

THE ROLE OF LEARNING GUIDANCE IN ESTABLISHING THE ATTITUDE OF INDEPENDENCE OF STUDENTS IN ELEMENTARY SCHOOL 247 PELITA

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Abstract. *The goal of this study is to discover the tutoring provided by the teacher to Elementary School 247 Pelita students, as well as the role of tutoring in the establishment of Elementary School 247 Pelita students' attitudes towards independence. In order to achieve these goals, the aforementioned research used a qualitative research approach with a special kind of study, with the instruments used being interviews, observation, and documentation. In addition, data analysis techniques such as data collecting, data reduction, data display, and generating conclusions are used. The findings revealed that tutoring routines were carried out by teachers after school through efforts such as providing effective learning methods, determining student study groups, holding meetings with students' parents, conducting remedial teaching, conducting enrichment teaching, increasing motivation for student learning, improving student skills, and improving student attitudes and good habits. Providing study advice to students who are slow and quick learners, such that students' attitudes towards improving independence, as seen by their initiative, responsibility, confidence, and self-control.*

Keywords: *Tutoring, Attitude of Independence.*

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui bimbingan belajar yang diberikan oleh guru kepada siswa SD Negeri 247 Pelita, serta peran bimbingan belajar dalam pembentukan sikap siswa SD Negeri 247 Pelita terhadap kemandirian. Untuk mencapai tujuan tersebut, penelitian tersebut di atas menggunakan pendekatan penelitian kualitatif dengan jenis penelitian khusus, dengan instrumen yang digunakan adalah wawancara, observasi, dan dokumentasi. Selain itu, teknik analisis data seperti pengumpulan data, reduksi data, penyajian data, dan menghasilkan kesimpulan. Hasil temuan mengungkapkan bahwa kegiatan les rutin dilakukan oleh guru sepulang sekolah melalui upaya-upaya seperti memberikan metode pembelajaran yang efektif, menentukan kelompok belajar siswa, mengadakan pertemuan dengan orang tua siswa, melakukan pengajaran remedial, melakukan pengajaran pengayaan, meningkatkan motivasi belajar siswa, meningkatkan motivasi belajar siswa. keterampilan, serta meningkatkan sikap dan kebiasaan siswa yang baik. Memberikan saran belajar kepada siswa yang lamban dan cepat belajar, seperti sikap siswa terhadap peningkatan kemandirian yang dilihat dari inisiatif, tanggung jawab, percaya diri, dan pengendalian diri.

Kata kunci: Bimbingan Belajar, Sikap Mandiri.

A. INTRODUCTION

Learning the process of change that occurs in developing one's self both in terms of cognitive, affective and psychomotor. Learning is a basic process of growth and development of human life in living life. By learning humans make qualitative changes to individual humans so that their behavior develops. As we know that students who are accompanied by their parents go to school and make it a habit to kiss their parents' hands and say goodbye, the older they get, the more children learn to dare to mingle with their surroundings (Soemanto, 2013: 103).

Guidance from the meaning of the word guidance which is taken from the root word to guide which means to direct, guide, or regulate. According to Donald G. Mortensen and Alan M. Schmuller (in the 2020 Census: 7) said that looking at the philosophical aspects of the dependence of guidance on educational programs. The achievement of guidance requires harmonious cooperation between students, teachers and parents. According to Nurihsan (2011: 15) tutoring is held to help students to be able to deal with the problems they face. Some of the problems in learning are usually poor study habits, lack of time discipline, difficulty understanding and the lack of independence of the students themselves.

According to Daryanto (2013: 70) independence is an attitude and behavior that does not easily depend on other people in completing tasks. Independence is the level of development of a person where he is able to organize himself and rely on his abilities in carrying out various activities and in solving various problems faced. Tahar (2006: 100) the attitude of independent learning students can effect on learning outcomes, that the higher the attitude of independence of students in learning, the learning outcomes also indicate the possibility of high learning outcomes.

The basic purpose of guidance is to help someone achieve an independent life, according to Sukardi and Kusmawati in their book Irham and Wiyani (2014: 66), that the end of guidance is student independence. Independence is meant by efforts to provide guidance given by teachers and parents to students. So the visible result is that students are able to become independent individuals in their own lives, in solving the problems they face.

