



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657  
E-ISSN  
2581-2203

## The Role of Teachers as Facilitators in Learning to Foster a Sense of Responsibility and Independence in Fourth-Grade Students at SD Muhammadiyah 4 Kandangsapi

Naila Rosyada\*, Arief Cahyo Utomo

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta, 57169, Indonesia

### ARTICLE INFO

#### Article history:

Received: 13 March 2026

Revised: 14 March 2026

Accepted: 25 March 2026

Published online: 05 April 2026

#### Keywords:

The Role of Teachers,  
Learning Facilitators,  
Responsibility,  
Independence,  
Elementary School

#### \* Corresponding author:

E-mail: a510220063@student.ums.ac.id

#### Article Doi:

<https://doi.org/10.31258/jes.10.4.p.471-483>

This is an open access article under the [CC BY-  
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



### ABSTRACT

Character education plays an essential role in shaping students who are not only academically competent but also possess strong moral values and positive character traits. This study aims to analyze the role of teachers as facilitators in fostering responsibility and independence among fourth-grade students at SD Muhammadiyah 4 Kandangsapi, as well as to identify challenges faced during the process. The research uses a qualitative approach with a descriptive design and case study method. Subjects include teachers, students, and the principal, selected through purposive sampling. Data were collected through observation, interviews, and documentation. Validity was ensured using source and method triangulation, while analysis followed data reduction, data display, and conclusion drawing. Findings show that teachers facilitate character development through routine activities, clear classroom rules, active student participation, and continuous guidance. Responsibility is reflected in students' preparedness and timely task completion, while independence appears in their initiative, confidence, and time management. Challenges include varying student abilities, dependence on others, and limited parental support at home.

## 1. Introduction

Character education serves as the foundation for shaping a younger generation that is not only intellectually intelligent but also moral, ethical, and possesses a strong character (Hadi et al., 2025). Character education plays a strategic role in the holistic development of students' potential, including emotional, social, and spiritual aspects, and is a primary focus of the national education system in

accordance with Law No. 20 of 2003 (Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, 2003). Character values, such as empathy, cooperation, and resilience, support the goals of sustainable education (Mucinkas et al., 2025). However, reality reveals low levels of character among elementary school students, marked by undisciplined behavior and high dependence on others due to family and school environmental factors (R. Harahap et al., 2025; Salsabilah et al., 2021). The 2022 Survey by the Center for Education Data and Statistics noted that 38% of teachers face difficulties in fostering a sense of responsibility and independence due to low student motivation and monotonous teaching methods (Directorate of Statistics on Public Welfare, 2024). Education has always been a vital pillar in the development of a nation's intellectual and moral capital, shaping individuals to effectively navigate the challenges of an increasingly rapid era of globalization (Azazia, 2025).

In the era of globalization and the development of information technology, students are required to become independent learners (Yusnidah, 2025). Independence is a core value of character education, encompassing students' ability to make decisions, manage their time, and solve problems without relying on others (Indrawati et al., 2025; Aryanti et al., 2021). Independent students tend to be more proactive in seeking learning resources, managing their study time, and completing assignments without constant guidance from teachers (Rifalda, 2025). Independence supports academic success and life skills (Oldham, 2025). Student character development is a primary focus in elementary education. Good character encompasses values such as honesty, responsibility, discipline, and empathy toward others (Annisa, 2025). Data from the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2023 indicates that only 45% of elementary school students in Indonesia demonstrate independence, with a lower rate in rural areas (35%) compared to urban areas (55%). Observations at SD Muhammadiyah 4 Kandangsapi show that fourth-grade students still rely on guidance from teachers and peers while studying.

The character trait of responsibility involves an awareness of fulfilling obligations and contributing to the group (Gautam, 2024; Gauthier, 2021). The 2022 Survey by the Center for Education Data and Statistics reported that teachers face difficulties in fostering this trait because students are passive and rely on their peers. Observations at SD Muhammadiyah 4 Kandangsapi indicate that students' responsible behavior remains low, both in individual and group tasks. The teacher's role as a facilitator is crucial in fostering independence and responsibility through hands-on experiences, group discussions, interactive methods, and the use of educational media and technology (Saprie et al., 2025; Borremans et al., 2024). A preliminary study at SD Muhammadiyah 4 Kandangsapi indicates that learning is still dominated by lectures with minimal use of interactive media, resulting in limited student engagement.

