

The Effect of Students' Daily Tasks on The Formation of Independence In Fifth Grade Elementary School Students

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Abstract. Elementary students' independence remains a persistent challenge, as many continue to rely heavily on teachers and parents when completing daily tasks. This study aims to analyze how daily assignments contribute to the development of independence among fifth-grade students in a public elementary school in Bandung. Employing a qualitative descriptive approach, the study involved one class as the research subject. Data were gathered through questionnaires, classroom observations, and documentation to obtain a comprehensive and contextual understanding of students' independent learning behaviors. The findings show that systematically implemented daily tasks fostered significant improvements in responsibility, self-discipline, persistence, and confidence in completing work without excessive support. Students gradually demonstrated greater initiative in preparing learning materials, managing their routines, and making simple decisions during classroom activities. Field notes also highlight that clear teacher instructions and the trust given to students played essential roles in supporting the emergence of independent learning. Overall, the study indicates that daily assignments function not only as routine activities but also as an effective pedagogical strategy to strengthen independence as an important character value in elementary school students.

Keywords: Student independence, Daily assignments, Elementary school

INTRODUCTION

Education in the 21st century emphasizes not only academic mastery but also the development of essential life skills and character formation. Schools are increasingly expected to prepare students to become individuals who are intellectually capable, emotionally mature, socially aware, and capable of making responsible decisions. According to Rosita (2018), the purpose of education is not merely to transfer knowledge but also to shape learners into whole individuals with strong personal and interpersonal qualities. This perspective highlights that academic success alone is insufficient for preparing students to navigate the complexities of modern society. At the primary education level, as emphasized by Astuti and Maharani (2024), character development becomes a foundational element that influences students' attitudes, habits, and personality development across subsequent stages of growth. Among the essential attributes that must be fostered early, independence stands out as a key competency necessary for students to succeed in personal, academic, and social domains.

In Indonesia, character education is deeply embedded within national education policies. Character building and national culture are positioned as strategic approaches aimed at strengthening the moral and cultural identity of students (Suriaman et al., 2024). Educational reforms consistently emphasize that character values must be integrated into learning

processes, school culture, and daily routines. This aligns with the overarching goals of national education, which highlight the importance of developing students who are morally upright, competent, creative, and independent. Within this framework, the Pancasila Student Profile plays an instrumental role in defining the expected competencies and character qualities of Indonesian learners. The inclusion of the independence dimension in the Pancasila Student Profile reflects the national commitment to nurturing students who possess self-regulation, initiative, problem-solving abilities, and responsibility (Santika & Dafit, 2023). Thus, fostering independent learners is not merely an additional objective but an integral part of the educational mandate.

Elementary schools serve as the fundamental environment where character values are nurtured through intentional and consistent practices. Hidayati et al. (2024) state that habitual activities embedded within school routines serve as effective mechanisms for shaping behavior and character. Beyond cognitive instruction, schools create structured environments where children repeatedly engage in tasks that require initiative, responsibility, and self-control. Daily routines such as classroom cleaning duties, preparing learning materials, organizing personal belongings, or assisting peers are simple yet powerful activities that encourage students to practice independence. According to Oktovianti et al. (2024), these activities reinforce discipline, promote self-management, and help students develop awareness of their responsibilities toward themselves and their learning environment. Through continuous habituation, students begin to internalize these values and understand the consequences of their actions, leading to gradual yet meaningful development of independence.

However, the development of independence among elementary school students remains an ongoing challenge. Independence entails the ability to carry out daily tasks with minimal guidance, make appropriate decisions, take initiative, and regulate one's own learning processes. Despite structured routines, evidence suggests that many students struggle to develop these competencies consistently. Handayani et al. (2024) observed that numerous students still depend heavily on teachers and parents in completing simple academic and non-academic tasks. This reliance limits their opportunities to practice self-management and learn through trial and error. Suhartono et al. (2024) further found that students frequently encounter difficulties related to time management, motivation, and task completion when expected to work independently. These challenges indicate that routine activities alone are insufficient

unless they are systematically designed, monitored, and reinforced through intentional pedagogical strategies.

