



RESEARCH ARTICLE

THE PRIMARY SCHOOL TEACHER INDEPENDENCE STRATA ONE (THE STUDY OF SOCIAL REALITY INDEPENDENCE TEACHER OF THE OPEN UNIVERSITY GRADUATES IN BOJONEGORO REGION

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ABSTRACT

Whether or not the quality of education is very dependent on who is running the education itself. The level of student achievement is also highly dependent on the quality of the teachers who carry out the learning to the learners. Education in Indonesia has made a new paradigm in addressing the low quality of education and achievements of learners through increasing academic qualifications for teachers who teach in primary school to high-school level. Improvement of qualification of teachers specifically focused on the most elementary school teachers from the School of Teacher Education qualification (SPG) and the Diploma to Degree level education elementary school teacher (PGSD). To expedite the qualification of primary school teachers in Indonesia required that organizes college degree program (S-1) PGSD with considerable capacity. To realize this the only alternative is the Open University as an institution of higher education distance that can accommodate a large number of students without being limited by space and time. This is because the Open University uses distance learning system with the concept of self-learning, so teachers who studied at the Open University does not have to leave his job as a teacher in the learning process. With the concept of self-study is expected later teachers graduated from S-1 PGSD Open University is able to carry out his work in the learning process full independence in the face of all obstacles in school and in the community. The extent to which implemented self-learning experiences in the learning process? And how the independence of elementary school teachers graduated from the Open University in implementing learning in school?. Researchers are trying to find out "Independence Elementary School Teacher Tier One", Review of Social Reality Independence Teacher Open University graduates in Bojonegoro Region. The respondents of teachers drawn from schools in urban areas to the suburbs in accordance with the criteria and character study. Independence (autonomy) teachers are the focus of research. This research is using qualitative method in the analysis of the data and produce a compilation propositions and conclusions. Data taken by observation, monitoring, and interviews in accordance with qualitative research methods, the data on the independence of teachers in accordance with the existing indicators. Characteristics of teachers in learning activities is a reality field that actually happened and values that develop on a regular basis so that the behavior becomes more consistent. The role of informants consisting of Bojonegoro district education offices, school principals, peers, school committees, and learners are very significant in providing data completeness and refinement of research results. While the implications for existing theories is to provide a basic understanding of independence, according to some experts and based on existing research results, that independence is "independence is a condition in which a person believes in his ability and be able to ensure the parameters are there to resolve the issue with the free, intelligent, responsible, and produce work, initiative, sense, and copyright without the help of others.

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INTRODUCTION

An effort to improve education quality, especially the quality of education in primary schools (SD) is inseparable from the quality of the teachers there. The urgency of improving the quality of education should be in line with the improvement of the quality of the teachers who was of the teachers are still dominated by graduates SPG, D-I and D-II primary school Travel and development of education in Indonesia until 1990 is extremely alarming.

Education policy in Indonesia by providing scholarships to improve the quality of the teachers through a quota system is still far from achievement with the number of elementary school teachers who exist. Standard the quality of teachers, especially primary school teachers when it is not a requirement to Become a teacher, but the ability of the individual taught in class to a size that a person or individual can Become a teacher.

Qualification of primary school teachers are very closely related to the readiness of the human resources (HR) quality to improve the quality of education in Indonesia. Human resources as a teacher should be able to embody the educational unit level curriculum (SBC) applies. If a teacher

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has not been able to embody the SBC, there will be a very significant barriers in terms of teacher autonomy in running the learning process. Teachers will be transfixed by the routine of existing textbooks, while students need a subject matter that is able to provide greater insight, so the ability and mastery of the material by the students to be blocked and the quality of education and going nowhere. As a logical consequence of the low academic qualifications will have an impact on the development of self-reliance and the ability of teachers to translate the curriculum into less than optimal. The results of the field observations at least some weaknesses-weaknesses caused by the low qualification of primary school teachers, which are as follows:

- HR (teachers) are less able to outline the curriculum in most existing educational unit. Curriculum implementation pattern of SBC or hampered by the low quality of teachers in schools. Most teachers can not be expected to contribute thoughts and creative ideas to describe the curriculum guide (SBC), both on paper and in front of the class. In addition due to lower qualifications, also due to the pattern of the old curriculum is already curbing teachers' creativity.
- Human Resources (teachers) are less Able to MOTIVATE more students to create on, skilled and innovative in teaching the lesson (IPA), which always take advantage of the facilities and infrastructure such as props, laboratories and support facilities are the main requirements imposition of SBC. Both teachers and students alike are not able to produce new innovations (no innovation)
- There are many teachers who do not understand the curriculum comprehensively good concept, preparation and practice in the field. The low quantity of teachers who are expected to understand and master the curriculum can be caused by the implementation of socialization still has not been done thoroughly. If the stages of socialization can not be achieved as a whole, then the implementation of the national SBC does not meet the target and does not allow it to be achieved.

Independence of teachers should be induced by an equivalent academic qualification and measurable, so the opportunity to develop into a professional very open. Formed of qualified teachers in the independence required time, seriousness, and the appropriate education, especially in the current era of globalization. Law of the Republic of Indonesia number 14 of 2005 on teachers and lecturers Master Chapter IV, Section unity; Qualifications, competence, and certification which reads:

- **Article 8:** Teachers are required to have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals.
- **Article 9:** Academic qualification as referred to in Article 8 obtained through a higher education degree program or diploma program four.

Furthermore, the Indonesian Government Regulation number 19 of 2005 on National Education Standards with the grace of God Almighty the President of the Republic of Indonesia, Chapter VI Standards Teachers and Education Personnel, Part One Educators, Article 29 point 2, stating that the educators in

SD / MI, or other forms of equals have: a minimum education qualification of diploma (D-IV) or bachelor (S1), the background of higher education in the field of education SD / MI, other education, or psychology; and a certificate of the teaching profession for SD / MI. Ministry of Education and Culture recognize that the quality of teachers in Indonesia is still Low. The poor results of National Examination (UN) in some provinces as well as an indicator of the poor quality of teachers. Many teachers do not understand the substance of science that is owned and learning patterns are applied to the students.

Implementation of equalization using the conventional system, forcing the teacher to come to college students in general with a predetermined schedule. Conventional learning is apparently not provide significant acceleration as the efforts to improve the qualifications of teachers, especially primary school teachers who number more than 1.2 million, and even create new problems. The problems arising from the conventional system equalization among others, are:

- Inhibition of teaching and learning in the schools where the teachers do not make the learning process while attending school during the hours of work
- Inhibition of the learning process and the development of the ability of science to learners (students) to be blocked
- The time required to improve the qualifications for too long, thus improving the quality of education significantly hindered still low
- Completion of the learning curriculum does not meet education targets.