Based on the results of an interview with the homeroom teacher for class IV Elementary School 247 Pelita Mr. Madi Sandar, S. Pd. Elementary School stated that students' independence in learning was still low, as evidenced in the distance learning assignments (PJJ) provided by schools during the Covid-19 Pandemic, students' lack of independence in being

able to work on these tasks independently, lack of supervisory assistance at home to practice on their own, lack of student enthusiasm and the desire to be able to learn things that students cannot do from their own independent attitude. Including there are still some students who are still not fluent in reading, writing and arithmetic in class IV.

At Elementary School 247 Pelita, learning under these conditions continues to carry out distance learning, and is combined with meetings at school with a short duration of time, and only a few classes take turns shifting two days a week.

Class teachers are also important mentors to help develop students' potential and in dealing with related problems by studying. The teacher directs students in doing the task before reading, reading regularly, for students who cannot read the teacher trains one by one students who are not yet fluent in reading to support their learning activities. The tutoring at Elementary School 247 Pelita is still being carried out, but officially it is scheduled and neatly arranged, it is still not optimal. Guidance is still carried out by the teacher from time to time. By providing guidance to students on an ongoing and continuous basis, it is expected to be able to form students' self-reliant attitudes both in learning at school and in the long term of living in society.

Looking at the attitude of independence which is still dependent on other people and shows that students tend to have an attitude of independent learning that is not good. The lack of good attitudes of independent learning possessed by students shows the lack of good student initiative, student self-control, student self-confidence, and student responsibility in learning. The attitude of independence of students who are lacking in doing schoolwork is still assisted by parents, this is because students have not been able to act independently in learning and have a lack of understanding in understanding their own concepts or subject matter.

Based on these facts, it is felt that it is very important to conduct research to examine more deeply related to the title "The role of tutoring in the formation of independent attitudes of Elementary School 247 Pelita students, Buahbatu District, Bandung Regency".

Learning (Soemanto, 2013: 127) put forward by Crunbach in a book entitled Educational Psychology states that effective learning is through experience in which there is direct interaction with learning objects by using the senses that are actively involved. Kamandirian learn in Government in Ministerial Regulation Number 41 of 2007 describes the attitude of independent learning as an attitude of a person to learn on their own initiative in an effort to internalize knowledge without depending on other people.

Guiding the success of these students can be seen in the formation of competencies and achieving learning objectives, as well as the success shown by the teacher in guiding students in learning. Therefore, in his book Mulyasa (2017: 121-126) explains about guiding slow students and guiding students who are smart above normal, as follows:

1. Guiding slow students According to Mulyasa (2017: 125) Guidance efforts carried out by teachers in guidance require patience in dealing with children who are slow learners, because of the behavior and characteristics that showed slow. Form guidance given to students who are slow in learning can be in the form of:
 - a) Providing information on effective ways of learning, for example by playing while learning, provides a comfortable learning atmosphere.
 - b) Helping determine study groups, forming study groups is expected that students can study together.
 - c) Hold meetings with the parents of the students concerned to discuss the difficulties faced by students, find solutions and work together to help guide children when at home.
 - d) Providing remedial teaching, the form of activities carried out is providing special re-learning for slow learners, providing special exercises.
2. Guiding students who are fast above normal
According to Mulyasa (2017: 128) Guidance efforts carried out by teachers in guiding fast learning children can provide forms of guidance activities in the form of:
 - a) Provide enrichment to develop potential and obtain optimal development, the form of activity can be in the form of providing practice questions, giving assignments to read the subject being studied.
 - b) Increased motivation to learn, the form of activities carried out can be in the form of clarifying learning objectives, adjusting teaching to the talents, abilities and interests of students, creating a fun learning atmosphere, giving prizes and punishments in a positive direction.
 - c) Improving learning skills, can be done by making notes on the teacher's teaching material, making summaries of the material read, working on practice questions.
 - d) Development of good study attitudes and habits, helping students to arrange study schedules, training students to read, training students to do assignments regularly.

According to Sa'diyah (2017: 38) looking at the child's independence which has several

aspects which include freedom, initiative, self-confidence, responsibility, self-assertiveness, decision-making, self-control. Details can be explained as follows:

