

Implementation of Post-Pandemic Learning Independence Culture in Elementary Schools

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Abstract: The COVID-19 pandemic has had an impact on the Indonesian education system, causing changes in students' cultural learning patterns and decreased creativity. Schools are restructuring their learning culture to focus on students and adapt to the environment. Indonesian government education system law no. 20 of 2003 mandates cultural values, cultural acculturation, and fostering independent learning. Teachers play an important role in motivating students and implementing a culture of independent learning, which has a positive impact on their learning process. This research aims to determine the effectiveness of implementing a culture of independence in learning at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Bangka Islands Province. This research uses a phenomenological approach and qualitative methods to collect data and information from informants. The research aims to build a culture of independence, minimize teacher-student understanding and increase effective communication relationships between students. The research was conducted at SD Negeri 1 Pangkalan Baru Central Bangka, Bangka Belitung Islands Province. Data collection in qualitative research includes observation, interviews, and documentation and data can be taken from several sources. The analysis and sharpness of qualitative research is greatly influenced by the strength of the words and sentences used in the literature. The objects of the research were students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Bangka Belitung Islands Province. The results of the research show that at SD Negeri 1 Pangkalan Baru, the focus on independent learning is emphasized through emotional intelligence, cultural habituation, and the character education system. The Pancasila learner profile emphasizes six dimensions: faith, piety, noble character, global diversity, and independence. Independent learning involves creating a study schedule, discussing with teachers, and applying critical reasoning skills. Constructivism theory encourages critical thinking, creativity, and problem solving, thereby leading to increased motivation and academics success.

Keywords: Cultural Values, Learning Independence, Pandemic

A. Introduction

The COVID-19 pandemic has had an impact on changes to the education system in Indonesia. Changes occur mainly in students' cultural learning patterns, a decline in the spirit of creativity, critical thinking, and motivation to learn. The education unit is trying to maximize the school's quality culture, namely by reorganizing the education system, namely learning that is oriented towards students through learning based on the surrounding environment. Re-implementing learning culture patterns in schools with changes to learning patterns and cultural habits in schools can recreate effective learning creativity and can adjust the learning system so that it can rebuild students' learning motivation so that they can achieve maximum learning outcome targets so that education becomes better and quality.

Post-pandemic, face-to-face learning faced challenges, including students struggling with material and a culture that limited creativity. Parents played a crucial role in assisting students and promoting learning adaptation and cultural competence. The Indonesian government's education system law No. 20 of 2003 mandates education through cultural values, acculturation, and fostering a culture of reading, writing, and arithmetic. Strengthening educational learning involves re-emphasizing the learning process, fostering independent learning, creativity, and independence, and emphasizing the principle of learning to achieve curriculum completion.

Constructivism and Core Idea Learning theories, analysis, emphasize that knowledge is actively constructed by the learner, not passively received from outside. Students have their ideas about various phenomena, some of which are factual and unstable, while others are deeper-rooted and well-developed. These ideas serve as tools for understanding phenomena and developing creative thinking. Teachers take students' existing ideas seriously to challenge them. In the post-pandemic teaching and learning process, it is hoped that students can interact directly with the environment, fostering a culture of independent learning. Educational units should create programs and steps to encourage creative and critical thinking, forming a group learning community based on participants' talents and interests.

Vygotsky's perspective explains that social constructivism plays an important role in the construction of meaning from experience (Prince & Felder, 2006). The most important meaning of experience is based on the principles and pedagogy of the teacher. The general perspective of constructivism is that student knowledge construction is a learning process that involves change. Construction is a learning process, the teacher has a big role in influencing and creating conditions that motivate students, is responsible for creating problem situations, encourages the acquisition and retrieval of previous knowledge, and creates a learning process, not a learning product point out that a huge burden falls on the shoulders of teachers;

because, as a teacher or a film director they should pave the way to have a creative classroom and make students motivated. Learning, in terms of neurological, psychological, and sociological aspects shows that knowledge construction is a holistic process and involves social and affective elements rather than being a purely behavioral or cognitive phenomenon. The needs of the twenty-first century have changed the educational environment from a teacher framework to a learner-centered classroom. A constructivist approach can create new understanding by integrating their existing knowledge with new experiences. Adapting theory in a way that suits the purpose of carrying out the learning process becomes a means to achieve the goal, not the end itself.