The impact on the shape of the losses in education, one of which hamper the improvement of quality standards and quality of education. Not a bit of the empty classroom teacher absenteeism caused, and how many thousands of hours of lessons have been wasted, including hundreds of thousands of students who are disadvantaged and abandonment of hundreds or even thousands of teachers who had to leave his job to attend college. Required new innovations and breakthrough solutions that can generate new education system, especially higher education is an alternative to overcome the existing problems. New solutions that can accelerate the improvement of qualification of the teachers without hampering the performance of teaching in schools, so there is no longer an empty class as well as students who had been abandoned, and the learning process continues to run as it should. Elementary school teachers are triggered to be able to work and study without disrupting their responsibilities as educators. Work and independent learning that eventually became the basis of policy and decision makers from provincial areas to the level of district / city. A policy which must be received by each elementary school teachers to keep doing the learning process in schools, and to improve the qualifications Strata (S1) PGSD in college. The advantage of working while studying for elementary school teachers and the government is;

#### For Teachers

- Make a strong personal and increasing independence in work
- Get a better learning experience and a wider horizon

- Ability to organize and appreciate the time to himself and his work
- Being able to manage the economy of self and family
- Discipline in the task of learning and learning
- career as an educator will be improved in accordance with the field.
- The capacity is very large.

#### For the government

- Teachers do not leave the learning process in schools
- Students still get knowledge from the teacher
- Independence and teacher performance increase
- Necessary low cost to improve teacher quality
- The quality of human resources in the field of education, the better.

To realize the above necessary alternative view of colleges qualified and able to provide the criteria for a teacher working while studying. The college is college can organize distance education (ODL) and has a large capacity, namely the Open University. Law of the Republic of Indonesia Number 20 of 2003 on National Education System, Part Ten, Distance Education, Article 31, among others;

- Distance education can be organized in all lanes, level and type of education
- Distance education function is to provide educational services to groups of people who can not enroll in person or regular
- Distance education is organized in various forms, modes, and coverage supported by facilities and service learning and assessment system which ensures the quality of graduates in accordance with national education standards.
- The provisions relating to the provision of distance education as referred to in paragraph (1), paragraph (2) and (3) further stipulated by government regulation.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 109 of 2013 on the implementation of distance education in higher education. Furthermore, the sound of the Article 3 paragraph 1 and 2, namely;

#### ODL has the characteristics:

- Characteristically open
- Self-learning
- Learning completed
- Using information and communication technology
- Using other educational technology; and / or
- Shaped integrated learning college.

Is open as referred to in paragraph (1) letter a is learning organized flexibly in terms of methods of delivery, the selection of a course and time of completion of the program, cross-unit, lines and types of education (multi-entry multi-exit system), without limiting age year diploma, background field of study, the registration period, where and how to learn, and the future evaluation of learning outcomes. The only Newspapers in Indonesia is the Open University (UT) along with colleges organizers S1 PGSD that time in addition to receiving a scholarship equalization primary teachers since

1990, UT has been providing answers hampering academic activities that caused the teachers were learning task through conventional systems. Understanding of distance education (ODL) in developed countries like the United States is to do education from kindergarten level up to college. Depending on your ODL specifically naming special. Indonesia is well-known in the Junior Open and the Senior Open, it is open to anyone without being restricted by age. Hence the naming of open distance education (Newspapers) Also has its particularity items, namely management level (same) University, open to anyone without being limited by age, the which is essential certified equivalent of high school. Open University (UT) is the Distance Education and the full regarded as Open Distance Education (Newspapers). Teachers college at UT still apply their learning in the classroom without having to leave the school. Lectures at UT held on Sunday in the form of tutorials. Teachers have been equipped with modules as printed teaching materials that make independent and self-regulated learning by students (teachers). From that moment on Newspapers in this case the UT has made one way or the only alternative to higher education are able to address and solve the problem without causing problems in the learning process and improve the quality and qualifications of the teachers.

Self-learning at the Open University is not a means of learning itself. Often people misunderstand independent study as an independent study. The misunderstanding occurred because in general they are studying at the Open University tend to learn on their own without a tutor or classmates. Self-learning means learning initiative, with or without the help of others, in the study. As an independent student, students do not have to know all things. Students are also not expected to be a genius college student who does not need help from others. One of the principles of independent learning is able to know when a student needs help or support from others. The definition includes knowing when students need to meet other students, study groups, the board of administration in UPBJJ, tutor, or even a neighbor who lectures at other universities. Help / support can be in the form of activities motivate each other to learn, for example, chatting with neighbors who lectures at other universities, often can motivate us to study hard. Help / support may also mean a dictionary, a book supporting literature, cases of newspapers, news on the radio or television, library, information about the schedule of tutorials, and other things that do not relate to people.

But most important is that students are able to identify the sources of information. Identify the source of this information is required to facilitate the learning process of students in time of need help or support. Independent learning in many ways determined by the ability to learn effectively. Ability to learn depends on the speed of reading and the ability to understand the content of reading. To be able to effectively self-learning, UT students are required to have self-discipline, initiative and strong motivation to learn. Students are also required to be able to manage his time efficiently, so that they can learn on a regular basis by learning self-determined schedule. Therefore, in order to successfully study at UT, prospective students must be prepared to learn independently. Independent study requires each individual trying to increase the responsibility for taking decisions and is seen as a trait that already exist in every person and learning situations. Independent study is not meant to separate ourselves with others, but transferable learning results in the form of knowledge and skills into other

situations. Required ability of individuals / students doing independent study, involving a variety of resources and activities, such as reading itself, study groups, exercises, electronic dialogue and correspondence activities. So that the effective role of the lecturer / tutor in self-learning is still possible, such a dialogue with students, sourcing, evaluating results, and provide creative ideas.

The Open University is the only Newspapers, is an alternative higher education that provides a lot of convenience and benefits to prospective students, including;

- **Not limited by space:** space as well as a meeting place between students and professors are part of the conventional system, while is not limited by space in distance learning is the separation between students and lecturers. Students are faced with an existing module as a replacement and interact independently
- **Do not restricted by time:** students can manage learning independently, morning, noon, or night, where and when there is time to learn to be self-regulated, and how long the study can be completed
- **Not limited by distance:** distance learning knows no distance, anywhere, we are able to do their own learning
- **Not restricted by the year of graduation (from high school):** lifelong learning, as students are not limited by the diploma has. As long as there is a will students be allowed to follow their own learning in UT
- **Can set the duration of the study in accordance with her wishes:** a student can determine how long the study will be completed in accordance with the circumstances of the students themselves
- **Do not know dropouts:** the learning process at UT do not know to drop out because at UT runs lifelong education (long life education)
- **No need to leave work for that work:** work and study the two are not mutually inhibit, because students can set their own learning and do not need space and time.