- 1) Freedom is the right of every child who tends to experience difficulties in learning to develop his abilities and achieve the expected goals, to do what he wants, of course, with the directions of the adults around him.
- 2) Initiative, meaning that an idea of a student is able to do something without coercion or comes from the intention of the student's heart which is manifested in the form of behavior. One's initiative will show one's independent attitude, seen in expressing ideas, opinions, fulfilling one's own needs, and being firm in attitude, curiosity, own will.
- 3) Confidence, is an attitude that shows a person's belief that is in him can develop a sense of trust and be appreciated. The form of self-confidence can be seen in one's ability to choose, believe in yourself to be able to organize yourself and achieve something good, which is the attitude of independence of a child.
- 4) Responsibility is an aspect that everyone must have, not only for themselves but also for others. The form of responsibility in one's attitude of independence is shown by daring to take risks for the decisions that have been taken and consistent in carrying them out. As well as being able to distinguish between what is good and what is not in the life of himself and those around him surrounding environment. According to Faith, BN et al. (2017: 13) responsibility is the attitude and behavior of a person performing the duties and obligations that he should perform towards himself, society, the social, cultural and natural environment, the country and God Almighty.
- 5) Self-assertiveness, meaning aspects that show firmly that oneself is able to rely on all the potential and abilities one has. The form of self-assertiveness in an attitude of independence is shown in the courage to take a stand, dare to argue, defend the right opinion over the differences of opinion of others.
- 6) Decision making is a provision for students to make decisions in life, which of course will be faced with choices and force them to make good choices. The form of a child who has an attitude of independence here is shown by his ability to be able to find solutions to the problems he faces, taking into account all the risks that may arise and various other challenges and difficulties.
- 7) Self-control is the ability of a person to complete himself by controlling his attitudes,

emotions, feelings and behavior with his social environment. So you don't feel irritable, anxious, and excessively doubtful when interacting with other people.

B. RESEARCH METHODS

In this study using qualitative research methods. In essence, qualitative research is in the form of presenting facts and phenomena related to tutoring by teachers to students of Elementary School 247 Pelita. In the tutoring provided can shape the attitude of independence of students Elementary School 247 Pelita Buah Batu District, Bandung Regency.

Qualitative research method with a case study type. There are two sources of data in qualitative research, namely 1) primary data, 2) secondary data. In this study, primary data was obtained from interviews and observations supported by documentation. Interview data with homeroom teacher IV Mrs. Dewi Purnama Sari, S. Pd. SD, which will be supported by secondary data from interviews with Mrs. Kurniawati, S. Pd as homeroom teacher for class V, and Mr. Muhammad Fauzi as homeroom teacher for class III. Observational data see and observe the process of tutoring in the formation of an attitude of independence from students Hana Denita (HD) and Anissa Zahra (AZ) from class IV and students from Beckhma Putra (BP) and Nabilla Hasna (NH) from class III to support the formation of an attitude of independence Elementary School 247 Pelita students.

Data collection techniques in this study used interviews, observation, and documentation. The data analysis techniques used in this research are data collection, data reduction, data display, and conclusion drawing.

B. RESULTS AND DISCUSSION

1. Tutoring by Teachers to Students Elementary School 247 Pelita

Based on the results of interviews and observations conducted by researchers during April at Elementary School 247 Pelita. Student tutoring is scheduled by the teacher which is held twice a week after school. Tutoring according to Syamsu and Juntika (2016: 11-12) is guidance that can direct each individual in helping and solving learning problems, how to complete assignments and exercises, planning according to the goals of each student as a developing individual. Tutoring also develops a conducive teaching and learning atmosphere, so as to

minimize learning difficulties. Tutoring by both teachers and parents is trying their best for individual children at school to achieve the expected goals.

Teacher tutoring for Elementary School 247 Pelita students is carried out after school in meetings twice a week in face-to-face activities at this school. Tutoring is given in the form of guiding students who are slow and fast learners, of course with a different approach.

Efforts of tutoring by Elementary School 247 Pelita teachers to their students by providing effective ways of learning, determining student study groups, holding meetings with parents of students, providing corrective activities, providing enrichment activities, increase student motivation in learning, provide learning skills on students, build good student attitudes and habits.

Students who are slow in learning will be seen by the conditions experienced by students including being quiet in class, less active in learning, lacking in doing assignments, paying little attention to material explanations by the teacher. Children who lack focus, are lazy in studying, are alone in class, have difficulty learning, often ask friends, are not fluent in calistung, and in terms of grades they do not meet the KKM.

Children who are classified as fast learners are generally able to complete learning activities in a faster and more predictable time. They do not need a long time to solve a problem they face, because it is easier to accept the subject matter. Because of the rapid understanding of learning, it is sometimes difficult to adapt to learning at school using standard average learning activities, one of the efforts to help is by placing them in a special group and given additional assignments.

In contrast, a slow learner takes a longer time than other normal children would expect. As a result, children who are slow learners can be left behind in learning. Judging from the level of intelligence below the average, it is classified as slow. It attempts to pay special attention such as placing with the same group, special approaches to additional lessons, and remedial or remedial teaching.