Elementary school students generally are in the concrete operational stage, a stage of cognitive development that emphasizes understanding through real objects and direct experience (Surwanto et al., 2021). At this stage, students tend to be physically active, enjoy playing, and have strong emotional engagement in the

---

---

learning process, thus requiring a concrete and enjoyable learning approach (Daryanti et al., 2019). Additionally, students are also in a phase of social development where values such as cooperation, responsibility, and empathy begin to form through meaningful learning experiences (Muhyar et al., 2023). Therefore, understanding student characteristics is crucial for teachers to design learning strategies that align with students' cognitive, social, and emotional developmental needs (Widiyani et al., 2024).

Teachers are professional educators responsible for educating, teaching, guiding, directing, and assessing students from elementary through secondary school. Teachers play a crucial role not only in transferring knowledge but also in shaping students' character, social attitudes, and emotional development (Berliana et al., 2024). In the learning process, teachers perform various functions such as instructor, facilitator, motivator, mentor, and evaluator, all aimed at creating an effective and meaningful learning process (Yestiani, 2020; Izmala et al., 2025). The teacher's role as a facilitator in learning is demonstrated through several key indicators, namely creating a conducive learning environment, adapting teaching methods to students' needs, facilitating the development of critical thinking skills and independent learning, providing relevant learning materials, and building positive relationships with students as the foundation for learning motivation (Sapitri et al., 2024; Wulandari et al., 2025).

The character trait of responsibility refers to an individual's attitudes and behaviors that demonstrate a sense of duty in fulfilling obligations and completing tasks consistently, on time, and effectively (Nugraha, 2020). Responsibility is also related to a person's ability to fulfill obligations toward oneself, society, the environment, the nation, and God Almighty (Imawati, 2022). Therefore, the development of a responsible character needs to be instilled from an early age through habit formation, teacher role modeling, and purposeful learning experiences so that students become disciplined and trustworthy individuals (Lestari, 2025). Additionally, the development of this character also requires cooperation between schools and families so that the value of responsibility can be optimally instilled in students (Syarofah et al., 2023).

Characteristics of responsibility in students can be observed in behaviors such as taking the initiative to complete tasks, being able to work independently, and understanding the consequences of their actions (Aulia et al., 2025). In the learning process, responsible students tend to consistently complete assignments, do not blame others for mistakes, and are able to make decisions independently (Atthohiri, 2022). Additionally, a responsible attitude is demonstrated through the courage to admit mistakes, discipline, and a commitment to continuous self-improvement (Widiastuti et al., 2025). This attitude is reflected in behaviors such as following rules, keeping promises, and striving to complete tasks well (Nurjannah et al., 2023).

The trait of independence can be observed through various behaviors, such as self-confidence, the ability to work independently, initiative in learning, creativity, discipline, as well as the ability to make decisions and adapt to the environment

---

(Kusumadewi et al., 2020). Independent students are also able to manage their learning process by setting learning goals, selecting and utilizing learning resources, and understanding the results of their learning evaluations (Mulyadi, 2020). Furthermore, independence is characterized by the ability to regulate behavior, make decisions independently, and solve problems without relying on others (Rouzi et al., 2020). Thus, learning independence is not only related to academic ability but also encompasses self-control, responsibility, and the ability to think independently (Fernandez et al., 2025).

The trait of independence offers various benefits for student development, both academically and socially. Independence can enhance learning motivation, foster a resilient and creative personality, and help students manage their potential optimally (Sukariyadi et al., 2024). Additionally, independent students tend to possess critical thinking skills, the ability to resolve conflicts constructively, and emotional resilience when facing learning challenges (Mashburn, 2020). Support from parents and teachers also plays a crucial role in building students' self-confidence, social skills, and independence from an early age (Saleh et al., 2022). Thus, the trait of independence serves as a vital foundation in shaping resilient, responsible students capable of facing life's various challenges (Indriani, 2023).