Achieving the learning goal of independent learning is by participating in the web platform as a source of information. Duffy & Cunningham (1996), stated that "culture creates tools but tools change culture". The application of constructivist theory in an educational environment can develop teachers' ideas and creativity to consider ideas so that teaching is more. Social constructivist theory emphasizes learning as a social activity, empowering students to access their experiences and beliefs. Piaget's cognitive constructivism focuses on students' reactions to instructions, while Bruner's theory emphasizes learning through social interactions. Both theories emphasize the importance of observation, training, modeling, and mentoring in improving skills and knowledge. An independent learning culture, implementing learning steps automatically, empowers students' thinking, forms new knowledge, and helps explore all knowledge.

Implementing a culture of independent learning has a positive impact on student's learning process, namely that students can complete assignments given by the teacher on time. Assignments are carried out in groups, they can present the results of discussions, give opinions or suggestions to other groups, increase self-confidence, and build a sense of togetherness. , create a sense of caring, develop creative ideas and the results can be accounted for in the form of written reports. In this way, independence in learning can motivate students so that they are encouraged to build independence in learning to solve problems by connecting the experiences they have gained from previous learning. The results of the independent learning process for students can be seen from the attitudes, behavior, knowledge, and skills of understanding students' instructions, developing understanding through various references to increase insight and knowledge and experience obtained from the results of trying, practicing, discussing results and deliberating to express opinions, ideas, and suggestions.

Motivate students to be encouraged and build independence in learning to solve problems by connecting the experiences they have gained from previous learning. Through a learning process that focuses on students, the development of the educational learning process to build a culture of independence can minimize the

lack of understanding of the instructions given by the teacher so that the learning process runs and is focused and will not reduce learning competence or knowledge, skills and abilities. life that students must have. To find out in more detail about the effectiveness of implementing a culture of independence in learning by referring to constructivism theory at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Bangka Islands Province. This research uses a phenomenological approach that is appropriate to the context of research and development (R&D) using qualitative methods to describe the results of data collection and information in the field. Information obtained from informants as sources will provide data in the field, understanding students through learning, and giving each other experiences, which will influence each other to exchange ideas, thereby creating effective communication relationships.

B. Methods

The research was carried out at SD Negeri 1 Pangkalan Baru Central Bangka, Bangka Belitung Islands Province. Data collection in qualitative research includes observation, interviews, and documentation and data can be taken from several sources. The research method that will be used in this research uses descriptive qualitative research methods through interviews and literature studies from several journals to be used as literature review material. The qualitative method in this research emphasizes observing phenomena and researching more into the substance of the meaning of these phenomena. The analysis and sharpness of qualitative research are greatly influenced by the strength of the words and sentences used in the literature. Basri (2014) concluded that the focus of qualitative research is on the process and the meaning of the results. The research object is for students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Bangka Belitung Islands Province.

C. Results and Discussion

Character Formation Fosters Learning Independence

Independent learning is a form of student-centered learning that originates from opportunities and experiences that are important in the student's life journey. The process of independent learning requires emotional intelligence to develop attitudes and actions, skills, and the stages of student learning are visible in getting to know the environment and students being able to adapt to that environment. Students' abilities in the learning process are often accompanied by emotional intelligence so that students can control feelings through sensing to be able to understand and apply the strength and sharpness of feelings to guide students' higher-level thinking which will form empathy.

Good learning focuses on students in a contextual, meaningful way according to student characteristics and optimal use of the learning (Hariyanto & Mustafa, 2020). Each student has different characteristics at each age (Masgumelar & Dwiyo, 2019), in each learning process teachers need to carry out a needs analysis regarding the development of various students. Every student has all the characteristics so if there are students who have not achieved learning completeness, the teacher should provide special treatment in learning (Mustafa & Winarno, 2020). In strengthening the results of learning, visual aspects are needed that are conducive to helping students control emotions to achieve conceptual elements and provide a link to support retention (Hokanson & Clinton, 2018). So learning is the teacher's effort to make it easier for students to achieve the best possible competencies to achieve the targets in the curriculum used. Learning.

The Constructivism-based theory focuses on students' potential for learning achievement, encouraging critical thinking, creativity, problem-solving, and independent learning. It emphasizes the combination of existing knowledge and allows students to use conscious strategies, with teachers acting as facilitators to guide students toward higher levels of knowledge. This approach fosters understanding and flow in students. Understanding constructivism theory which focuses the learning process on student knowledge so that it can help students develop deeper understanding and knowledge is closely interconnected with learning methods that are closely related to discovery learning and meaningful learning. These two learning methods are in the context of cognitive learning theory. Remember that constructivism theory is a learning process that gives students the freedom to build their knowledge based on the learning model design created by the teacher (Mustafa & Roesdiyanto, 2021).