Guiding students in an effective way of learning is basically through the following ways: First, exploring students seeking and gaining knowledge about something, then developed through various efforts, do it yourself with the various possibilities that arise. Second, trial and error through trial and error students learn to solve something. Third, the feeling of displeasure students feel is not happy about learning to avoid learning mistakes. Fourth, the joy of something pleasant tends to be repeated and vice versa, something unpleasant tends to be avoided. Fifth,

imitation learning through imitation or observation of students themselves is most often done. Sixth, learning participation through imitation means participating actively (learn by doing). And seventh, communication is getting easier, communication is getting interesting something to learn.

Determining student study groups Teachers participate in selecting appropriate student groups, because teachers who understand more students who have the same slow and fast characteristics can be selected in one group, to make peer tutors when they have difficulty understanding subject matter. Teachers in guiding study groups that involve direct interaction to solve problems. The things that are considered in classical tutoring are guiding groups by focusing on problems, disclose their own opinion, giving everyone the opportunity to participate.

The teacher holds a meeting of parents of students conducted by the teacher to inform students' progress in the learning process, with difficulties in reading, writing, arithmetic, and other problems, communicated to parents of students in order to get common ground for solutions for students both in tutoring at school and Study with parents. The teacher informs the changes experienced by students which are seen in the increased learning scores. Based on talking with the parents of Nabila Hasna's student named Mrs. Hani. Thursday, 06 May 2021 at 11.00 WIB:

"Every time studying at Kaila's house, Kaila often learns from her own group who works together on assignments with her friends. When working in Kaila's group, she often teaches her friends who can't yet act as self-study tutors who work on it, her friends just have to watch. Including Kaila in tutoring as an effort by parents to teach his son more growing again. Children who are enthusiastic and want to learn, motivate students and encourage children to learn with their peers.

Increasing learning motivation which is continuously inserted in every tutoring both through appreciation of prizes, saying praise, which builds positive things makes students' energy enthusiastic in learning. Maliki (2016: 11-12) motivation where students are required and a strong will to make changes in their lives, will provide the energy to actually do it. Students will receive motivation from both within and outside of students through a natural process as their therapy to express a desire to make changes, as well as an effort to achieve the desired goals.

It can be said that tutoring by the teacher for Elementary School 247 Pelita a student's goes

well on a regular basis, by carrying out several activities as an effort to guide the learning of students who are slow learners and students who are fast learners by providing effective ways of learning, participating in determining groups student learning, hold meetings with parents of students, hold remedial activities, conduct enrichment, increase student learning motivation, improving student learning skills, as well as improving student attitudes and good habits.

2. The Role of Tutoring in the Formation of Student Independence Attitudes Elementary School 247 Pelita

The role carried out by tutoring by the teacher as an effort to behave and act based on rights and obligations according to their position, it has been said to carry out the role of tutoring in the formation of students' self-reliance. Teachers have an important role in the implementation of education. The basic purpose of guidance is to help someone achieve an independent life, according to Sukardi and Kusmawati in their book Irham and Wiyani (2014: 66), that the end of guidance is student independence. Independence is meant by efforts to provide guidance given by teachers and parents to students. So the visible result is that students are able to become independent individuals in their own lives, in solving the problems they face.

Guidance is an effort to be able to provide space to help and assist children who are in the process of development, cannot be separated from the difficulties that come their way, so it is appropriate to provide action to optimize children with all their potential. In order to be able to help a child we must understand the condition and all aspects related to his life. We carry out effective plans to make changes to children both in terms of attitude, behavior and habits. Guidance that works by knowing very well about students mentored both at school and at home.

Based on the results of interviews with teachers, with study guidance conducted by teachers who have carried out their roles quite well. This can be seen from the teachers who have conducted tutoring for students who routinely come home from school twice a week, both slow learners and fast learners, by providing efforts made in forming the attitude of independence of Elementary School 247 Pelita students. The efforts are by providing effective learning methods, participating in determining study groups, holding meetings with parents of students, holding remedial activities, holding enrichment activities, increasing learning motivation, improving learning skills, and improving attitudes and good study habits.

Thus, based on the results of interviews and observations through the tutoring process carried out in the formation of students' independence attitudes such as making student study schedules, making notes on student subject matter, student initiatives to ask questions, doing

assignments, discussing difficulties experienced by students, and collect them on time as the responsibility of students.