This study aims to conduct an in-depth examination of the role of teachers as facilitators in the learning process focused on character development among fourth-grade students at SD Muhammadiyah 4 Kandangsapi. Specifically, this study aims to describe how teachers play a role in fostering a sense of responsibility and independence in students, while also identifying various obstacles faced by teachers in carrying out this role. Thus, this study is expected to provide a comprehensive overview of effective learning strategies to strengthen students' sense of responsibility and independence, as well as help find solutions to the obstacles that arise in educational practices at this elementary school.

## **2. Methodology**

This study employs a qualitative approach, specifically a descriptive study using a case study design, to gain an in-depth understanding of the role of teachers as facilitators in fostering students' sense of responsibility and independence. A qualitative approach was used because it allows researchers to explore the meanings, experiences, and interactions of participants in a natural context (Sugiyono, 2019; Creswell, 2023). The research was conducted at SD Muhammadiyah 4 Kandangsapi, Surakarta, from September to December 2025. Research subjects were selected purposively, including fourth-grade teachers, fourth-grade students, and the school principal, as they are directly involved in the learning process (Sugiyono, 2023; Hurst, 2023). The research data consisted of primary data obtained through observation, semi-structured interviews, and documentation, as well as secondary data in the form of school documents and supporting literature (Creswell, 2023).

---

---

Data validity was tested through source triangulation and methodological triangulation to enhance the credibility of the findings (Sugiyono, 2019). Data analysis utilized an interactive analysis model encompassing data reduction, data presentation, as well as drawing conclusions and verification, thereby yielding a comprehensive understanding of the teacher's role as a facilitator in shaping students' character (Miles & Huberman in Sugiyono, 2019). This process aims to ensure that the research results are valid and capable of providing a deep understanding of the role of teachers as facilitators in fostering students' sense of responsibility and independence.

### **3. Result and Discussion**

#### ***Research Findings***

The research findings were obtained through interviews with the school principal, fourth-grade teachers, and students, and were supported by observations and documentation during the learning process. Data analysis was conducted through data reduction, categorization, and theme extraction, resulting in findings regarding the role of teachers as facilitators in the learning process.

#### ***Teachers as Facilitators***

The research findings indicate that the teacher's role as a facilitator is reflected through five key indicators: creating a conducive learning environment, adapting teaching methods, fostering critical thinking and independence, providing learning materials, and building positive relationships with students. Regarding the first indicator, teachers create a conducive learning environment through orderly and comfortable classroom management. The principal stated that "teachers who successfully create a safe and comfortable learning atmosphere are evident in their consistency in classroom management." A teacher also explained that "I build rapport with students and arrange the classroom so they feel comfortable learning." Students also noted that "the classroom is clean and quiet, so it's pleasant to study."

For the second indicator, teachers adapt teaching methods to students' needs by using various strategies such as lectures, discussions, peer tutoring, educational videos, and out-of-class activities. A teacher stated, "I combine lectures, discussions, videos, and out-of-class exploration to make students more active." Students also noted that "we prefer learning through videos and out-of-class activities because they are easier to understand." In the third indicator, teachers foster critical thinking skills and independence through discussions, probing questions, and independent assignments. Teachers explained that "I encourage students to think critically by asking questions related to daily life." Students also stated that they are accustomed to trying to complete assignments on their own before asking for help.

For the fourth indicator, the teacher utilizes various learning media such as smart TVs, videos, and digital applications. The teacher stated that "before using the

---

media, I first explain how to use it and guide the students.” The students mentioned that they “enjoy learning using smart TVs and creating posters on Canva.” For the fifth indicator, the teacher builds positive relationships with students through warm interactions and encouragement. The teacher stated that “I often take time during breaks to chat with students to build closer relationships.” Students also mentioned that “the teacher always offers encouragement before we go home.”

### ***Teachers as Facilitators in Fostering a Sense of Responsibility***

The role of teachers as facilitators focuses not only on delivering instructional content but also on shaping students’ character, particularly a sense of responsibility. The analysis was conducted based on five indicators: readiness for independent learning, initiative and engagement, completing tasks on time, taking responsibility for one’s actions, and participation in group work. Regarding the first indicator readiness for independent learning interview results indicated that students are accustomed to following school routines such as morning assembly, Dhuha prayer, and literacy activities before lessons begin. The principal stated that “students are already accustomed to school routines such as morning assemblies and Dhuha prayers, so when lessons begin, they are ready to learn.” Teachers also explained that “I usually start lessons right away because students have already participated in morning activities, so they are better prepared.” Students reported that they prepare their books and writing materials before class and are able to begin learning activities independently.

