yang bapak hadapi saat mengajarkan kemandirian pada anak?*

Anak.e ngalem, manja. Karena anak kan semanya



APPENDIX 2

TABLE OF DATA

Research Focus	Type of Instruments	Data
1. Students Independence attitude SDI Moh.Hatta Malang	Observation	<ol style="list-style-type: none"> 1. No caring parent while a student is in school (see page.68) 2. The absence of students who discuss current work on the problems (see page. 69) 3. Each will enter and exit the mosque to perform daily prayers automatically students lined up neatly (see page. 70) 4. When the time is shown for iqomah automatically charge students who already do its job without the need to be governed teacher (see page. 70) 5. After each prayer with a deadly student self-conscious facilities that are not used (see page. 71) 6. Every afternoon after doing dzuhur students utilize the time to wash his lunch spot (see page.72) 7. Each comes in school all students immediately took off his shoes and put on their shelves (see page. 73) 8. When students have to go to class, but the teacher has not entered independently students to pray and await the arrival of a teacher (see page.74) 9. Under particular grade students begin class 2 has brought sport to change clothes and get dressed themselves without the guidance of a teacher (see page 75) 10. Go to the toilet every student does not require the assistance of teachers (see page. 76) 11. At the time of learning go on students who do not understand the material directly ask the teacher without fear (see page.77) 12. Students dare to socialize with the people around him (see page.78) 13. During a break on their own students to buy food in the cafeteria (see page. 79) 14. Students entering the following procedures defined library (see page.80)

		15. When the teacher is preparing Dhuha prayer mat for student self-help teachers (see page. 81)
	interview	<ol style="list-style-type: none"> 1. Student division M.Farid, S.Pd "The children have since come to return no escort parents" (see page. 68) 2. Headmaster Suyanto, S.Pd, M.KPd "but emphasized no child imitate" (see page.69) 3. Scoutmaster Sri Wahyuni, S.Pd "Because for the independence of the United Nations we need to time their entry into the mosque "(see page.70) 4. Curriculum division Tomi Ariyansyah, S.Pd "was not it can be seen alone, without in order've done iqomah "(see page.70) 5. Curriculum division Tomi Ariyansyah, S.Pd "The children had their own initiative when it finished the prayer fans, they turn off the lights "(see page.71) 6. Curriculum division Tomi Ariyansyah, S.Pd "usually if the afternoons the children wash their eating places beside the cafeteria "(see page.71) 7. Guardian Class 3 A Ika Ferindyah, S.Pd "put shoes also has its own "(see page.73) 8. Curriculum division Tomi Ariyansyah, S.Pd "when the teacher has not come, yet teachers enter the classroom without prompting students picket directly come forward to lead the prayers "(see page.74) 9. Homeroom 2 B Novita Dini Sholikhati, S.Pd "If it's in the second grade children wear sports clothes and also bring a change of clothes" (see page.75) 10. Homeroom 2 B Novita Dini Sholikhati, S.Pd "Now, in this second class they have started independently. Only permission to the toilet alone "(see page.76) 11. Guardian Class 3 A Ika Ferindyah, S.Pd "If his friend did not know the new teacher to "(see page.77) 12. Homeroom 2 B Novita Dini Sholikhati, S.Pd "Especially if there is a new teacher, excited all" (see page.78) 13. Homeroom 2 B Novita Dini Sholikhati, S.Pd "but if here started Grade 2 children are able to

		<p>own" (see page.79)</p> <p>14. Istichomah Huda, S.I.Kom librarian,"So they came to say hello" see page.80)</p> <p>15. Homeroom 1 Mutia Fatmawati, S.Si, S.Pd "Now the children are usually told to directly participate without help when they saw the teacher is preparing a prayer mat" (see page.81)</p>
	Documentat ion	The daily activities of the Islamic Elementary school students Moh.Hatta Malang (See Appendix)
2. Attitude Formation Strategy Independence Students SDI Moh.Hatta Malang	Observation	<ol style="list-style-type: none"> 1. Every day, students are trained small habits such as greetings, orderly entry and exit of the mosque, etc. (see page.90) 2. The school principal as supreme leader always gives an example of the character through the daily activities at school, such as sweeping, light etc. (See page.93) 3. All components of the school starting from the top position (the principal) to the bottom (employees) perform each task to shape students' independence. (See page.89) 4. School-related monitoring activities outside of school children using the control book called "akhbirna" (see page.97) 5. Each lesson activities teachers always done in a fun way (see page.82) 6. Teachers give individual assignments to foster self-confidence of students impact on the formation of students' independence (see page.83) 7. Teachers encourage students to be active through the provision of short questions (see page.84) 8. Students work on the assignment of teachers to be given the freedom to seek data on school environment (see page.85) 9. Teachers use a friendly way to take heart and to condition the students (see page.86)
	interview	<ol style="list-style-type: none"> 1. Principal Suyanto, S.Pd, M.KPd "So not only teachers, cleaners, security guards and everything that is involved here "(see page.88) 2. Cleaning Service "If the school actually so"(see page.89) 3. Headmaster Suyanto, S.Pd, M.KPd "to instill these attitudes needed an example, it takes

		<p>repetition, habituation-conditioning so that children can be independent "(see page.91)</p> <ol style="list-style-type: none"> 4. Student division M.Farid, S.Pd "That character believes he will emerge "(see page.92) 5. Headmaster Suyanto, S.Pd, M.KPd "Teacher as facilitator as well as a model for instilling this independence "(see page.93) 6. Religious Head M. Khoiruddin, S.Pd.I "also reminds and directly supervise an active role in the field" (see page.94) 7. Student division M.Farid, S.Pd "there is a book whose name AKHBIRNA (sorry to tell us). It was later on it right can control the behavior of children ranging from her bed until she slept again "(see page.97) 8. Homeroom 2 B Novita Dini Sholikhati, S.Pd "should be fun, because the kids are fast bored, must often have ice-breaking" (see page.83) 9. Guardian Class 3 A Ika Ferindyah, S.Pd "because we have to realize that nothing should be able to do it yourself "(see page.84) 10. Homeroom 2 B Novita Dini Sholikhati, S.Pd "children are more trained to dare to ask" (see page.85) 11. Guardian Class 3 A Ika Ferindyah, S.Pd "then I take the children to the outside "(see page.86) 12. Homeroom 2 B Novita Dini Sholikhati, S.Pd "must remain cordial what the circumstances" (see page.87)
	Documentat ion	Akhbirna book format (see page.89)

APPENDIX 3



Learning activity



Student washing the lunch box



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27 Juli 2018

Kepada
Yth. Kepala Cabang Dinas Pendidikan Wilayah Kota Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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diberikan izin untuk melakukan penelitian di SDI Moh.Hatta Kota Malang.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



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Demikian surat keterangan ini dibuat dengan sebenarnya dan dipergunakan sebagaimana mestinya.

Malang, 19 Dzulhijjah 1439H

31 Agustus 2018 M

Kepala Sekolah,



Suyanto, S.Pd., M.KPd



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No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	02-04-18	Acc Hasil Ujian Proposal	
2.	29-08-18	Revisi Bab IV	
3.	30-08-18	→ Daftar Isi (I, II) → Bab V → Rasterai dan Tabel	
4.	6-9-18	Acc Bab V	
5.	8-9-18	Revisi Kesimpulan	
6.	17-9-18	Acc Keleluhan	
7.			
8.			
9.			
10.			
11.			
12.			

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