Noting some of the above issues, the researchers tried to do research with a regional election Bojonegoro regency in East Java. Researchers looked at the development of the quality of education in Bojonegoro regency graphs very satisfactory from year to year. Back to School Movement (GAS) denoted roomates provide attraction and allure the hearts of the people for making it successful. This can be proved since the launch of GAS which was welcomed by the citizens Bojonegoro in 2014/2015 interest of residents who followed the chase program package A, package B, and package C experienced a very significant development. The number of teachers in the school level that existed in 2015/2016, namely; elementary school teacher population 6355 people, the population of junior high school teachers as much as 2429 people, and the population of high-school teachers as much as 2524 people. Data from the Department of Education Bojonegoro existing number of primary school teachers, the elementary school teacher (SD) of  $\pm 60\%$  are qualified Tier One (S1) PGSD of Newspapers, the Open University. As for teachers and secondary school qualifications S1 of Newspapers, the Open University only to  $\pm 5\%$ . With the advancement and development of very significant development and based on the performance and independence in work, qualified elementary school teacher data S1 PGSD of Newspapers-UT dominates

60% of the population of primary school teachers in Bojonegoro. With a sizeable proportion of the teachers in Bojonegoro give meaning big enough to promote education and improve the quality of education, especially in primary schools. The large proportion of primary school teachers graduated from the Open University Newspapers and self initiated learning experience as students are able to form self-reliance Open University graduate teacher S1 PGSD Open University, and bring progress and improve the quality of primary school education. Based on the student learning experience as S1 PGSD Open University who hold self-learning pattern, and now has become a teacher of course standalone application in the workforce will experience a shift or change in meaning according to the situation, the conditions and needs of a very challenging job. Activities now is very different from the past as a student of the Open University S1 PGSD very individualistic. Words need to be developed independently such that it not only for myself only, wider implementation in the learning process. See the public interest that is extraordinary in choosing and make sure to educate yourself through education with an open system remotely, the contribution of graduates of Newspapers-UT has a lot occupy the institutions of formal and non-formal in Bojonegoro, and do not miss that graduates Newspapers -UT that there has been participating actively in every area of development. From these descriptions above researchers are impressed by the dynamics of human resources, independence and performance of graduates Newspapers-UT, as well as student teachers, so that researchers wish to focus on can analyze Independence and Performance of Primary School Teachers Tier One graduate of the Open University, in a research about "Independence of Master Graduates Tier One Open University", in a study, namely; "Study of Social Reality Independence Teacher Open University graduates in Bojonegoro Region". Number of teachers is very possible as the population and sampling to collect research data. Some considerations or reasons for selecting the location and observations while from 2005 to 2015, including;

- The number of teachers of higher education graduates distance S1 Primary School Teacher Education Open University (PGSD-UT) until 2016 in Bojonegoro increased to > 3000
- The Open University in Bojonegoro is one of the universities in the form of POKJAR (study group) who have earned the trust by the public and government agencies
- Graduates of higher education distance S1 PGSD-UT in Bojonegoro able to realize an increase in the quality of education in primary schools
- Independence S1 \_UT PGSD graduate teachers in Bojonegoro increased significantly
- Teachers PGSD S1-UT graduates in general has shown improvement and better performance in education
- Teachers PGSD S1-UT graduates in Bojonegoro is one of the pillars of prosperity and development in Bojonegoro
- Teachers PGSD S1-UT graduates in Bojonegoro has been scattered and occupy a private elementary or State Primary School both in rural and urban areas, as well as the surrounding counties
- Gait teachers pass PGSD S1-UT in the community, community organizations, and government agencies are the human resources made a major contribution in moving sustainable development in Bojonegoro
- Population and sample S1 PGSD-UT graduate teacher that there is a very representative as a form of data retrieval

- The elementary school (SD) in Bojonegoro within which there are teacher graduates from UT PGSD continuous S1 has been a primary example of the level of East Java province.

### Formulation of the problem

Based on the existing problems, the researchers tried to formulate the problem as follows;

### Problem Formulation Research

- How to Independence Elementary School Teacher Open University graduates S1 PGSD in Bojonegoro?
- How do the characteristics of independence Elementary School Teacher Open University graduates S1 PGSD in Bojonegoro?

Independence is referred to in the formulation of the problem is the independence that can provide added value from custom became independent in learning independence daily duties as a teacher in primary school with all the advantages and limitations that exist in the schools, to realize advanced education and achievement. While the characteristics of the teacher in question are the characteristics that appear in Dasat school teacher at the time of learning activities at school and outside of school.

### Research purposes

The purpose of the research is;

- Analyze the independence of primary school teachers graduated S1 Higher Education Open Distance (Newspapers) Open University in Bojonegoro
- Know the characteristics of the visible independence of teachers while doing learning activities in elementary school graduates S1 PGSD Open University in Bojonegoro

### Benefits of research

There are two benefits that wants researchers pointed out among others, is;

- Theoretical: Giving new paradigm of values the concept of the independence of the teachers graduated States (S1 PGSD-UT) in the development of science and technology with a meaning that can give useful meaning to improving the performance and quality of human resources.
- Practical: That graduates of the Open University distance education can be accepted as an alternative to all the people and the concept of independence is one of self-development to become a man of quality and high performance.

## LITERATURE

### Independent and Self-Reliance

Often we see and hear about the ads that exist today in the form of employment of state-owned enterprises and large companies published through television and newspapers. But some sentences in the ad give consideration to job seekers to

be able to measure themselves on capabilities when applying for the job. Some sentences are usually listed in the ad about the terms (Qualifications), among others;

- Graduate of any 4-year business related course
- Analytical, Able to negotiate with counterparty banks
- Excellent oral and written communication skills
- Willing to extend beyond office hours
- Can work under minimum supervision.

Of the desired requirements amongst the most attention are the requirements of the number five (5). In language can be interpreted as "capable of working with minimal supervision level". Then, what does it mean?. In a broader sense, it could mean that the person working to organize themselves better job targeting accordingly without having to be briefed in detail by the supervisor. In other words, a matter of self-reliance. Independence in the work proved to be a very important thing. Although not stated explicitly in qualifying, it's really the job requirements wherever located.

### Definition of Independence

Independence psychologically and mentalist can be defined where the state of a person who in his life be able to decide and do something without help from others. Thus the ability possessed only possible if a person capable of thinking carefully about something done or decided, both in aspects of the benefits or advantages, as well as negative aspects and losses will be experienced Hasan Basri (2000: 53). Any activity undertaken by a person in order to succeed according to her wishes the necessary existence of a strong independence. According Brawer in Chabib Toha (1993: 121) independence is a sense of autonomy, so understanding the behavior of self is a confidence in yourself, and the feeling of autonomy is defined as behavior that is contained in a person arising from the power boost from the inside is not as influenced by others, According to Kartini Kartono (1985: 21), independence of the person looks at the person's face the problem. If the problem can be solved themselves without asking for help from parents and will be responsible for all decisions taken through the various considerations it shows that the person has independence.

Another opinion of Basri (1995) independence is derived from the word "independent", which in Javanese means standing alone. Basri (1995) stated that in terms of psychology, has an idea of independence as the state of a person in his life be able to decide or do something without the help of others. Such capabilities will only be obtained if a person is able to think very carefully about the things he was doing and decided, both in terms of benefits or disadvantages to be endured. Siswoyo (Zakiyah, 2000) defines independence as an individual characteristic actualize himself, being himself optimally, and dependence on a relatively small level. People are thus relatively free of physical and social environment. Although they depend on the environment to satisfy basic needs, all needs are met, they are free to make their own way and develop their potential. Widjaja (Hadipranata, 2000) states that there is a negative and significant relationship between confidence by seeking assistance to other parties. Thus, a person who himself strong personality means a high degree of independence and on the contrary, a person whose personality themselves weaker, meaning lower levels of independence.