The constructivist learning paradigm can use presentations in the form of simulations of problems that occur in the field. Several definitions of the constructivist approach have been defined by several educational experts. According to Woolfolk (2004), the constructivist approach states that the learning process emphasizes the active role of students in building knowledge as well as understanding and giving meaning to the information or events experienced. Another opinion was also expressed by Donald et al (2006) who explain that the constructivist approach is a way of teaching and learning that aims to maximize student understanding. Learning will take place more effectively if students have direct contact with the objects being studied, which are in the surrounding environment. Apart from that, the use of today's technology-based equipment with or without a network and a variety of learning resources can increase effectiveness and efficiency in students' understanding (Masgumeler et al., 2019). This context suggests that students learn and build their knowledge when they attempt to understand the environment around them Donald et al (2006). For constructivist experts, learning is the meaning of events or experiences experienced by individuals.

Education should be seen as a continuous process of reconstructing knowledge, based on the constructivist philosophy that knowledge is built upon when learners provide knowledge and understanding. This process is not confined to the learner and can be interpreted as a new interpretation of a subject. The constructivist principles in learning activities include learning as an active process, learning as a process of communication, learning as a process of developing knowledge, learning as an active process of learning, and learning as a process of bridging knowledge. The goal of constructivist philosophy is to help learners understand, understand, and use information. The constructivist approach to learning, initiated by educators such as John Dewey, Jean Piaget, Maria Montessori, and Lev Vygotsky, encourages critical thinking, problem-solving, and reflection on knowledge. Teachers act as facilitators, providing scaffolding to help students understand complex concepts. Constructive theory emphasizes that learning is built through previous experiences and knowledge, with students actively participating in the learning process. This approach promotes student-centered learning, where all knowledge is learned from students to develop and build their potential. The approach emphasizes that students learn in groups, relying on their own experiences and interests and that teachers play a crucial role in providing guidance and examples to help students develop their understanding and problem-solving skills.

Constructivism theory in developing students to learn independently and focusing on students will help maximize learning understanding. In this research, the researcher refers to the CMM theory of Pearce & Cronen in West & Turner (2014) to interpret research results, namely that the hierarchical meaning in this theory attempts to organize meaning in the form of research results in the field based on the results of interviews, observations and document file manuscripts obtained. researchers with several informants will describe it based on stages that are by the hierarchical meaning (content, speech acts, episodes, relationships, life scripts, and cultural patterns).

Based on these research stages, researchers can find out in-depth how independent learning activities are implemented in elementary schools. Independent learning for students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Bangka Belitung Islands Province after the COVID-19 pandemic. The way of meaning in the form of structured, constructed responses occurs during the researcher's interaction with informants when conducting data mining to collect information in the field of research.

Researchers also received information from informants about efforts to build character and re-implement the education system and culture in schools to improve student's skills in understanding life and lifelong learning. The role of the school is to rebuild and reorganize the education system of SDN 1 Pangkalan Baru in Central Bangka Regency. Importance of fostering character in students to improve their

learning experience. It emphasizes the importance of developing a positive attitude towards learning, fostering a sense of belonging, and promoting a positive school culture. The text also discusses the role of literature in shaping character, focusing on the importance of reading, understanding, and expressing new information. The text also discusses the importance of integrating media in teaching to promote learning and the role of knowledge in teaching. The text also discusses the importance of fostering a positive learning environment, focusing on the importance of a positive attitude toward learning. The text also discusses the role of the teacher in fostering a positive learning environment, focusing on the importance of a positive attitude toward learning. The text also discusses the role of the teacher in promoting a positive learning environment, focusing on the importance of a positive attitude toward learning. The text concludes by highlighting the importance of fostering a positive learning environment in schools.

The text emphasizes the importance of religious beliefs in the context of education, including the importance of religious teachings, the role of media in promoting religious values, the role of religious leaders, the importance of fostering a sense of community, the role of religion in shaping the future of education, and the role of public relations in achieving educational goals.

Various activities at SD Negeri 1 Pangkalan Baru are attempted to form independent personalities in students so that they can achieve the school's goals and programs towards a school with a culture of quality, fostering enthusiasm and motivation for students in carrying out the learning process based on the experience they have gained. Participants will get used to good routine activities in daily life, they can work together to collaborate with friends, such as working together to carry out community service and exercising together every Saturday as a form of togetherness to achieve fitness together.