Based on the results of Mr. Ahmad Yana's interview on Thursday 29 April 2021 at 08.00 WIB which stated that:

"Tutoring can have a role in shaping student independence, tutoring plays a role where children can learn everything to grow and lead to the formation of independence in children."

Based on the results of the interview on Thursday, April 22, 2021 at 09.00 WIB, with Mr. Madi Sandar, S. Pd. SD states:

"Students who are independent are students who can carry out assignments or students who can carry out their duties can be worked on in the process of forming an attitude of independence. Students who play a role are homeroom teachers, peers, school principals, parents' education, village government or the surrounding environment, all of them cooperate and be responsible."

There are many ways that teachers can do by attracting students' attention by using media, various learning resources, using patterns of interaction with various methods, strategies.

Arousing curiosity in every student, the teacher can carry out various activities, including telling stories that can arouse curiosity and questions, demonstrating an event material to be learned by relating it. Then provide opportunities for students to ask various questions related to what has been told / demonstrated, this activity is very effective for arousing student motivation.

The process of tutoring plays a role in the formation of attitudes through special experiences that students experience with an object, for example students who get good treatment from the teacher in carrying out tutoring will form a positive attitude towards the guiding teacher. It can also be from communication made with other people, many individual attitudes are formed by communication, both direct and indirect. There can also be many attitudes that are formed from the process of imitating or imitating behavior that is an example or model, such as a teacher who exemplifies independence in doing something in front of students directly, so students can imitate the attitude of independence and behavior shown by the teacher.

According to Despite (2010: 187-189), this level of independence will be individuality,

which raises the independence of a person who begins to have a personality that differentiates himself from others. The characteristics of this level are as follows: becoming more tolerant of self and others, increasing individualist awareness, distinguishing life outside and within oneself, concerned with development and social problems, awareness of emotional conflict, dependence and independence. Based on the results of Mr. Ahmad Yana's interview on Thursday 29 April 2021 at 08.00 WIB which stated that:

"Each class of children has different independence, some are fast and some are slow. An independent student is a child who can do his own work, given advice from the school not to play games in class, the children immediately apply it to be disciplined."

Based on the results of observations related to observing student independence in Class III as the focus of research on students named Beckham Putra (BP) with the nickname Ari born in Bandung, June 16 2015, Coining Village, Buahbatu District, and Bandung Regency. Ari is the first child of a father named Juhidin as a trader and a mother named Sriyana as a housewife. Beckham's independent attitude from existing indicators shows initiative that includes responsive curiosity and has a high curiosity about new things, lack of self-will to learn because in learning there is still the role of parents who remind to study every day, make a study schedule themselves which have been carried out every day with the help of the direction of teachers and parents who take part in monitoring students when they are at home and dividing students' time.

Indicators of responsibility that show that they are able to have awareness of responsibility as students to learn to do the assignments given, collect assignments according to the schedule. The indicator of self-confidence shows the courage to ask questions, for many people are still embarrassed to ask questions, but when accompanied by their parents, children dare to ask questions, and the same is true when studying with friends, they dare to ask questions and discuss together, not relying on other people, this child still cannot regardless of the help from either the parents or the teacher because of the age in class III which is normally developing is still in the process of forming an attitude of independence that has not yet reached the peak of an attitude that is said to be independent.

Based on the results of observations related to observing student independence in Class III as the focus of research on student named Alike Nasya Sibila (ANS) with the nickname Alik was born in Bandung, December 27 2012, having her address at Block Munjul, Warugede Village Rt. 12, and Row. 03, Buahbatu District, Bandung Regency. Alik is the second child of 2 siblings

consisting of one younger brother and one older brother, from a father named Rokhman who is an entrepreneur and a mother named Sri Wahyuni as a housewife. Alika's independent attitude from indicators showing student initiative which includes curiosity for new things when given her curiosity is high enough to make this child ask the teacher and immediately read the assignment, make her own study schedule Alika including students who are slow in carrying out activities seen with bad habits carried out at home often have to be ordered repeatedly by their parents,

Indicators of direct responsibility for working on questions or other assignments given by the teacher with enthusiasm with their siblings who are the same age. Furthermore, this child's self-confidence indicator is classified as a shy child's attitude in tutoring in a stimulus to dare to ask questions or by discussing with student study groups. And indicators of self-control children have emotions in learning attitudes that are classified as often bored in learning, being quiet in study groups, but with other students being helped together to complete their assignments.