## The concept of self-reliance

According to Hanna Wijaya (1986), autonomy and independence are two different concepts. Autonomy is defined as an autonomous individual, that individual is an independent, not relying on the help of others who are competent and free to act. While autonomy refers to their belief in themselves the ability to solve problems without special assistance from others, aversion to in the control of others, can do their own activities and resolve their own problems. According to Lerner (1976) concept of independence (autonomy) includes the freedom to act, not dependent on others, is not affected by the environment and are free to set their own requirements. The concept of independence is almost similar to that proposed Watson and Lindgren (1973) which states that the independence (autonomy) is the freedom to take the initiative to overcome obstacles, persevering in effort and do your own things without the help of others. Thus it can be stated that independence is the ability to control, regulate, or manage themselves. Individuals who have the independence are characterized by their ability to be independent emotionally to others, especially to parents, able to take decisions independently and consistently against the decision, as well as the ability to use (have) a set of principles of right and wrong as well as the important and unimportant.

Ryan & Lynch (Hendriyani, 2005) argues that: "The autonomy is an ability to Regulate one's behavior, to select and guide one's decision and action, without Undue control from parent or dependence on the parent. "(Self-reliance is the ability to regulate behavior, selecting and guiding the decisions and behavior without coercion and control of a parent or parents supervision)". The capability means that an individual is able to manage its potential and ready to accept the consequences of decisions taken. Expressed also by Kartadinata (Hendriyani, 2005) that self-reliance as a motivational force within the individual to make decisions and accept responsibility for the consequences of that decision. The statement was corroborated by Siahaan (Ning, 2005) which explains that self-reliance is the ability to stand alone or exploring the potential in him, so as not to depend on others, both in formulating its needs, as well as in overcoming the difficulties and challenges faces as well as responsible and independent. Also argued by Conell (Hendriyani, 2005) that;

"Autonomy is experience of choice in the intuition, maintenance and regulation of behavior and the experience of connectedness between one's actions and personal goals and values".

(Autonomy is a choice experience in intuition, maintenance and regulation of behavior and experience of connectedness between one's actions and personal goals and values). Given the opportunity to start, selecting, maintain and regulate behavior, indicates the presence of a liberty for every individual who independently to determine their own behavior that he wanted to show, decisive step in his life, his purpose in life and the values that will be embraced and believed. As proposed by, among others:

Lerner (Budiman, 2006) gives the concept of self-reliance, which includes the freedom to act, do not depend on others, not affected the environment and are free to set their own requirements. The concept provided by Lerner is almost similar to that proposed Watson and Lindgren (Budiman 2006)

that independence is the freedom to take the initiative, overcoming obstacles, persevering in the business, and do your own things without the help of others. In other words, the self-reliance is the ability to manage themselves he was able to optimize all of its potential in trying to meet their needs. Declared also by Steinberg (1993) that self-reliance is the ability of individuals to manage themselves. Independent individuals according to Steinberg is an individual who is able to manage itself. Steinberg (1993) suggests there are three aspects of independence, namely:

- Emotional autonomy, referring to not see the adults as people who know everything, do not rely on adults, individuated by its own judgment
- Behavioral autonomy, changes in emotional intimacy; namely being able to make decisions based on our own judgment, reach decisions freely, the more abstract thinking
- Value autonomy, characterized by the expression of right and wrong, important and unimportant, the belief in the principle of ideology, belief in the values of their own.

The concept of independence is widely used in research and refers to the concept of independence, including Steinberg (1993) and other experts are summarized into aspects of the independence of the significance of the term autonomy. According to independent individuals are individuals who are able to manage itself (self governing person). The ability to manage oneself is characterized by its ability to not rely on emotional support of others, especially the elderly, able to take decisions independently and able to accept the consequences of their own decisions and are able to accept the result of the decision, and has a set of principles of right and wrong as well as about important and unimportant (Steinberg, 1993). Individuals who have the independence to be able to choose their own without distracted by influences from outside himself, and is responsible for the decision. The notion of the independence that has been raised by some of the figures and the expert, can be taken essence that the term independence is defined as the ability to organize and screening behavior, guiding decisions and dare to be responsible for his decision itu. In brief can be seen that the substance of independence is the ability:

- Selecting, organizing and managing every action
- Make decisions and initiatives to address the problems encountered,
- Feeling confident in doing his work, and
- Responsible for what he did.

Independence as the task of development is very important in influencing the high or low motivation to work, for example if someone / teacher / student as tutoring. To be able to do his job as a tutoring, teacher / student must have independence as a form that it can stand alone as an individual, which does not depend on their parents or others. In addition, individuals who have a strong self-reliance will be able to be responsible, bold face problems and risks, and are not easily influenced or dependent on others, Nuryoto (1993b: 49). Two criteria are proposed to indicate the end of youth and start of early adulthood is economic independence and self-reliance in making decisions. It most Recognized As a mark of adulthood is when someone gets a full-time job is more or less settled as a form of self-reliance. Obtain economic independence

regardless of the parents usually take place gradually, and not an instant process. The ability to make decisions is another characteristic that is not fully awakened in young people, the decision-making broadly about careers, Value-value, family and relationships, as well as lifestyle, Santrock, (2002: 73-74). Therefore, young people need the opportunity to learn and practice working experience that can help them become individuals who are able to stand alone in adulthood.

### Characteristics of Self-Reliance

Based on the opinion of some of the figures above it can be stated that a person who has a strong personality himself some features of independence, namely:

- Have a desire to excel
- Have a desire to be free and independent
- Having a desire to affiliate,
- Able to empathize with both
- Having a sense of responsibility.

While independence as one element in the personality, according Masrun (Zakiyah, 2000) can be characterized as a person who has these characteristics:

- Free,
- Progressive and resilient,
- Initiatives,
- Control of the (internal locus of control), and
- Consistency themselves.

Further characteristics of this independence by Zakiyah (2000) characterized as a person who has several characteristics, namely:

- Have the freedom to take the initiative. Have the freedom to hold opinions and pouring new ideas and try something new that may not have other people do.
- Having the freedom to take the initiative. Have the freedom to hold opinions and pouring new ideas and try something new that may not have other people do.
- Have confidence. Have the confidence that all the problems faced was able to overcome and do not have any feelings of doubt in considering something.
- Able to make decisions. Trying to make their own decisions in resolving problems without relying others.
- Able responsible. Everything that is done accountable to yourself and others.
- Being able to control himself.

Feature is characteristic that distinguishes one thing from the other. Independent people also have certain characteristics that distinguish themselves with people who are not self-sufficient. The characteristics of self-sufficiency by Spencer and Kass (in Ali, 2005) are:

- Ability to take initiative
- Ability to solve problems
- Full perseverance
- Obtain the satisfaction of its business
- Trying to run things without the help of others.

Meanwhile, according to Antonius (in Fatima, 2003: 145) features independent attitude include:

- Always oriented on quality and achievement
- Realizing actualization himself with hard work and focus
- Provide the best attitude and actions towards what is being done
- Synergy to contribute in achieving the goal
- Goal oriented-end by observing the process.

