

Profiles of Self-Reliance of Elementary School Students In Indonesia

Endin Mujahidin
Universitas Ibn Khaldun,
Bogor, Indonesia

endin.mujahidin@uika-bogor.ac.id

Syamsuddin Ali Nasution
Universitas Djuanda,
Bogor, Indonesia

Abstract—Sexual crimes to children (pedophilia) are very anxious because children who are the victims of the crimes would be traumatized for a long time. It can occurred not only outside home but also at home by their own family. Pedophilia that occurred in several cities in Indonesia, showed the children as a victims. In order to eliminate this crime to children, intensive efforts is required for developing children's self-reliance and able to do something by their self. This study aimed to measure the current condition of self-reliance of elementary school students in Indonesia. The research was conducted by survey in elementary school students (1,805 respondents), that were divided into two main groups based on their levels, i.e. 1st, 2nd and 3rd as first group and the higher class as a second group. Ten characters used as indicator of self-reliance, i.e. eating, drinking and bathing; preparing for school; telling stories with parents; choosing their own games; can be left alone at home; play acting in public; can do the task; choosing their own activities; always follow the rules, and independent in making decisions. For all characters that evaluated, the students that showed self-reliance from first group and second group only 25% and 29% respectively. In order to increase the self-reliance of students for the next generation, it is required further research that will be addressed to design a suitable method for developing self-reliance for elementary school students in the classes.

Keywords—character, children, elementary school, pedophilia, self-reliance

I. INTRODUCTION

Pedophilia cases happened in elementary school add a long row of sexual abuse of children in Indonesia. [1] These occurred not only in capital city, but also in small city. Even in the year 2010 in Jakarta, cases of pedophilia followed by murder and mutilation caused 14 street children as victims. [2]

Foundation of Urban Social Work Group (KKSP) Education and Information Center for Child Rights in 2014, reported that children as violence victims experienced the trauma and vulnerability. It is also reported that 88 children of 100 students in elementary and junior high schools are indicated become victims of physical and psychological violence in North Sumatera. [3]

The current situation of crime against children come into the extraordinary crime. [4] Rightnow, there is no a wider environment that comfortable for children, even next to their own home and at school. Therefore, several efforts

are needed to eliminate this crime because the pedophile victims can be traumatized in a long time.

Good character and self-reliance of people are playing important role in national and community development. [5] Self-reliance and ability to making a decision of children will increase after get the learning at school for some period of time. [6] Learning will be more effective if delivered to children since they were in the childhood. [7] In order to minimize the crime, teachers should active to help children to develop their character of self-reliance at school. Therefore children can courage to fight when there was any violence against them. [8] This research was aimed to measure the current condition of self-reliance of elementary school students in Indonesia.

II. METHODOLOGY

The method used in this research was survey [9], which is conducted on students in six elementary schools. There are three schools in Bogor District, two schools in Bogor city, and one school in Depok. The total respondents were 1.805 students. The survey is conducted from 14th April 2015 until 7th May, 2015. This research was conducted in two steps, i.e identification student's self-reliance step and observation to the education college that successful in developing of self-reliant of student.

The data come from questionnaires that filled by students and observation. The questionnaire was contained simple questions and checklist form answer, which designed for elementary school students. As regards to observation, it is conducted to investigate the conditions of elementary school students. Analysis technique of data used in this research was qualitative descriptive analysis. [10] Result was presented in bar diagram which describe the self-reliance profile of elementary school students.

Self-reliance identified for this research consists of 3 main characters related to daily activity (question 1,2,3), self-confidence (question 4,5,6) and making a decision (question 7,8,9,10). These characters were detailed in 10 (ten) activities [11], those are:

1. in eating, drinking and bathing by his own;
2. in preparing his own school things;
3. in doing the task or homework by themself;
4. in saying many stories to his parents;
5. in being left by their parents;
6. in brave to appear in front of public / class;
7. in choosing their own games

8. in choosing their own activities;
9. in following and obeying rules;
10. in making decision.

The student must give the answer by checking 1 out of 5 choice answers based on frequency of the activity in one week. The five choice answer were always, often, sometimes, rarely or never. Choice “always” are indicated the self-reliance.

III. RESULTS AND DISCUSSION

A. Self-reliance related to daily activity

Self-reliance in eating and drinking is a fundamental character for a child. The survey results showed that second group of students has self-reliance in eating and drinking in higher percentage (45%) than the first group (33%) (Figure 1). However, there were remain a student from both of group never been eating and drinking by themselves, i.e 11% of students from 1st group and 7% of students 2nd group.

The survey regarding self-reliance in preparing their own school things by themselves showed the different result. The 1st group showed the similar self-reliance to the 2nd group (Figure 2). However, there were remain 8% of students 1st group and 7% of students of 2nd group who never prepare his own school things.

The survey results showed that 2nd group of students has self-reliance in doing their own task by themselves in slightly higher percentage (36%) than the 1st group (34%) (Figure 3). However, there were remain a student from both of group never been doing their own task by themselves (7%) for both of group.

B. Self-reliance in self-confidence

The results of the survey on the self-reliance in talking to their parents can be seen in Figure 4. It showed that the 1st group more frequent talking to parents than 2nd group of students. The survey results regarding self-reliance in being left by parents (Figure 5) and in daring to appear in public / class (Figure 6) showed the similar pattern. The result showed that 2nd group of students in higher percentage than the 1st group. However, there were remain a student from both of group never been appeared in public and never be left by parents.

Self-reliance in making a decision

The survey regarding self-reliance in choosing the game by themselves and taking decisions showed the similar result. For both of the character, the 1st group showed the similar self-reliance to the 2nd group (Figure 7 and 10). However, there were remain several students of 1st group and 2nd group who never choosing the game by themselves and taking decisions .

The results of the survey on the self-reliance in choosing their own activities and following rules or

regulations can be seen in Figure 8 and 9. The result showed that 2nd group of students in higher percentage than the 1st group. The data also showed that there are still 12% of 1st group and 9% of 2nd group who never choose their own activities. It is also appears that there are still 19% of 1st group and 15% of 2nd group who never be self-reliant in following or obeying the rules or regulations.

For all characters that evaluated, the students that showed self-reliance from first group and second group only 25% and 29% respectively. From all of respondents in two groups, it can be concluded that there is an average of 27% of elementary school students who have the self-reliance (indicated by “always” answer) and 12% who not have the self-reliance (indicated by “never” answer). In order to increase the self-reliance of students for the next generation, it is required further research that will be addressed to design a suitable method for developing self-reliance for elementary school students in the classes.

IV. CONCLUSION

For all characters that evaluated, the students that showed self-reliance from first group and second group only 25% and 29% respectively. From all of respondents in two groups, it can be concluded that there is an average of 27% of elementary school students who have the self-reliance and 12% who not have the self-reliance.

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