Regarding the second indicator, initiative and courage play an active role; the teacher encourages students to participate through question and answer sessions, discussions, and practice exercises. The teacher stated, “I provide rewards such as applause and positive affirmation to help students feel more confident in expressing their opinions.” Students also mentioned that they try to complete assignments on their own before asking the teacher, although they sometimes still feel shy about speaking up in class. In the third indicator, completing assignments well and on time, the teacher sets deadlines for assignment submission and provides guidance to students who are struggling. The teacher explains that “I set deadlines for assignment submission, and if any students haven’t finished, I usually give them extra time.” Students report that they generally strive to submit assignments on time and try to complete them first before asking for help.

For the fourth indicator, taking responsibility for actions and consequences, the school fosters a culture of responsibility through routine activities such as morning assemblies, classroom duty, and the enforcement of classroom rules. A teacher explained, “I assess students’ responsibility based on the assignments they complete and the learning materials they bring.” Students also stated that they are willing to admit their mistakes and correct assignments that have been graded by the teacher. In the fifth indicator, actively participating in group work, students are seen engaging in discussions and completing group assignments. Teachers state that “I assign roles within the group so that every student can participate.” Students also mention that they help complete group assignments together with their classmates.

---

---

### *Teachers as Facilitators for Fostering Independent Character*

Students' independence was analyzed using five indicators: (1) initiative in independent learning, (2) ability to make decisions without assistance, (3) self-confidence, (4) effective time management, and (5) ability to learn without relying on others. Regarding the first indicator, self-directed learning initiative, interview results showed that most students were able to begin learning activities without always being guided by the teacher. The principal stated that "in general, students' learning independence is quite good because most students are able to follow lessons without always being guided." Teachers also explained that students were accustomed to initiating learning activities because they understood the flow of classroom instruction. Students reported that they are accustomed to studying every day and try to find answers on their own before asking the teacher.

Regarding the second indicator the ability to make decisions independently teachers give students the opportunity to determine their own learning methods or task-completion strategies. The principal explained that "teachers provide students with the space to make decisions, especially during group activities or learning projects." The teacher added that some students have been able to choose their own learning strategies, although a few still require guidance. Students reported that they usually read the material first before working on assignments. For the third indicator, self-confidence and belief in one's abilities, the interview results indicate that students' self-confidence levels are quite good. The principal noted that "generally, students' self-confidence is quite good, though some still need encouragement." Teachers assess students' self-confidence based on their willingness to answer questions and present in front of the class. Students also mentioned that they feel more confident once they have understood the material explained by the teacher.

For the fourth indicator, effective time management, the school fosters disciplined habits through structured daily activities such as morning assembly, Dhuha prayer, literacy sessions, and classroom learning activities. The principal explained that "structured daily activities help students learn to manage their time effectively." Teachers also set deadlines for completing assignments and communicate with parents to support students' study discipline. Students reported that they usually study at night and review the assignments they need to complete. Regarding the fifth indicator the ability to learn independently interview results showed that most students strive to complete assignments on their own before asking for help. The principal stated that "most students are already quite independent, although some still need guidance." Teachers also explained that the majority of students are able to complete assignments independently, although mistakes still occur occasionally. Students reported that they usually try to work on tasks by themselves first before asking for help from teachers or peers.

### *Discussion*

Based on the results of interviews, observations, and documentation, the teacher's role as a facilitator in fostering a sense of responsibility among fourth-grade students is evident through five key indicators: readiness for independent learning;

---

initiative and courage to take an active role; timely completion of tasks; accountability for actions and their consequences; and active participation in group work. The research findings indicate that the development of a sense of responsibility is achieved through structured routines, teacher guidance, and students' direct involvement in the learning process. Students' readiness to learn is built through consistent school routines such as morning assemblies, literacy activities, and the preparation of learning materials. This demonstrates that establishing routines can foster discipline and a sense of self-directed learning among students. Additionally, teachers create participatory learning through discussions, question-and-answer sessions, and the provision of positive affirmation, thereby encouraging students to take initiative and actively engage in learning activities.