Based on the results of observations related to observing student independence in Class IV as the focus of research on student named Aira Nuraini (AN) with the nickname Aira born in Bandung, May 23 2011, having her address at Block Kedawung Kidul, Warugede Village Rt. 09, Rw. 02, Buahbatu District, and Bandung Regency. Aira is the first child with one younger brother from a father named Agus Aripin as an entrepreneur and a mother named Aisah as a housewife. The attitude of independence from indicators showing that children are included in students who are fast in learning can already be said to be independent. The indicator of his initiative is very well seen by his curiosity in the new subject matter conveyed by the child's teacher who has read it beforehand at home, in making his own study schedule he is able to divide his time at home with routine learning activities, his own will in learning.

Indicators of responsibility for children who choose to quickly do the assignments or questions given so they can do other assignments, thus already showres possible for what is done. Indicators of student confidence have the awareness that learning is a must read every day, and confidence in being able to develop, build enthusiasm and ask questions to each other in discussions with the teacher. Indicators of self-control with the emotions of students who are fast in learning who tend to be enthusiastic and feel challenged to do the tasks or questions given, to control these emotions with the approach that the teacher gives and parental assistance.

Based on the results of observations related to observing student independence in Class IV as

the focus of research on a student named Nabila Hasna (KP) with the nickname Kaila was born in Bandung, April 31 2011, having the address at Kedawung Kidul Block, Warugede Village Rt. 09, Rw. 02, Buahbatu District, and Bandung Regency. Kaila is the second child of 2 siblings consisting of one younger brother and one older sister from a father named Mohammad Kadna Taufik as an entrepreneur and a mother named Hani as a housewife. An attitude of independence with indicators already showing can be said to be independent. Initiative indicators that show an attitude of having high curiosity are marked by reading once and being able to immediately understand, remembering what was conveyed, making their own study schedule as a child's reminder, own will for the desire to become an outstanding student who must be diligent in learning which is continuously instilled so that the enthusiasm for learning.

Indicators of responsibility for children who have assignments done immediately after school and tutoring is carried out, always submit assignments on time as a form of student responsibility. An indicator of student confidence is that students are still shy to ask a lot of questions, but to answer questions from the teacher this child can have the courage to answer them confidently, including after counting or reading first. Children who are classified as quiet don't talk much, except for discussions, they dare to ask each other questions of their friends. Indicators of emotional self-control tend to be fast learners so that they always ask for additional learning and assignments given, the teacher needs to pay attention to such students with the right direction, because they quickly digest what the teacher says and can correct together. Based on the discussion above, that the existence of tutoring in schools can be an activity that must be carried out by the teacher, to assist students in building student growth and development in accordance with their development path, so that the results can form students according to what is expected. Included in tutoring programs or services carried out by teachers after school to help students experience difficulties in learning, directing, providing needs and opportunities for students to be able to optimize the competencies each student has.

C. CONCLUSION

Based on the research results the data that has been obtained by the researcher has gone through the analysis first, the researcher can draw the following conclusions:

1. Tutoring by the teacher for the students of Elementary School 247 Pelita. Tutoring is carried out by the teacher every time he comes home from school. Thus, the teacher in carrying out

tutoring through guiding students who are slow learners and guiding students who are fast learners by making the following efforts: guiding students who are slow learners providing effective learning methods, determining study groups, holding meetings with parents students, conducting remedial teaching. Meanwhile, tutoring by teachers in guiding students who are fast in learning provides enrichment teaching, Increases learning motivation, Improves learning skills, and improvement of good student learning attitudes and habits.

2. In connection with the role of tutoring in the formation of independent attitudes of Elementary School 247 Pelita students. With tutoring carried out by the teacher through tutoring efforts including through guiding students who are slow in learning and guiding students who are fast in learning which plays a role in forming students' independent attitudes seen in indicators that include initiative, responsibility, self-confidence, and self-control shows that students have formed and have an attitude of student independence marked by the attitude of students who are already independent in learning and following tutoring.

Through the role of tutoring with the teacher's efforts to guide students who are slow learners include providing effective learning methods, determining student study groups, holding meetings with parents of students, holding remedial teaching. As well as guiding students who are fast learners including holding additional learning enrichment after school, increasing student motivation, improving student learning skills and improving attitudes and good study habits.

The process of forming an attitude of independence continues in stages until at the level of students who can be said to be independent. Thus, the existence of the role of tutoring in the formation of the attitude of independence of Elementary School 247 Pelita students can run smoothly and be scheduled according to face-to-face meetings at school.

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