This gap between the implementation of daily routines and the targeted development of student independence raises important questions about the effectiveness of habituation-based approaches. While routine activities are regularly conducted in schools, their influence on shaping independent behavior varies significantly among students. Factors such as the clarity of teacher instructions, the consistency of routine implementation, classroom culture, and the degree of autonomy given to students play critical roles in determining whether daily tasks truly foster independence. Furthermore, students' personal traits, previous experiences, and home environment may also influence how they respond to daily responsibilities.

Previous research has highlighted the importance of habitual practices in promoting various aspects of character development, such as discipline, responsibility, and creativity. Anggraeni et al. (2021) assert that character-building routines not only strengthen students' sense of responsibility but also cultivate confidence and encourage creative thinking. However, despite a growing interest in character education, research specifically exploring the influence of daily tasks particularly at the elementary school level remains limited. Many studies discuss character education broadly but do not examine the mechanisms through which school routines directly shape independence. According to Mukhyar (2025), daily tasks provide contextual and sustainable opportunities for students to apply character values in real-life situations within the school environment. He emphasizes that these tasks are essential for bridging the gap between theoretical knowledge and behavioral practice.

Given this context, the influence of daily tasks on the development of independence warrants deeper investigation. Understanding how daily routines contribute to independence, and identifying the factors that enhance or hinder their effectiveness, is essential for informing school policies and teaching practices. A more thorough understanding is also beneficial for optimizing the implementation of the Pancasila Student Profile, particularly the independence dimension, which is central to preparing students to become autonomous learners and responsible citizens.

Based on these considerations, this study focuses on analyzing the effect of daily tasks on the formation of independence attitudes among fifth-grade elementary school students. The findings are expected to provide empirical insight into the role of habituation activities in character development, contribute to the broader discourse on character education, and offer

practical recommendations for teachers and school administrators. Ultimately, the study aims to strengthen educational practices that support the development of independent, responsible, and self-regulated learners in alignment with national educational goals.

METHODOLOGY

Research methods are defined as scientific procedures for obtaining data for specific purposes (Sugiyono, 2010). This study employed a **qualitative descriptive approach** to obtain an in-depth understanding of how students' daily activities contribute to the formation of independence among fifth-grade elementary school students. A qualitative descriptive design was chosen because this study sought to understand the phenomenon in a natural setting, explore the processes occurring in the field, and interpret the meaning behind students' behaviors and experiences. Simple quantitative data from the questionnaire presented in the form of percentages were used only to support and reinforce the qualitative interpretation, not as the basis for statistical analysis.

A. Location and Subject of Research

The study was conducted at a public elementary school in Bandung that routinely implemented daily assignments for its students. The research subjects consisted of **30 fifth-grade students** who were directly involved in carrying out daily tasks at school. The class was selected purposively based on the consideration that fifth-grade students possess a relatively stable level of social development and independence, making them suitable for observation in the context of this study.

B. Research Design

This study was carried out in several stages, namely :

1. Preparation Stage

This stage included preliminary studies, development of research instruments, and coordination with the school.

2. Implementation Stage

Data collection was conducted through questionnaires, observations, and documentation during students' daily task activities.

3. Analysis and Conclusion Stage

The collected data were analyzed descriptively to identify patterns and describe the relationship between daily tasks and the development of students' independence.

C. Data Collection Techniques

Data was collected using the following techniques:

1. Questionnaire

According to Sugiyono (2017, p. 199), "a questionnaire is a data collection technique that involves respondents answering or responding to a series of written questions or statements." The questionnaire was used to obtain information about students' perceptions and experiences related to daily tasks and independence. It consisted of Likert-scale statements, and the numerical results were summarized descriptively to support qualitative findings.

2. Observation / Field Notes

Nasution (in Sugiyono, 2020, p. 106) argues that "observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observations collected with the help of various sophisticated tools." Observations were conducted to examine student behavior during daily task execution, focusing on responsibility, initiative, and the ability to complete tasks independently. All findings were recorded in detailed field notes.