When completing assignments, teachers set clear deadlines and provide guidance to students who are struggling, so that students learn to manage their time and take responsibility for their work. The cultivation of responsibility is also evident through the enforcement of classroom rules, duty rotations, and guidance when students make mistakes. Meanwhile, in group work, teachers distribute roles equitably so that every student shares responsibility for the group's success. Overall, the research findings indicate that the teacher's role as a facilitator effectively supports the development of students' sense of responsibility and independence through consistent practice, guidance, and a participatory learning environment. Nevertheless, consistent reinforcement remains necessary to ensure that these values of responsibility and independence develop evenly among all students.

### ***The Teacher's Role as a Facilitator in Fostering Independence***

Based on the results of interviews, observations, and documentation, the teacher's role as a facilitator in fostering independence in fourth grade students is evident through five key indicators: independent learning initiative, decision making skills, self-confidence, time management, and the ability to learn without relying on others. Student independence is formed through habit formation, providing opportunities to act, and gradual guidance from the teacher. Regarding the indicator of independent learning initiative, students begin to get used to starting learning activities on their own, such as reading before class and looking for answers before asking the teacher. This indicates the development of responsibility and the ability to manage the learning process.

Regarding the decision-making indicator, teachers give students the opportunity to determine learning strategies and task distribution within groups. Through these experiences, students learn to weigh their options and take responsibility for the decisions they make. Regarding the self-confidence indicator, the school provides various opportunities for students to present themselves and participate in both learning activities and school events. Teachers also offer positive reinforcement to encourage students to be more confident in demonstrating their abilities. Furthermore, regarding the time management indicator, the school fosters disciplined habits through daily routines and setting deadlines for task completion.

---

---

These habits help students learn to manage their time and fulfill their responsibilities. Regarding the indicator of learning independently, students are encouraged to complete tasks on their own with guidance as needed. Even in group work, each student has a specific role, ensuring they remain accountable for their individual tasks.

Overall, the research findings indicate that teachers have fulfilled their role as facilitators in fostering student independence through the practice of independent learning, providing opportunities for decision making, building self confidence, and practicing time management. Although progress in student independence is already evident, consistent reinforcement is still needed to ensure that the trait of independence develops evenly and sustainably.

### ***Challenges Faced by Teachers in Fostering a Sense of Responsibility and Independence***

Based on the results of interviews, observations, and documentation, the implementation of the teacher's role as a facilitator in fostering students' sense of responsibility and independence has not yet been fully optimized. Teachers still face several challenges stemming from both internal student factors and external factors such as the family environment and the use of technology. Differences in students' abilities, motivation, and discipline also mean that the character-building process requires time and varied approaches.

In terms of responsibility, there are still students who submit assignments late, lack attention to detail when completing work, and need to be reminded repeatedly by the teacher. In group work, some students also tend to rely on more capable peers, resulting in an uneven distribution of tasks. This situation requires the teacher to provide more intensive supervision and guidance so that students can fulfill their responsibilities effectively. In terms of independence, some students still rely on help from teachers or peers when facing learning difficulties. Some students also tend to wait for instructions rather than taking the initiative to complete tasks on their own. Additionally, differences in learning abilities among students require teachers to provide step-by-step support and utilize peer assistance to help students who are less independent.

It can be concluded that the teacher has fulfilled their role as a facilitator in fostering a sense of responsibility and independence among fourth-grade students through various structured learning strategies and habits. Students' sense of responsibility is evident in their readiness to learn, willingness to participate in lessons, ability to complete tasks on time, awareness of rules and consequences, and engagement in group work. Meanwhile, independence develops through the habit of self-directed learning, decision-making skills, increased self confidence, time management skills, and the effort to complete tasks without relying on others. The process of developing these two character traits is carried out through routine activities at school, the enforcement of classroom rules, providing opportunities for students to actively participate, and gradual guidance from teachers. A participatory and

---

supportive learning environment is also a key factor in fostering students' character development.

