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Increasing Learning Independence in Elementary School Students through Innovative Learning Models : Literature Study

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A B S T R A C T

Conditions in the field show that the level of student learning in elementary school is still relatively low. This condition is caused by the conventional learning model that does not provide opportunities for students to explore, as a result of which students become accustomed to relying on teachers who hinder their independent development. This study aims to examine whether innovative learning models can significantly increase the learning independence of elementary school students. The method used in this study is a literature study. This approach is carried out by browsing various literature related to student learning independence using innovative learning models. The results of the literature review show that various innovative learning models such as *Project Based Learning* (PjBL), *Problem Based Learning* (PBL), *Discovey Learning*, *Flipped Classroom*, *Self Organized Learning Environments* (SOLE), technology-based learning models and IT Media such as *Augmented Reality*, *Numbered Heads Together*, game-based learning models such as LEGO and Mission X, inquiry and problem-based learning models, *roleplay* models and RADEC models are consistently effective in increasing student learning independence at various levels of education, especially in elementary schools.

Keywords: *Learning Independence; Innovative Learning Models; Literature Studies*

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INTRODUCTION

Education is a planned effort to create an environment and learning process that will help students reach their full potential. Teachers are responsible for ensuring that the learning environment meets the needs of each learner. Therefore, it is important for teachers to understand the various characteristics of students in order to identify the most appropriate and effective learning methods. The ultimate goal of education is to help people learn how to learn independently, in line with the demands of the times that require everyone to prepare themselves to be able to survive and compete in life (Juraidah & Hartoyo, 2022)

By understanding the characteristics of students, teachers can identify their strengths and needs, so that they are able to provide flexible support to develop independent learning skills.

One of the essential skills that need to be developed, especially in supporting the success of elementary school students, is independence. The paradigm shift in education in the 21st century requires students to not only absorb knowledge, but also to be able to manage the learning process. In general, independence is defined as the ability to be independent which means to be independent, especially to manage and guide oneself according to its developmental stage (Ilmaknun & Ulfah, 2023). Learning independence is an active learning process that is achieved by providing residual knowledge or competencies that they can use to decide for themselves when, where, and how to learn and evaluate their own learning (Aliyyah & Djuanda, 2020). Learning independence is very important because it can inspire students to be able to complete tasks independently so that they are no longer completely dependent on teachers or others to guide every step of their learning process (Damayanti & Anando, 2021).

Learning independence will arise when students are in a situation that requires them to study independently without having to rely on the help of others, and have a strong sense of confidence. Independent students tend not to depend on others and always try to solve various problems faced in daily life. In this context, student learning independence is highly dependent on how effective the learning model set by the teacher is. The learning model can act as a direction and handle for teachers in designing a learning process that can trigger students to become more active and independent. One way to foster student independence in learning activities is through the application of innovative learning models. Varied innovative learning is learning that faces a new paradigm of education in the digital era so that learning will be more optimal. By using an innovative learning model, it is hoped that it can empower students in the learning process optimally (Bahri, 2021).

However, the fact that learning independence is still in elementary school is still relatively low, according to research conducted by Rista Mawati & Samsul Bahri (2022) that there are still many students in the low learning independence category (Tarigan & Bahri, 2022). This is due to learning that tends to be conventional such as lectures and assignments that are routinely given without giving students the opportunity to explore which can hinder the development of students' independence because they are used to depending on the teacher's direction. Various studies so far have focused more on improving learning outcomes, learning motivation and student achievement, so that many neglect the development of learning independence even though the development of long-term cognitive and affective aspects such as learning independence is needed because it can be a solid educational foundation. Excessive focus on learning outcomes often overlooks the formation of students' ability to learn independently, think critically, solve problems creatively and have the motivation to continue learning throughout life. These skills will be the provision for students to face future challenges and become successful learners.

This is also in line with the findings of the 2022 National Assessment (AN) reported by the *Ministry of Education, Culture, Research, and Technology* (Kemendikbudristek). Based on the results of the AN, most elementary school students have not shown optimal independent learning skills. Only about **38% of students** are able to show a high level of independence in learning, while the rest still need intensive guidance from teachers in managing assignments and study time independently (Ministry of Education and Culture, 2023). This reinforces the urgency of the need for pedagogical intervention through a learning model that can encourage student independence.

This research offers a new approach by more comprehensively analyzing several learning models that have been evaluated for their capacity in increasing student learning independence. This research will identify and categorize various relevant innovative learning models to support the improvement of student learning independence. In addition, this study will compare the effectiveness of various innovative learning models based on previous research, as well as examine the mechanisms used by each model to encourage the development of learning independence. Thus, the main objective of this study is to determine whether innovative learning model strategies can dignified increase the learning independence of elementary school students.