Implementation of programs and activities as a strategy for student self-development, such as exploring the potential of all students at SD Negeri 1 Pangkalan Baru, increasing knowledge and experience, and growing student character as stated in the goals of the educational unit to achieve the implementation of curriculum goals and programs in both academic and non-academic fields. Growing students' self-awareness will influence their overall attitude, and shape their whole personality through routine activities, it will automatically have an impact on students in carrying out the learning process, making the school environment clean, safe and comfortable, enjoyable, and within themselves students will be committed to the school as a second home for students in achieving future goals.

Continuous and routine activity programs create a school environment full of innovation, launching various school business activities both in the environmental

field and conscious efforts to promote the health of all school residents. This program is carried out together with all residents as a provision for the sense of care that will emerge in students in the long term. The program will be implemented using the methods and steps that are the most appropriate strategy for implementing the independence of the learning process. All programs and activities will have an impact on students to create a generation that is intelligent and good at understanding information conveyed by other people.

Researchers conduct interviews with respectful and polite speech acts. They received information from a homeroom teacher about post-pandemic independent learning for students. The teacher emphasizes coordinating with the education department to create a culture of independence. Steps for implementing an education system include implementing clean living habits, strengthening cultural character, maintaining vision and mission, providing parental support, and collaborating with technology.

In the post-pandemic culture of independent learning, efforts to achieve better education in the strategies taken sometimes occur as obstacles, which can be caused by 3 factors including teachers, parents, and students. Researchers at this stage obtained data about school strategies to increase and raise student motivation at SD Negeri 1 Pangkalan Baru

Improving digital literacy The challenges of the 21st century by adapting the learning process and results in school education to current developments, students growing to think critically, using technological advances, such as teachers carrying out good practices in learning, inviting students to answer questions using Quiziz and students immediately know the value points directly students can access it.

according to Pearce & Cronen in (West & Turner, 2014), describing the context when acting by interpreting speech acts by looking at the influence of meaning to strengthen the idea of the content in the research presented in the form of research studies from informants either directly or via telecommunications media. Results of interviews with one of the 6th-grade students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency, Berlian as a student informant, was grateful to be able to go to school and study directly with the teacher so that the material presented was easy to understand. The student from class 6 stated that there were also obstacles such as:

1. There is still a feeling of worry about contracting Covid
2. Have to wake up early to go to school
3. Feel lazy to do the tasks that have been determined, because all this time you have been lulled into relaxing with the tasks that have been given. Help, support, and guidance from parents to support activities at school including complying with orders and complying with all school regulations.

The regulatory requirements are to continue to comply with the best health protocols for students to receive lessons by maintaining the potential strength that is growing in children by implementing the 3 M's, namely washing hands, wearing masks, and avoiding crowds. Then there is the clean is healthy program, namely always maintaining a clean environment by providing lessons and observing how students maintain their health. In this episode stage, the researcher refers to the opinion of Pearce and Cronen in West & Turner (2014) so that they can make good plans that are known to all school members as a form of school management in the post-pandemic period. SDN 1 Pangkalan Baru, Central Bangka Regency has programs such as which was conveyed to researchers that the plans and programs implemented by the school were related to the independent learning process in elementary schools results of interviews. Face-to-face learning means reorganizing education management with various strategies, explaining that with face-to-face learning, teachers will easily monitor students' behavior at school. Effective implementation of face-to-face learning.

1. Building a culture of character at school to implement noble moral attitudes
 2. Support from parents and the surrounding environment
- Re-strengthen character habits at school
1. Say good morning
 2. Line up in front of the class after the bell rings
 3. Carrying out a flag ceremony
 4. Exercise together
 5. Following a cult
 6. Practice extracurricular activities according to your talents and interests
 7. Can work in groups with friends
 8. Do jumping movements, raise your hands, etc. in PJOK lessons. Synergize with each other to build dignified people so that students can become superior and quality individuals.

The support and motivation provided by the teacher is to develop a sense of caring and sympathy. So that students feel cared for and loved. In this way, teachers educate and teach students to develop self-skills and continue to develop, there is no difference in the treatment of each student, so this first step is to lead students to become independent individuals. Education must create, arouse enthusiasm, and encourage students to develop so that students can mobilize their inner strength. Encourage students to understand the content of reading by reading regularly, namely carrying out assessments with answer sheets. To support student learning independence Support is given to parents of their children in facing face-to-face learning, advising so that children maintain health protocols, by learning face-to-face at school children will be able to learn independently to continue the culture of

independent character which will appear optimally. Students will develop their abilities based on the natural nature of the students.