Another opinion is expressed on the features independent attitude expressed by Hill and Steinberg (1993) are:

- The ability to make their own decisions and find out for sure when to ask for / to consider the advice of others for it corresponding,
- Being able to consider alternative parts of the action taken based on self-assessment and suggestions of others, and reach an independent decision about how to act or carry out decisions with confidence.

Based on the characteristics of the independent attitude was stated above, it can be stated that a person who is self-confident people, skills, and have a principle in his life that he would be quite capable of doing any activity in life without having to depend on others. After seeing the characteristics of independence put forward of Several expert opinions above, it can be summarized that the traits of independence, among other things:

- Individuals who took the initiative in all things
- Able to do routine tasks are accountable to him, without seeking help from others
- Obtain the satisfaction of a job
- Able to overcome the obstacles encountered in achieving success
- Ability to think critically, be creative and innovative to the tasks and activities facing
- Do not feel inferior if necessary to disagree with others, and feel happy because she dared to express his opinion although later from other people.

### Aspects of Self-Reliance

In cultivating the autonomy of a child is very difficult, but it can be done even with a gradual manner. The principle to remember is that children will be trained to be independent when he was given the opportunity to do so. According Mu'tadin independent person can be said when he meets aspects of independence, which consists of four aspects:

- Emotional aspects..
- Economic Aspects.
- Aspects of Intellectual.
- Social Aspects.

According Masrun (in Widayatie, 2009) is shown with some form of independence, namely:

- Responsibility
- Autonomy
- Initiatives.
- Self-control is strong.

According Lamman, et al (1998), aspects of independence consisted of:

- Freedom
- Initiatives
- Confidence
- Responsibility
- Decisiveness self
- Decision-making
- Control yourself.

### **Solidarity relation to the independence theory of Emile Durkheim**

Emile Durkheim sociological thinking about the division of labor in society is analyzed through social solidarity. The purpose of this analysis explains the influence (or function) the complexity and specialization division of labor in the social structure and the resulting changes in the basic forms of solidarity. In human society, the development of independence caused by the development of the division of labor raises consciousness more independent individual, but at the same time become increasingly dependent on each other, because each individual is only one part only of a social work division. It shows that people with organic solidarity to survive because of the difference in it, with the fact that everyone has a job and responsibilities are different. Organic solidarity is an integrated system consisting of the parts are interdependent as parts of an organism biology. In contrast with mechanical solidarity based on the collective consciousness of organic solidarity based on the law and reason.

According to sociological theory and social reality in the groove Development Theory Interpretive Sociology / Social Definition with paradigm, in which the main character of the social definition paradigm is Max Weber. Ritzer (2007) revealed that at issue in this paradigm is social action. The three theories that belong to the paradigm of social definition is as follows:

- Theory of Action (action theory), the theory is explained about volunteerism.
- Interactionism symbolic (symbolic interaksionism), in this theory explained that organization of human society is a framework where there is social action which is determined by the behavior of the individual.

Phenomenology (phenomenology), in this theory explained that there are some real social framework that can be distinguished from the actions of individual human beings, however, this theory also see that the human individual as a creative person to reality itself.

From the difference of social definition paradigm theory above, there are the following equation:

- Man is a creative actor / independent of social reality.
- The social reality is not a static tool of coercion social fact.
- Humans have enough freedom / autonomy to act outside the control limits of social facts

### **Autonomy (Independence) Teacher on Competency-Based Curriculum Framework (CBC)**

Autonomy in principle be defined as the authority / independence in governing and administering Themselves own. The principle of autonomy within the framework of school autonomy associated with the school authority to regulate and manage the interests of the school community at

its own initiative based on the aspirations of the citizens of the school in accordance with the laws and regulations applicable Education (MONE, 2001). If the notion of autonomy is implemented a in the field of teacher training, teacher autonomy can be interpreted as the independence of teachers to manage the learning activities based on applicable.

Self-reliance is an element that is very important for teachers to realize the profession in a professional manner. The importance of the independence of the profession of teachers in bringing in a professional need to pay attention to the components of teacher competence in planning, implementing, and evaluating the learning process. Moh. UzerUsman (2000) asserts that understanding, understanding, and the teacher's views will greatly influence the role and activities of teachers in managing learning. In contrast, teachers in teaching activities as well as students in learning activities rely heavily on teachers' understanding of the management of learning.

Manage learning is not just the process of delivering science, it facilitates human interaction with its various aspects are quite complex in line with the demands of changing times. During this time the teacher felt would not have the independence to carry out his professional responsibilities in managing learning. CBC is expected to be the right answer for teachers to gain independence in managing the learning activities. Sidi (2001) confirms that in principle the CBC give independence to the teacher to manage the learning activities in the classroom. Teachers have great autonomy to plan, implement, and evaluate all learning activities.

### **Independence Master Planning Study**

In this section, teachers have full autonomy in planning learning activities. Nationally CBC only Consist of basic competence of the desired level and school unit, standard material, and indicators of learning outcomes. Ministry of Education (2002) asserts that the contents of these messages can be implemented in practice in the classroom, the teacher needs to have authority to interpret, describe, and make modifications to the material, so be packaged teaching materials appropriate for students. The accuracy is tailored to the student's character, the character of the school, neighborhood character, and the character of the learning resources available.

### **Teachers independence in Implementing Learning**

The learning process in the application is the embodiment of lesson planning. In this section, teachers are required to have professionalism in choosing learning strategies by taking into account student characteristics, materials, and learning resources. Ministry of Education (2002) there is the assertion that the CBC relies on student competency. Competencies that should be owned by the students on the subjects at a certain level and education units. This implies that teachers are creative and innovative selecting, specifying, and practicing the teaching strategy that allows students to have the competence expected. As the lesson plan, the possibility of constraints that are expected to appear in school is often a preoccupation pattern teachers in selecting, specifying, and practice learning strategies in the classroom.

### **Evaluating the independence of Teachers in Education**

An important part of CBC associated with the evaluation of learning is the importance of the implementation of periodic



and continuous evaluation (MONE, 2002). Evaluation is not an activity that serves only to assess the student's ability partially, but must be done thoroughly covers the processes and results of growth and development of insight knowledge, attitudes, and skills achieved by students. In this section, the teacher completely independent in planning and implementing evaluation.

### Focus Independence Teacher

In theory, the idea, the concept, and the characteristics of self-reliance that has been put forward by experts on the definition of self-reliance, the concept of independence according to Lerner (1976), Ryan & Linch, and Steinberg (1993) about the ability to organize and screening behavior, guiding decisions, and dare to be responsible for his decision. Likewise, in terms of the characteristics of independence by Zakiyah (2000), Spencer and Jass (in Ali. 2005), Antony (in Fatima. (2006: 145), and Steinberg & Hill (1993) which states that a person who independently are confident in the ability, and have a principle in life without depending on others. Further aspects of independence by Masrun (in Widayatie.2009), Lamman, et al (1998), and thinkers such as Emile Durkheim sociology, as well as the independence of teachers in the learning process in accordance with the above formulation of the problem of "How the independence of primary school teachers graduated from S1 PGSD Open University" researchers compiled the totality of independence which is owned by an educator or teacher is ideal, focused on competencies and indicators as follows;

- Responsibility
- Initiatives
- ability
- Satisfaction
- Planning

Of the five focus of competences independence of the above indicators there are:

- Firmly and sense of responsibility
- The ability to take the initiative
- Believe in the abilities (create / develop)
- The ability to solve problems in his duties
- The ability to overcome the obstacles of society
- Obtaining satisfaction from their work
- Full perseverance in directing a person's behavior toward success
- The ability to set strategy (plan) itself to realize the desire and purpose.