METHOD

The research method used in this study is a literature *review* with a descriptive-analytical approach. Literature studies are carried out by examining and analyzing various relevant scientific works, both in the form of national and international journal articles, reference books, research reports, and proceedings. Literature searches were conducted through online databases such as Google Scholar, Garuda, and DOAJ, using keywords such as independent learning of elementary school students, innovative learning models, and 21st century learning strategies. Inclusion criteria in the selection of literature include the suitability of the topic, relevance to the research problem, and year of publication.

The analysis stage was carried out by reading, evaluating, and comparing various findings from the selected literature. The researcher identified concepts and patterns that emerged related to the influence of learning models on the learning independence of elementary school students. This process results in a synthesis of data that illustrates how innovative learning approaches can encourage students to become more independent in learning. Thus, the results of this study are expected to provide a comprehensive understanding for teachers and education practitioners in designing a more effective, adaptive, and student-centered learning process.

FINDINGS AND DISCUSSION

The following table presents research data included in the literature review consisting of an analysis and summary of articles written about increasing student learning independence through innovative learning models.

Table 1. Research Findings related to Increasing Learning Independence through Innovative Learning Models

Yes	Researcher & Year	Article Title	Research Methods	Research Results
1.	(Nurhamidah & Nurachadijat, 2023)	"Project Based Learning in Increasing Student Learning Independence"	Descriptive research	The implementation of Project Based Learning (PjBL) has proven to be effective in increasing student learning independence. This approach is successful because of contextual and student-centered learning. This study also shows that students who study with PjBL have a higher level of learning independence compared to using traditional learning models (Nurhamidah & Nurachadijat, 2023).
2.	(Alya Syifani et al., 2024)	"The Influence of the RADEC Learning Model on Learning Independence and Concept Understanding of Elementary School Grade V Students"	The research methodology used was a quasi-experimental design with a pretest control group design and non-equivalent posttest	The findings of the study showed that the posttest scores of the experimental and cock classes were influenced by the higher pretest scores. This can be seen from the Wilcoxon test which shows a significance of less than 0.005. However, the control class experienced a larger percentage increase in test results, which was 89.67 than the control group. Thus, the use of the RADEC model to improve conceptual understanding of natural disaster subjects is no more effective than conventional-based learning. However, this model works very well to help children develop an attitude of learning independence (Syifani, Sujana, & Ali, 2024).
3.	(M. Nazar & Dani Ayu P, 2024)	"Improving Students' Independence Using LEGO Models and Mission X Games at SDN Pemurus Dalam 6"	The research uses quantitative and qualitative approaches in the form of Class Action Research (PTK)	The results of the study show that the LEGO model and the Mission X game have proven to be effective in increasing students' independence. The increase in student independence reached 39% at meeting 1 with the criteria of being quite independent and

				94% at meeting 4 with very high criteria (Jeux et al., 2024).
4.	(Rahman et. al., 2022)	"The Application of the PBL Model to Increase Student Learning Independence in Class V of SDN 640 Ponnori"	Classroom Action Research (PTK)	The results of the study showed an increase in students' learning independence after using the PBL model. In the first cycle, the level of student independence was moderate, then in the second cycle there was an increase in the good category. These findings indicate that the application of the PBL model has succeeded in increasing student self-esteem in the classroom (Riza, 2019).
5.	(Rina Restiana et. al., 2023)	" The *Flipped Classroom Model* in Fostering Learning Independence of Ibnu Sina Elementary School Students"	Qualitative descriptive method	The Flipped Classroom *model* can increase students' learning independence by providing the freedom to learn independently and repeat the material, this model makes students more actively responsible and more motivated in learning so that learning becomes more interactive (Restiana et al., 2023).
6.	(Ratnasari et al., 2023)	"The Application of the Flipped Classroom Learning Model in Increasing Student Learning Independence in Mathematics Learning in Elementary Schools"	The research method used is a qualitative method using the type of *field reset* research (field research)	After the flipped classroom model was applied, students showed a significant increase in learning independence. This model allows students to learn the material before class begins and gives them more freedom to study independently and participate actively in class activities (Ratnasari, Melinda, & Nafiah, 2023).
7.	(Kanah & Mardian, 2022)	"Communication Skills and Student Learning Independence Through Problem Based Learning and Discovery Learning"	The research method used is *Quasi Eksperiment Design* by using two classes as samples	To develop students' mathematical communication, the Problem Based Learning (PBL) model is superior to be used, while to foster student learning independence, the Discovey Learning model shows better effectiveness than PB (Kanah & Mardiani, 2022).
8.	(Sulastri, 2020)	"Increasing Science Learning Independence with the Application of *the Numbered Heads Together Learning Model* in Grade V Students of SDN 43 Rejang Lebong"	Classroom Action Research (PTK)	The application of the Numbered Heads Together model has succeeded in significantly increasing students' science learning independence. This is shown by 75% of students who show independence in aspects such as not depending on others, confidence, discipline, initiative and a sense of responsibility (Sulastri, 2020).
9.	(Jamaludin et al, 2022)	"Development of *Roleplay Method* through *the Independent Learning Framework* as an Effort to Increase	*Design Base Research* (DBR)	The Roleplay method that has been designed by the researcher has proven to be valid and practical, so it is very feasible to apply in the learning process. In addition, the use of this method is also effective in increasing