1. Pay attention to children's health
2. Support school programs
3. Helping their children at home to solve problems

Independent learning at school and home will motivate one to train critical thinking logic and hone the skills to become skilled at processing the information that students get with the skills to live independently.

At this interview stage, the researcher concluded that parents support all government and school programs. The task of teachers in schools is to educate students to live and grow students in strength with all efforts to improve their behavior. At this stage, all activities during document research, and observation questionnaires are collected and then used as storage in the form of photos or other important letters as a basis for interpretation data in the field. Student at SD Negeri 1 Pangkalan Baru is very happy to be able to study again at school, happy to be able to meet teachers and friends at school.

Post-pandemic face-to-face learning requires support from all school members to help school programs improve the learning process again in the form of routine character-building habits, academic and non-academic learning and to achieve all programs and activities requires the support of parents as the main supporters. Apart from that, a learning environment is needed that will support motivation and encourage students' way of learning in understanding the world of education. The form of understanding that will be focused on students is the economy, the limited educational standards of parents and teachers will also influence the independent learning movement.

At this stage, the researcher will understand the relationship between background and values or habits related to gender, religion, class, identity, and other categories of students. Data was obtained from informants from parents and children. Face-to-face learning to reorganize character, how students learn to achieve independent learning to develop reasoning and critical thinking skills towards an intelligent, tough, and superior generation. The tasks given by the teacher require parents to be able to guide them in making the tasks given by the teacher, such as making skills from used objects, making mosaic pictures by attaching pictures or flower vases from leftover egg shells, and many skill activities that are carried out. increase to build student creativity in developing rational thinking to improve the quality of understanding. Learning continues at home so that parents and children can collaborate, and work together with parents at home so that the learning process is not only obtained from school.

Process for Implementing Post-Pandemic Learning Independence

Some factors influence learning independence, namely psychological factors, physiological factors, and environmental factors. Students who do not have motivation and interest in learning will not be able to learn independently and experience various difficulties in their academics. Meanwhile, students who have high learning independence will be motivated to learn something to the best of their ability without asking for help from others. This research aims to describe the implementation of students' independent learning in post-pandemic elementary schools using a qualitative approach with a phenomenological type. The subjects of this research were students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency. The data collection techniques used were interviews, observation, and documentation. The data analysis technique uses the Milles and Huberman model with stages, data reduction, data presentation, and conclusion. The results of the research show that students already have an attitude toward independent learning in the learning literature Journal (Subakti et al., 2021) Observing the implementation of student independent learning in the implementation of post-pandemic learning with an emphasis on independent learning so that it can foster learning motivation and students can reason and think critically.

In primary schools, enhancing learning motivation involves utilizing all the potential of students, including their passion and interest in learning. This can be achieved by developing a psychological approach to learning, focusing on the student's interests and experiences, and incorporating a critical thinking approach. The process of integrating learning with the student's environment is crucial for developing critical thinking skills. Teachers should provide stimuli, use learning processes as a tool for problem-solving, and analyze the learning process to improve critical thinking skills. To improve the effectiveness of learning, teachers should have the necessary skills to adapt to changing circumstances and technological advances. This includes fostering critical thinking, promoting self-awareness, and fostering a positive learning environment. The Pancasila Learning Profile Project, a reference from PMM, aims to stimulate learning by providing a practical approach to improve student motivation. This approach includes fostering self-awareness, fostering self-confidence, enhancing communication skills, and fostering self-solubility. In conclusion, incorporating a Pancasila learning profile in primary schools can significantly improve student motivation and learning outcomes. By focusing on the student's interests and experiences, teachers can create a supportive learning environment that fosters critical thinking and student success.

SD Negeri 1 Pngkalan Baru in developing independent learning according to the profile of Pancasila students, namely carrying out a sustainable lifestyle project, namely by processing waste from dry leaves to be directed towards making compost, developing skills by recycling used goods and local wisdom by promoting

local culture, adopting it by the culture. *cognate sebalai* is an example of a dance from Bangkabelitung. Structural planning by the specified steps in coordination with the teacher and conveyed to students to establish agreement on theme selection in the project to strengthen the profile of Pancasila students. In the P 5 program, learning in the independent curriculum to be included in the learning schedule is included on Saturdays at SD Negeri 1 Pangkalan Baru, adjusted to the needs of the school and depending on the activities carried out at the school.