3. Documentation

Sugiyono (2017, p. 124) states that "documents are records of past events. Documents can be in the form of images, writings, or monumental works of a person." Documentation consisted of photos, daily task schedules, and school records supporting observation and questionnaire data.

D. Research Instruments

The research instruments were developed based on indicators of daily task activities and indicators of independence in elementary school students.

1. Indicators of Daily Task Activities

These indicators consisted of student participation in completing daily tasks, their sense of responsibility for assigned duties, and their consistency in carrying out daily routines.

2. Indicators of Independence

Indicators of independence included students' ability to make decisions, their capacity to complete tasks without assistance, their level of self-discipline, and the degree to which they demonstrate responsibility for their personal obligations. These indicators were used to assess how students internalize and express independent behavior in the context of school-based daily assignments.

RESULTS AND DISCUSSION

Table 1. Results of the Student Independence Attitude Questionnaire After the Implementation

No	Indicators of Independence Attitude	Mean Score (1–5)	Percentage of “Independent” Category (%)	Description
1	Responsibility in completing assignments	4	67%	Most students became more responsible after being given daily tasks.
2	Discipline in learning activities	4	63%	Students became more organized and followed the task schedule properly.
3	Confidence in completing tasks	4	70%	Students appeared more confident and capable of finishing tasks independently.
4	Ability to make simple decisions	4	60%	Some students started to make their own simple decisions during learning.
5	Accountability for personal work results	4	68%	Students showed greater awareness and care for the quality of their work.

6	Persistence and consistency in doing tasks	4	64%	Students demonstrated improved persistence in completing daily routines.
7	Preparing school supplies independently	4	66%	More than half of the students began preparing their school materials without help.
Average		4	65%	Overall, students' independence level is categorized as "High."

Table 1 presents the results of the student independence attitude questionnaire after the implementation of daily tasks. The quantitative data show that all indicators of independence experienced an increase, with an overall mean score of 4 and an independence percentage of 65%, categorized as "High." These quantitative findings were supported by qualitative data obtained from observations and documentation, which provided additional insights into the behavioral changes that occurred throughout the implementation phase.

Overall, the results indicate that the systematic and consistent application of daily tasks contributes positively to the development of various dimensions of independence among fifth-grade students. At the beginning of the implementation, field notes showed that most students still appeared hesitant and heavily relied on teacher instructions before acting. However, after several weeks, students began to display stronger initiative and responsibility in completing assignments. One field note described, "Two students completed the task list without being reminded and helped reorganize the learning tools before class started." This demonstrates that daily task routines gradually foster intrinsic responsibility, in line with Suprati et al. (2025), who explain that responsibility grows when students are entrusted with meaningful duties.

Discipline also showed improvement, reflected in the 63% score on the questionnaire. Students became more consistent in following schedules and completing tasks on time. Observations recorded instances where students voluntarily arrived earlier to prepare the classroom before the first lesson. A student stated in an open-ended questionnaire response, *"I want to finish my task before the bell so I don't rush later,"* illustrating the development of self-regulated behavior. This finding aligns with the notion that discipline emerges through structured and repeated routines, as described by Maela et al. (2023) in habit-based character education.

Students also demonstrated a significant increase in confidence, supported by the 70% indicator score. During the early weeks, teachers frequently provided encouragement to help students complete tasks. Over time, however, students took greater initiative, volunteering for tasks they previously avoided. This supports Tasaik's (2018) argument that teacher trust fosters confidence and strengthens students' sense of self-efficacy. The growing confidence observed in this study suggests that daily tasks can serve as a meaningful platform for developing courage, self-belief, and readiness to act independently.

In terms of decision-making, the 60% indicator reflects students' progress in choosing strategies and organizing steps when completing tasks. Field observations recorded, "A student chose to complete sweeping before organizing books because he felt it would save time." Such behaviors show the early development of reflective thinking, aligning with Umamy (2024), who states that decision-making is strengthened when students are provided with autonomy and freedom to choose. These opportunities help students practice evaluating options and accepting the consequences of decisions.