### Education and Social Change

In education and social change by H. Abdullah Idi (2011: 220-221), there are two changes in terms of changes in education and modern pedagogical changes. As for the changes, namely;

- Social change in terms of traditional education, we see traditional pedagogical educational institutions regard as one of the social structure and culture in a society. Educational institutions, such as schools need to be prepared so that these institutions function in accordance with the social changes that occurred. If the school institution can not follow the social changes he

loses function and most likely he abandoned the community.

- Social change in terms of modern pedagogical (pedagogic transformative). The starting point of the transformative pedagogy is "individual-that-be.". This means that an individual can only develop in the interaction with the system of social and cultural life in which he lived. Individuals can not thrive when isolated from the socio-cultural world in which he lives. The existence of an active participatory role recognition of individuals who become the order of social life and culture. Individuals are not merely accept these values can only be had through an active participatory role in the socio-cultural activities in the environment.

Transformative pedagogical outlook towards the individual not as an entity (unity) that have been so, but that is becoming. Individual emancipation has a role in social and cultural life, including through the educational process within the family (incest) and schools. In the role of individual emancipation not only as an object of social change, but at the same time also act as transcription factors and the director of social change or as agents of social change (agent of social change). In a transformative education, educate participants that contribute to changes in themselves. The teacher's role is simply as a driver and motivator. In this regard, we recall the philosophy of Ki Hadjar Dewantara which reads: Tut Wuri Handayani means of rear give impetus and direction. It has a strong meaning of the role and function of teachers. Teachers need to play a role as a driver or motivator. They also need to play a role as advisors or mentors who do not let the learners do less in accordance with the purpose of education. Thus, teachers should be the facilitator to get encouragement and guidance can manifest in behavior change learners.

## METHODS

### Theoretical grounding Research

This study is a qualitative research with theoretical foundation rests fundamentally on phenomenology, therefore phenomenology serve as the main theoretical basis while others serve as additional basic theoretical background for qualitative research Moleong (2015: 14).. The qualitative research has two major objectives, namely first, describe and reveal (to describe and explore) and both illustrate and explain (to describe and explain). In qualitative research, the theory is limited in terms: a systematic statement relating to a set of propositions derived from the data and re-tested empirically. Bogdan and Biklen (1982: 27-30) in Moleong (2015: 9) states that one of the characteristics of qualitative research using qualitative methods, namely; observations, interviews, or review documents.

Edmund Husserl (1859-1938) in Moleong (2015: 14), phenomenology is defined as:

- The subjective experience or experience fenomenological
- A study of consciousness from the perspective of a person's principal.

Meanwhile, according to Bogdan and Biklen in Alsa (2004) research with phenomenological approach seeks to understand the meaning of an event and mutually influence with humans

in certain situations. Phenomenological approach using interpretative paradigm can consider social reality as something holistic (whole), complex, dynamic, full of meaning and relationship of symptoms interactive (reciprocal). The term phenomenology is often used as a general assumption to show the subjective experience of various kinds and types of subjects encountered. In a more specific sense, the term refers to a disciplined study of consciousness from the perspective of the first person (Moleong, 2009). Phenomenology is a view of thought that emphasizes the focus on subjective human experiences and interpretations of the world. The field research (field research) can also be considered as a comprehensive, qualitative approach in research or as a method for collecting qualitative data. The idea of importance is that the investigators going into the field to make observations about something phenomenon in a state of nature or "in situ". In such case, this approach is closely related to the observation participate. (Moleong, 2015: 26).

### Research Focus

The focus of research is focused on the Independence Teacher competence; 1). Competence Responsibility; 2). Competence Initiative; 3) Ability .Competence; 4) .Satisfaction competence; 5). Planning competency.

### Data Analysis

In analyzing this data, the authors used a qualitative descriptive analysis techniques, where these techniques the author uses to describe, says, describes and outlines the qualitative data that have been the authors obtained from the data collecting.

Qualitative data analysis by Bogdan & Biklen, (1982) in Moleong (2015: 248), that the efforts made by road;

- Work with the data, organize data
- Sifting through it into a unit that can be managed
- synthesize
- Look for and find patterns
- Find what matters most studied
- Decide what can be told to others.

Meanwhile, according to Seiddel (1998) in Moleong (2015: 248) qualitative data analysis process goes as follows:

- Noting that produces a record field, with it coded so that the source data is still searchable
- Collecting, sorting, classifying, synthesize, summarize, and make the index
- Thinking, by the way make the categories of data that has meaning, search for and find patterns and relationships, and make the findings public.

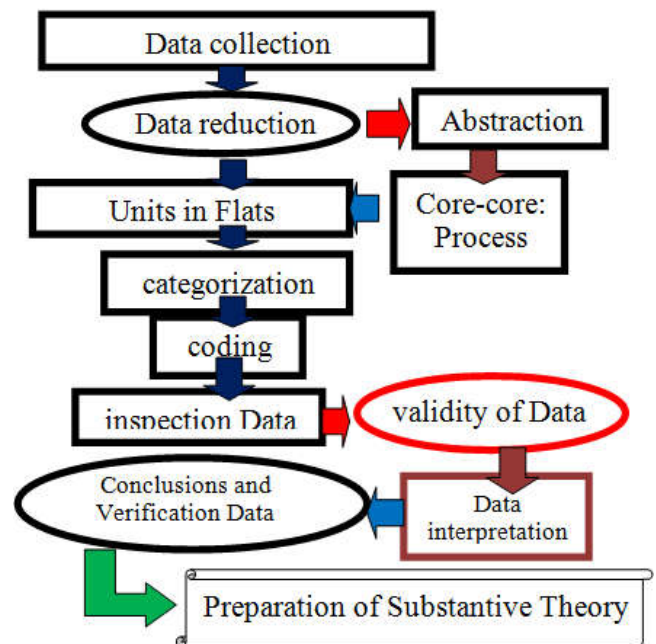
The measures used to analyze the research data have been obtained from various sources are not much different from the steps above data analysis, namely:

- Recording and reviewing all data obtained from various sources, from interviews, observation and documentation
- Utilizing a way, collecting, sorting, synthesize, summarize and classify the data according to the data needed to answer the problem formulation

- From the data that has been categorized as such, then the researchers think to look for meaning, relationships, and makes general findings related to the formulation of the problem.

### Data Analysis Process According Moleong

The process of data analysis according to Moleong (2015: 247) begins by examining all available data from various sources, from interviews, observations have been written in the records of personal documents, official documents, images, photographs, and so forth.