However, efforts to foster a sense of responsibility and independence still face several challenges, such as differences in students' abilities and motivation, a lack of awareness among some students regarding the completion of assignments, and a reliance on assistance from teachers or peers. Therefore, reinforcing good habits, providing consistent guidance, and fostering cooperation between schools and families remain essential to ensure that students' sense of responsibility and independence can develop more effectively and evenly.

#### 4. Conclusion

Based on the results of research conducted through interviews, observations, and documentation regarding the role of teachers as facilitators in fostering a sense of responsibility and independence among fourth-grade students at SD Muhammadiyah 4 Kandangsapi, it can be concluded that teachers have fulfilled their roles through various structured learning strategies and habits. The cultivation of a sense of responsibility is carried out through daily routines, providing guidance and support, monitoring task completion, and consistently enforcing classroom rules. Through these efforts, students are encouraged to be ready to learn independently, be active in learning, complete tasks on time, and take responsibility for their duties and roles in group activities. Additionally, teachers play a role in fostering independence by providing students with opportunities to learn and complete tasks independently, make simple decisions, manage their study time, and rely on their own abilities before seeking help. Gradual guidance, motivation, and participatory learning help students develop learning initiative, self-confidence, and the ability to manage their own learning process. However, in practice, teachers still face several challenges, such as differences in students' personalities and abilities, some students' continued dependence on teachers or peers, a lack of learning support from parents at home, and the influence of gadget use. Therefore, consistent guidance and cooperation among teachers, schools, and parents are necessary to ensure that students' sense of responsibility and independence can develop in a more optimal and balanced manner.

#### References

- Annisa, D. (2025). Implementation of Contextual-Based Educational Games To Develop Students' Character and Conceptual Understanding on Legal Norms Material in Grade V of UPTD SD Negeri 5 Makmur. *Journal of Educational Sciences*, 9(6), 5370-5383. <https://doi.org/10.31258/jes.9.6.p.5370-5383>
- Aryanti, M. S., Badarudin, & Nugroho, A. (2021). *Kemandirian Belajar Siswa Melalui Pembelajaran Jarak Jauh dengan Media WhatsApp Group Siswa Dasar*. 7(3), 778-784. <https://doi.org/10.31949/educatio.v7i3.1248>
-