Pancasila students are lifelong, devout, noble, morally oriented, independent, and creative individuals. They possess a strong sense of self-development, reason, and creativity, which are essential for a quality life. The freedom to learn is a key goal for these students, fostering collaboration, global diversity, and critical thinking. The Ministry of Education, Culture, Research and Technology has determined three key elements of the Pancasila student profile in the independent curriculum: rhyming, religious morals, personal morals, and noble morals. These elements are embedded in students' personalities, promoting responsibility, understanding, and initiative in learning and completing learning material.

Implementation of independent learning for students at SD Negeri 1 Pangkalan Baru is a special characteristic for developing an independent personality and there are influencing factors such as internal factors (physiological and psychological), followed by external factors (social and non-social factors). Independence in learning means that students have the will and are responsible for themselves in solving learning problems. Independence in learning will be realized if students are active in the learning process. For this reason, the teacher wants the learning process to help students. Journal literature Salima (2019) data was analyzed on thematic learning by reducing the level of student learning independence in learning in the classroom and outside the classroom.

Students at SD Negeri 1 Pangkalan Baru, Central Bangka Regency show a confident attitude during the learning process. This can be seen in one of the activities that respond directly to the trigger delivered by the teacher. The students immediately raise their hands to be able to provide ideas or opinions from the teacher, then the students work in an orderly manner. The indicators of achieving self-confidence, namely being calm in doing everything, students raising their hands to answer questions, and waiting for the opportunity to wait for each other's turn in line. Learner independence is the intelligence of using potential and active abilities in the learning process. Learning in the process of independent learning will be seen in students being active, creative, and dynamic in dealing with the environment by exploring their potential or abilities. The characteristics of active students can be seen from the way they participate in learning activities, ask questions, and answer questions. Active achievement in student learning tries out concepts for themselves, finding problems in learning, and finding discipline.

In the teaching and learning process, discipline can be a preventive tool to prevent and guard against things that can disrupt and hinder the learning process. For this reason, various regulations are enforced in schools to enforce the level of discipline of students at SD Negeri 1 Pangkalan Baru who have a disciplined attitude in learning activities, achieve discipline in learning, and are responsible for the tasks they have been given. Learning activity strategies are carried out to increase enthusiasm and motivation to explore students' potential and overcome difficulties that arise during learning. At this time, the researcher observed that students at SD Negeri 1 Pangkalan Baru had a responsible attitude in learning, especially in discussing, conveying ideas in learning, conveying learning results in front of the class as a form of self-confidence and forming the courage to reflect personally, who is responsible, highly committed, and able to deliberate to reach a word. consensus. Providing the ability to learn can lead to independent learning, you can organize personal activities, and achieve competence and skills as basic abilities possessed by students. The independent learning process according to Ningsih & Nurrahmah (2016) contains indicators of independent learning attitudes in students such as not being dependent on other people, having self-confidence, having disciplined behavior, having a sense of responsibility, behaving based on their initiative, and exercising self-control. Students at SD Negeri 1 Pangkalan Baru have an attitude of independent learning (Asiyah et al., 2019). Self-confidence also makes a person do positive things as self-actualization in front of society. Real evidence at school

D. Conclusion

Learning independence is crucial for individuals to be creative, adaptable, and able to solve problems independently. Teachers can help achieve this by creating strategies to build a culture of independence in the learning process and character. At SD Negeri 1 Pangkalan Baru, emotional intelligence is emphasized, and cultural familiarization activities and character education systems are implemented. The Pancasila learner profile, which focuses on independent curriculum in elementary schools, focuses on six dimensions: faith, piety, noble character, global diversity, and independence. These elements help students develop noble morals, appreciate cultural diversity, and develop communication and organizational skills. Independent learning involves creating study schedules, discussing with teachers and parents, and applying critical reasoning skills. The constructivism theory encourages critical thinking, creativity, and problem-solving, leading to increased motivation and academic success. The process of implementing post-pandemic learning independence at SD Negeri 1 Pangkalan Baru, Bangka Belitung Islands Province prioritizes learning independence and there are influencing factors, namely psychological factors, physiological factors, and environmental factors. Students who do not have motivation and interest in learning will not be able to learn independently and experience various difficulties in their academics. Meanwhile, students who have high learning independence will be motivated.

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