Picture . FRAMEWORK FOR DATA ANALYSIS

## RESULTS AND DISCUSSION

### Results of Interviews with respondents / informants on the Independence: Independence Elementary School Teachers

Self-reliance is a person's ability to realize a desire or whim without asking for help from others. One gesture that must be owned by a teacher is the underlying success of an education. How not, because the teacher has become a central executive education. As executors of teacher education has a very important task that is in charge of guiding and directing students to be able to grow and develop optimally. Definition of independent means being able to act according to the situation without asking or being dependent on others.

### Findings Independence Teacher Open University Graduates S1 PGSD

Based on the results obtained from observation, monitoring of the learning process of teachers and interviews with informants in elementary school SDN Agung Mulyo 1, SDN Bubulan 1, SDN Sumber Bendo 1, and SDN Cancung 1, on the independence of the teacher in the learning process and in the community has a form- form a very diverse and conditional. However, the characteristics of independence recorded in indicators of independence itself.

## Competence Responsibility: Observation and Monitoring Researcher

### Firmly and sense of responsibility

**Findings 1.** The provision of enrichment / peer tutoring is given when the process of learning to walk, and additional lessons after the end of class on underprivileged students / inhibited.

**Findings 2.** Communication with parents occur every day by exchanging information about learners' progress and the desire to learn at home or at school.

### Interviews with Respondents

Findings from interviews with respondents on such independence;

**Findings 3.** The clock is brought into the classroom to provide more meaningful explanation of the lecture, and to improve student learning desire.

Findings 4. Hard work and responsibility contained in given extra lessons outside school hours for students who experience academic barriers.

Findings 1 and 2 of the observation and monitoring and the findings of the 3rd and 4th of interview respondents proposisi obtained, namely;

**Proposition 1.** The nature and sense of responsibility in handling students academically by providing extracurricular activities to improve desire and achievement of learners with the support of parents and the school. competence initiative

### Ability to take the initiative: Observation and Monitoring

**Findings 5.** The work done through the transfer of knowledge learning motivation, cultivation of values (values) through group work, and build character (character building) through scouting.

**Findings 6.** Student learning progress is monitored at every process of learning takes place, teachers give assignments, ask questions, provide test and assess.

Findings from interviews with respondents on such independence;

**Findings 7.** Providing guidance in the classical as well as individuals in the students home from school and get approval from the school free of charge

**Findings 8.** Communication can be done actively between teachers and parents do every decision to the student report cards schools initiated by the school committee discussed many issues of students' problems.

**Findings 5 and 6** of the observation and monitoring of the ability to take the initiative and finding 7 and 8, can be Obtained by proposition 2 as follows;

**Proposition 2.** Teachers not only perform the function of knowledge transfer (transfer of knowledge), but serves also

inculcate the value (value), and building character (Character building), so that the learning process goes smoothly.

### Competence Ability; Observations and monitoring

#### Believe in the abilities (create / develop)

**Findings 9.** The RPP is developed, the teachers according to the needs and characteristics of students.

**Findings 10.** Discipline and confident of being able to complete the task properly, efficiently and productively in learning

**Findings 11.** Freedom and intelligence of teachers to clarify standards and basic competencies, so that students are able to improve the understanding, skills, and motivation to learn.

**Findings 12.** Trust is built with the community through communication and good social relations, through understanding the problems of someone from his perspective, and provide a solution.

### Interviews with Respondents

**Findings 13.** Capabilities and weaknesses of students always recorded every lesson is complete, to develop the potential that corresponds to the learning activities.

From the findings of 9 to 13 observations and findings of the monitoring and interviews about trust and the ability to obtain the following proposition;

**Proposition 3.** Trust and good relations with the community, freedom, and the ability of existing teachers, able to develop and create lesson plans more effective and attractive, according to the characteristics of the needs of the school / community / student.

### The ability to solve problems in his duties

#### Observation and Monitoring

**Findings 14.** Creativity is built in the form of learning innovation by leveraging the garden as a source of learning in biological materials and practice how to plant grafting OR lop, trapped between the plants on the students.

**Findings 15.** Developing instructional media "number" and "quantity" by using simple materials and tools and is available in the environment as a learning resource that is easy to understand and interesting.

**Findings 16.** Simulations using a solar eclipse is the actual student learning innovation because of the unavailability of props in the proof of concept of the lesson.

### The ability to overcome the obstacles of society

**Findings 17.** There are also complaints about the students who are less able, and mischievous, manifested in the form of giving extra lessons or tutoring at school and home teacher.

### Interviews with Respondents

**Findings 18.** didatangkan community leaders to establish intimacy teachers and communities to give

talks at schools to support the achievement of the desired objectives.

**Findings 19.** Members of the public who have an interest and attention to school education would help; eg help goods for schools provided through BP3.

From the findings of the observation and monitoring findings with findings of 14 to 19, obtained the following proposition:

**Proposition 4.** Establish communication with the public actively and mutual confidence capable of solving the problems of education in an inclusive, innovative and build educational achievement and better image.

### **Competence satisfaction; Observation and Monitoring**

#### **Obtaining satisfaction from their work**

**Findings 20.** Students can reenact correctly as has been demonstrated by the teacher in using instructional media significantly and skilled.

**Findings 21.** Complacency teachers radiated LCD and computer use makes learning very effectively, efficiently, and increase the concentration of student learning

**Findings 22.** Spirit focused student learning while the teacher explains the learning material that displays an animated material is very interesting and can increase the absorption of students

From the findings of the observation and monitoring findings with findings of 20 to 22, found

#### **Following proposition**

**Proposition 5.** The spirit and the sense of satisfaction of absorption seen teachers and students learning concentration increased with the use of LCD technology as a medium of learning in the classroom

### **Full perseverance in directing a person's behavior toward success**

#### **Observation and Monitoring**

**Findings 23.** Diverse interactive approach to special needs students and normal (academic terms) were able to create a sense of learning in the classroom.

**Findings 24.** Teachers build potential through extracurricular activities (marching band) jointly between parents / guardians and students.

**Findings 25.** Familiarity of teachers with students' parents are consistently able to realize the mission of quality education.

**Findings 26.** Perseverance and patience teachers can improve student learning difficulties in completing tasks / questions given.

From the findings of 23 to 26 findings obtained following proposition;

**Proposition 6.** Perseverance, patience, and cooperation with the public teachers can improve the quality of education and student achievement both individually and collectively.

### **Interviews with Respondents**

#### **Findings Independence existing Learning lab (Demonstration)**

The results of interviews with respondents (peers) for learning Science (Physics) from the four competencies, as mentioned above, there are several findings of the independence of the learning process, especially physics science subjects in primary schools by utilizing the environmental conditions and the availability of raw materials there. However, the form of the independence of the teachers realized in accordance with the capabilities and skills of making props science teaching physics at the limits of a very simple it can be implemented without reducing the values and concepts of physics, including;

### **Competence and Human Settlements**

#### **The ability to set strategy (plan) itself to realize the desire and purpose**

Teacher believes on intelligence material that is controlled as well as good planning a fun way of learning science can provide motivation success of applying the concept of IPA in a demonstration in front of learners

**Findings 27.** Teachers are able to provide innovation power tools and materials science lab substitutes available environment. Examples of sources of electricity from citrus fruits can produce an electric current source.