- 
- Atthohiri, M. M., & Sa'idah, I. (2022). *Hubungan Tanggung Jawab Belajar dengan Kemandirian Siswa di MTs Al-Mukhlishin Galis Pamekasan*. 1(2).
- Aulia, W., Mustari, M., Basariah, & Alqadri, B. (2025). *Implementasi Karakter Tanggung Jawab Siswa dalam Penguatan Asesmen Nasional Melalui Rapor Pendidikan di SMAN 1 Pringgabaya*. 8(1), 1–10. <https://doi.org/10.24036/jce.v8i1.1136>
- Azazia, N., Lagandesa, Y. R., Aqil, M., Hariana, K., & Putriwanti, P. (2025). The Role of Teachers in Using Audio Visual Media to Improve Learning Outcomes of Grade VI Students of SD Inpres Tulo in Indonesian Language Subject. *Journal of Educational Sciences*, 9(4), 2796–2805. <https://doi.org/10.31258/jes.9.4.p.2796-2805>
- Berliana, C., Aida, S., Rayhan, M., & Jusmiati. (2024). *Guru; Tugas dan Peran Dalam Pendidikan*. 2(2), 107–113.
- Borremans, L. F. N., Koomen, H. M. Y., & Spilt, J. L. (2024). *Fostering Teacher – Student Competence : A Three-Year Learning Trajectory for Initial Pre-Primary And Primary Teacher Education*. March, 1–11. <https://doi.org/10.3389/feduc.2024.1349532>
- Creswell, J. W. (2023). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*.
- Daryanti, Desyandri, & Fitria, Y. (2019). *Peran Media dalam Pembelajaran Seni Budaya dan Keterampilan di Sekolah Dasar*. 1(3), 215–221.
- Direktorat Statistik Kesejahteraan Rakyat. (2024). *Statistik Pendidikan 2024*. Badan Pusat Statistik.
- Fernandez, Y. J., Sutopo, Y., Yuwono, A., Avrilianda, D., & Subali, B. (2025). *Efektivitas Projek Penguatan Profil Pelajar Pancasila Dalam Pembentukan Karakter Mandiri di Sekolah Dasar*. 8, 120–132.
- Gautam, K. K., & Agarwal, R. (2024). *The New Generation Teacher: Teacher as a Facilitator*. November. <https://doi.org/10.1729/Journal.35553>
- Gauthier, L., & Waqar, Y. (2021). *High Impact Learning for Facilitator Training and Development*. 15(1), 1–8.
- Hadi, Y., Kholis, N., Remanita, Y., & Harta, L. I. (2025). *A Systematic Literature Review on Character Education Strategies in Primary and Secondary Schools*. 3(2). <https://doi.org/10.70376/jerp.v3i2.389>
- Harahap, R., Wulandari, Y., & Utari. (2025). *Strengthening Character Education to Improve the Character Patterns of Second-Grade Elementary School Students*. 12(April), 292–297.
- Hurst, A. (2023). Introduction to Qualitative Research Methods. *Research Methods for Political Science*, 241–251. <https://doi.org/10.4324/9781003103141-21>
- Imawati, S., & Rahayu, V. P. (2022). *Pembentukan Karakter Tanggung Jawab melalui Ekstrakurikuler Hizbul Wathan Kelas 1 di SD Muhammadiyah 12 Pamulang*. 7(September), 140–145.
- Indrawati, E. S., Lelfita, Harti, L., & Asmawati. (2025). *Pendidikan Karakter Dalam Membangun Kemandirian Siswa*. 10, 301–314.
- Indriani, F., & Asfia, W. (2023). *Building the Independent Character of Elementary School Students*. 2(01), 57–67. <https://doi.org/10.56741/ijlree.v2i01.74>
- Izmala, A., Yusuf, D., Meilisa, & Iskandar, S. (2025). *Peran Guru Dalam Mendorong Inovasi Pembelajaran Di Era Digital*. 10, 292–302.
-

- 
- Kusumadewi, R. F., Yustiana, S., & Nasihah, K. (2020). Menumbuhkan Kemandirian Siswa Selama Pembelajaran Daring Sebagai Dampak Covid-19 di SD. *Jurnal Riset Pendidikan Dasar (JRPD)*, 7-13.
- Lestari, P., & Mahrus, M. (2025). Peran Guru dalam Pendidikan Karakter untuk Membentuk Tanggung Jawab dan Disiplin Siswa Sekolah Dasar. *Journal of Nusantara Education*, 4(April), 32–45.
- Mashburn, H. N. (2020). *Stories of the Benefits and Challenges of Implementing Character Education in Southeastern High Schools*.
- Mucinskas, D., Clark, S., & Barendsen, L. (2025). *An Increase in Educator Expectations of Student Character Growth During Participation in A Community of Practice*. February, 1–17. <https://doi.org/10.3389/feduc.2025.1466295>
- Muhyan, A., Rizal, S. S., Sulaeman, T., & Darifah, U. H. (2023). *Character Education's Role in Islamic Education and Its Impact on Social Affairs*. 20(2), 67–78.
- Mulyadi, M., & Syahid, A. (2020). Faktor Pembentuk dari Kemandirian Belajar Siswa. *Al-Liqo: Jurnal Pendidikan Islam*, 5(02), 197-214.
- Nugraha, S. M., & Jatiningih, O. (2020). *Pembentukan Karakter Tanggung Jawab Siswa Kelas XI IPS melalui Pembelajaran PPKN Secara Daring di Sma Negeri 4 Probolinggo*. 523–539.
- Nurjannah, A., Marpaung, L. N. E., & Fazrin, S. L. (2023). Pengembangan Media Flipbook untuk Meningkatkan Sikap Tanggung Jawab di Sekolah Dasar. *Jurnal Pendidikan Dasar dan Sosial Humaniora*, 2(3), 421-428.
- Oldham, P., & McLoughlin, S. (2025). Character Education Empirical Research : A Thematic Review and Comparative Content Analysis Character Education Empirical Research : A Thematic Review And Comparative Content Analysis. *Journal of Moral Education*, 00(00), 1–29. <https://doi.org/10.1080/03057240.2025.2480185>
- Rifalda, R., Gagaramusu, Y., Khairunnisa, K., & Rizal, R. (2025). Classroom Management Strategies to Enhance Learning Independence in Elementary School Students. *Journal of Educational Sciences*, 9(4), 2017-2027. <https://doi.org/10.31258/jes.9.4.p.2017-2027>
- Rouzi, K. S., Afifah, N., Hendrianto, C., & Desmita. (2020). *Establishing an Islamic Learning Habituation Through the Prophets' Parenting Styles in the New Normal Era*. 1(2), 101–111.
- Saleh, M., Purwanti, R., Mardatila, Y., & Madani, R. A. (2022). *A Case Study of Culturing Children's Independence Attitude Through Parent's Role and Teacher's Role*. 9(1), 39–49.
- Salsabilah, A. S., Dewi, D. A., & Furnamasari, Y. F. (2021). *Peran Guru Dalam Mewujudkan Pendidikan Karakter*. 5(20), 7164–7169.
- Sapitri, N., Sahwal, S. S., Satifah, D., & Takziah, N. (2024). Peran Guru Profesional Sebagai Fasilitator dalam Kegiatan Pembelajaran di Sekolah Dasar. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 3(1), 73–80. <https://doi.org/10.31980/caxra.v3i1.878>
- Saprie, Wuryandani, W., & Muthmainah. (2025). *Transforming Primary Education : Balancing Social Skills and Academic Achievement Through Global Inquiry-Based Learning Models*. June, 1–20. <https://doi.org/10.3389/feduc.2025.1512274>
-