Another important finding relates to students' accountability for their work results. With a score of 68%, several students were observed revising or improving their completed tasks without being prompted. They expressed pride when receiving positive feedback and showed motivation to improve the quality of their work. This is consistent with perspectives emphasizing the importance of positive reinforcement and teacher recognition in fostering responsibility for learning outcomes.

Persistence and consistency also improved over time, supported by the 64% indicator. Students who initially showed reluctance or gave up easily gradually demonstrated resilience when faced with challenges. The habit of completing daily tasks helped strengthen perseverance, indicating that independence is closely linked to the development of resilience and effortful behavior. This finding aligns with theoretical views of independence as a process that develops through repeated practice and exposure to responsibility.

Students' ability to prepare school supplies independently also showed notable improvement, with a score of 66%. Many students brought complete learning materials without reminders from teachers or parents. This shift indicates that independence fostered at school can transfer to home routines. This supports Handoko's (2025) suggestion that developing responsibility within the school environment can influence children's daily habits beyond academic settings.

The qualitative observations further support these quantitative findings. The development of independence was strongly influenced by three interrelated factors: clear instructions, freedom to explore, and teacher trust. First, clarity in teacher instructions helped students understand task procedures and expectations, reducing confusion and supporting independent action. When instructions were structured and easy to follow, students demonstrated higher initiative and responsibility in completing tasks. Second, providing freedom allowed students to choose strategies, organize work steps, and express creativity in simple activities such as preparing learning tools or maintaining classroom cleanliness. This freedom is consistent with autonomy-supportive learning environments, which promote ownership of learning and intrinsic motivation. Third, teacher trust played a critical role in boosting students' confidence and willingness to attempt tasks independently. When teachers stepped back and allowed students to complete tasks without excessive intervention, students displayed higher enthusiasm, responsibility, and pride in their work.

Independence also developed within a social context. As students became more confident in completing their individual tasks, they began voluntarily helping classmates without being asked. They reminded peers of their duties, shared materials, and collaborated to complete responsibilities efficiently. This indicates that independence does not operate in isolation but is strengthened through peer interaction and collective responsibility. The classroom environment became more collaborative as students internalized the values of responsibility, discipline, and mutual support.

Overall, the combined findings from questionnaires, observations, and documentation demonstrate that daily tasks are an effective strategy for cultivating independence among elementary school students. Independence developed gradually through repeated practice and consistent routines, supported by clear guidance, opportunities for autonomy, and teacher trust. These three factors reinforce one another in forming a balanced learning environment that supports the development of responsibility, discipline, confidence, decision-making, persistence, and self-management. The results of this study confirm that meaningful and structured daily activities can serve as a powerful medium for internalizing independence as a core character value in elementary school education.

CONCLUSION

The results of the study indicate that the systematic and integrated implementation of daily tasks has a positive effect on the development of independence in fifth-grade elementary

school students. A total of 65% of students experienced improvements in responsibility, self-confidence, and discipline after the implementation of daily tasks that were clearly designed and communicated by teachers. This proves that targeted routine activities can train students to be more independent in managing their learning, completing tasks, and making simple decisions without relying excessively on teachers or parents.

The findings of this study have important implications for classroom management practices and character education in elementary schools. Daily assignments not only serve to achieve academic results, but also play a role in fostering life skills such as responsibility, discipline, and self-confidence. Therefore, teachers need to view daily assignments as a strategic tool in shaping students' independent learning behaviors. Schools can also integrate daily homework programs into the character education curriculum to strengthen students' personal and social development.

Based on the results of the study, it is recommended that teachers design daily assignments that encourage exploration, creativity, and personal responsibility in students. Assignments should be given with clear instructions and accompanied by trust, so that students have the opportunity to complete them independently without too much intervention from adults. For future researchers, it is recommended to expand the scope of research to different grade levels or schools in order to obtain a more comprehensive picture of the influence of daily assignments on the formation of student independence in various educational contexts.

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