Teachers believe in the ability to find the tools and materials that can be used to replace the actual props from the existing environment and make it happen, so that the education of students showed a pride in proving the phenomenon in science learning.

**Findings 28.** Practical electric magnet by using materials from nails, a wire / electric wires, and batteries managed to give students the confidence to be able to imitate and try. With the motivation and confidence of success will be the ability of the teacher can apply props result of the creativity and innovation that can prove and answer a phenomenon that occurs in accordance with the truth IPA existing concepts. Creativity will motivate students to emulate and try to explore self-produced forms of activities are very diverse. Findings from interviews 27 to 28 respondents to the practice of learning materials

**Proposition 7:** Intelligence teachers to create a very simple props capable of providing innovative and meaningful learning, increase student confidence, in accordance with the science to prove the concept of a naturally occurring phenomenon. Based on the proposition of Independence; 1, 2, 3, 4, 5, 6, and 7 then the proposition Mayor:

Major proposition is a minor propositions of the findings of the independence of teachers is expressed as propositions Mayor. Major propositions:

### Proposition Major Independence Teacher

*"Is the state or the manner in which a person (teacher) believes in his ability and be able to ensure the boundaries are there to resolve the issue of learning with a free, intelligent, responsible, hard work, determination, sincerity, and a clear mind can improve achievement"*

### Reality and Characteristics of Self-Reliance Master Graduates S1 PGSD the Open University in the field

In addition to the findings of the independence of teachers and teacher performance, researchers noted Reality and independence characteristics of teachers in the field, among others:

#### Characteristics of Independence Teachers include

- The responsibility of teachers to increase student performance
- initiative provides guidance teachers outside class hours
- Creating a new learning resources
- Conduct a SWOT analysis (strengths, weaknesses, opportunities, and threats)
- The use of IT in the development of curriculum / lesson plans
- Persevering in stimulating desire and increase student learning
- Being able to use methods, approaches, techniques, and learning models
- Creating new learning media
- Developing the potential of students through extracurricular
- Establish good relationships with parents and the community
- has a clear mind to solve problems (Notices)
- Have a sincere heart in guiding students (Rasa)
- Have reached the destination determination (Karsa)
- Want to work hard to realize the mission of learning (AFP)
- Are you sure that something is done it is true (Believe)
- Ability to solve problems
- Being able to measure the level of success of a lesson (Parameter / reference)
- Freedom of the intervention of others (free)
- Ability to create / develop new learning (Smart)
- The sacrifice of the time.

### Conclusion

#### S1 Graduate PGSD Independence Master Open University

Independence of a teacher cannot be separated from the demands of the profession to assist the implementation of the learning process as well without seeing the shortcomings and lack of needed school and needs in the learning process. Without independence a teacher will lose a lot of improvisation in learning and lowering self-motivation and learners. Independence as a form of healthy behavior. Self-reliance is the potential possessed by a person to organize themselves in solving problems. Independent behavior is defined as behavior that can also stand alone to do something without being dependent on others. Independent spirit of a teacher appears when guided by the values of personality,

psychological, social sense, and realized the profession. Independence is not only related to job responsibilities, but independence must be a part of life and life as a perfect man. Teachers with independence is a multi-purpose, namely self-concocted curriculum development, learning to cope with limited means, to overcome the intelligence of students, addressing science and technology development, and harmonization of family and others. All teachers must have independence are not the same quality in carrying out all the work, this is because the teacher's ability to translate their respective independence is extremely diverse. With different degrees of autonomy Possessed by each teacher will generate the success rate of different performance, and a high degree of independence from the teacher will be seen success rate of learners' achievements. With findings that exist in the field at different situations and conditions, attitudes and exemplary teacher who appears in every moment able to give his work on each student, school, and community. Indicators and characteristics of an independence and self-reliance phenomena visible characteristics of the field can be drawn into a special conclusion on the independence of primary school teachers graduated from the Open University PGSD S1, namely,;

#### Proposition Major Independence Teacher

"Independence is a state or the manner in which a person (teacher) believes in his ability and be able to ensure the boundaries are there to resolve the issue of learning with a free, intelligent, and responsible, and through hard work, determination, sincerity, and a clear mind capable improve performance ".

#### Conclusion Independence Teacher

"A situation where the strong encouragement of the teachers Themselves in activities and trust with its ability to resolve the phenomena that occur in the process of learning to work, initiative, sense, and copyright and motivate learners intelligently success."

#### Theoretical Implications Independence

"Independence means the state or the manner in which a person believes in his ability and be able to ensure the parameters are there to resolve the issue with the free, intelligent, and responsible, and air work, initiative, sense, and copyright"

#### Theoretical Implications; With regard to the implications of Independence Theory Master

From other forms of independence form of findings in the field, as well as the statement of propositions, propositions major researchers are trying to strengthen the independence of the theories of independence that many proposed by the experts, the concepts of independence and delivered in accordance with the independence of the concept map is described as follows. Individual self-reliance is the meaning of the drive to achieve and create, encourage human

being productive and efficient and took it towards the desired ideals without asking for help from others. While the description of the concept map is as follows;

### Practical Implications

The results of this study have implications on the policy Bojonegoro City Department of Education to:

- Provide motivation for primary school teachers (SD) to develop independence in teaching by increasing the desire to do a work, initiative, inventiveness, and maximum flavor or personal development that can exceed the achievements of other people's work, assisted and facilitated by the government.
- Improve the performance of teachers by creating policies that can facilitate teachers to improve motivation in the form of achievement in making scholarly works as well as the ability to teach.

### Suggestion

Based on these results, it can be recommended to teachers, schools, and the Education Department as follows:

### Teacher independence

Keep completeness suggestions learning standards, so that teachers are able to increase the independence of teaching by always: (a). Developing potential and driven by self-reliance and high achievement motivation in order to achieve the expected goals. (b). Improving the teaching discipline with high awareness and responsibility to realize the vision and mission of Bojonegoro as an educational site content. (c). Improving academic skills and good skills through formal education and training, making scientific work, develop learning materials, so the ability to teach will increase. (d). Increased commitment to school, by teaching seriously, getting involved in school activities, increase loyalty and dedication to the advancement of the school. (e). Developing self-reliance teachers more innovative and productive, so as to produce works that are beneficial to society and the nation.

### Policy maker

### Department of Education and Schools

Known in this study that the independence and achievement motivation, discipline teaching and the ability pedagogical, personality, social, and professional for primary school teachers graduated from S1 PGSD Open University is very good, while the relationship between independence, achievement motivation, discipline teaching and the ability pedagogical performance of teachers very positive, the authors suggest the following matters: (a). The education office should always put through to the supervision and oversight of primary school teachers in Bojonegoro. (b). Give more opportunities and guidance seminars, training, woks hop, or technical assistance to improve the ability of primary school teachers. (c). Provide opportunities to facilitate primary school teachers to attend seminars, education and training with financial support and ease of licensing. (d). Provide incentives for teachers who have good achievements in the sphere of city and national levels.

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