- 
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif dan R&D*. ALFABETA.
- Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Sutopo (Ed.)). Alfabeta.
- Sukariyadi, T. I., Wikanso., & Wahyuningsih. (2024). Implementasi Penguatan Pendidikan Karakter Mandiri Peserta Didik Kelas IV Di SDN 03 Widodaren Gerih Ngawi. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, 4(2), 74-82.
- Surwanto, Fajari, L. E. W., & Chumdari. (2021). *Critical Thinking Skills And Their Impacts on Elementary School Students*. 2(2), 161–187. <https://doi.org/https://doi.org/10.32890/mjli2021.18.2.6>
- Syarofah, Aziz, R., & Ratnasari, D. (2023). *Pengembangan Karakter Tanggung Jawab Siswa Melalui Penciptaan Peraturan dan Dukungan Siswa*. 29, 159–167. <https://doi.org/10.19109/intizar.v29i2.20327>
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. (2003). 1, 147–173.
- Widiastuti, H. D. P., Trisiana, A., & Sari, A. F. (2025). *Penguatan Karakter Tanggung Jawab Pada Mata Pelajaran Ppkn Melalui Proyek Profil Pelajar Pancasila Siswa Kelas Vii Smpn 18 Surakarta Tahun Pelajaran 2024/2025*. 1.
- Widiyani, E., Fakhriyah, F., A, E. A. I., Firmasyah, R., Putri, S. M., & Kartika, A. S. (2024). *Karakteristik Karakter Siswa Sekolah Dasar*. 5(1), 51–59.
- Wulandari, I., Salsabila, Zahara, N., Billa, A. S., & Mustika, D. (2025). *Peran Guru dalam Mendidik Anak Usia Dasar (Studi Kasus: Sekolah Dasar Islam Plus YLPI Pekanbaru)*. 5, 429–438.
- Yestiani, D. K., & Zahwa, N. (2020). *Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar*. 4, 41–47
- Yusnidah, Y. (2025). The Relationship Between Self Efficacy and Digital Literacy in Independent Learning for Cadets/Students of Adiguna Polytechnic Indonesian Maritime Medan. *Journal of Educational Sciences*, 9(6), 6070-6084. <https://doi.org/10.31258/jes.9.6.p.6070-6084>

How to cite this article:

Rosyada, N., & Utomo, A. C. (2026). The Role of Teachers as Facilitators in Learning to Foster a Sense of Responsibility and Independence in Fourth-Grade Students at SD Muhammadiyah 4 Kandangsapi. *Journal of Educational Sciences*, 10(4), 471-483.

---