		Student Learning Independence"		student learning independence, especially in the context of online learning (Jamaludin et al., 2022).
10.	(Muhsin et al, 2020)	"Application of the *Missori Mathematic Project* (MMP) Learning Model to Increase Student Learning Independence"	Experimental and Quasi-Experimental Methods with pretest-posttest and control group design	The implementation of MMP significantly increases students' learning independence. This can be observed through increased student confidence, initiative, discipline, and sense of responsibility in learning mathematics (Asdarina & Ridha, 2020).
11.	(Servant Bukit, 2022)	"CTL Approach to Increase Learning Independence of Grade V Students of SDN 10183 in PPKn Learning"	Classroom Action Research (PTK) with two cycles	The implementation of CTL significantly increases students' learning independence. This can be seen from the beginning of the study, the level of student independence was in the category of less independent with a percentage of 49.69%. After the first cycle, there was an increase to 60.40% with the fairly independent category and in the second cycle learning independence reached 75.80% with the independent category (Bukit, 2022).
12.	(I Wayan Ekayogi, 2023)	"Application *of Problem Based Learning* Assisted *by Augmented Reality* Media to Improve Learning Outcomes and Independence"	Classroom Action Research (PTK) and quasi experiment with pretest-posttest and control group design.	The application of PBL assisted *by Augmented Reality* media has a significant positive impact on students' cognitive learning outcomes. Student learning independence has increased from a rending and medium level to a high level (Ekayogi, 2023).
13.	(Darmini et al, 2022)	"Application of Inquiry Learning Model in Increasing the Learning Independence Value of Elementary School Students"	Qualitative Descriptive	The inquiry learning model has succeeded in increasing students' activeness and responsibility in the learning process. This also has a positive impact on increasing students' learning independence because after the implementation of this model students are better able to complete tasks without excessive assistance as well as show higher initiative and reduce their dependence on teachers (Afendi, Darmini, Sutisno, & Aziz, 2022).
14.	(Diyan Marlin, 2022)	"The Influence of Online-Based SOLE (Self Organized Learning Environments) Learning Model on Elementary School Students' Learning Independence)"	Quantitative research with a nonequivalent control group design	The results showed that the online-based SOLE model significantly affected the learning independence of elementary school students with a t count value of 15.383 which far exceeded the t table of 2.024 (Marlina, 2022).
15.	(Arrahman et al, 2024)	"Increasing Students' Learning Independence by Using the Discovery	PTK with II cycle	The total increase in overall learning independence is 35.58%, so it can be concluded that the Discovery Learning learning model is effective in

	Learning Model in Elementary Schools"	increasing the learning independence of elementary school students because it can increase students to be more active, responsible, and able to learn independently (Arrahmah, Kusuma, & Fadhilaturrahmi, 2024).

Innovative learning models have a great contribution to fostering student learning independence. By placing students as active actors in the learning process, not just as passive recipients of information. The innovative learning models that have been described above provide opportunities and space for students to be able to play an active role in shaping their own understanding because they directly encourage students to make decisions, ask questions, explore information and find the meaning of learning independently. This active involvement allows students to build confidence in managing their own learning without relying entirely on the teacher.

From the literature review table that has been presented about efforts to increase student learning independence at the elementary school level, various studies show an overview of the effectiveness of various innovative learning models and the role of technology in supporting this independence. Research conducted by Nurhamidah and Nurachadijat (2023) shows that the implementation of Project Based Learning (PjBL) is significantly able to increase student learning independence. This is due to an approach that focuses on the context of students, thus allowing them to learn effectively and mansiri. This study emphasizes the importance of learning designs that prioritize real experiences and direct involvement of students during the learning process.

Research by Nurhamidah & Nurachadijat (2023) and Rahman et al., (2022) also explains that the PBL model is also able to provide innovative and effective learning in shaping students who are independent, critical and ready to face the world's challenges through meaningful learning experiences. Similar findings by Ekayogi (2023) also provide an understanding that the application of PBL combined with Augmented Reality media, which has a significant positive impact on students' learning outcomes

In addition, technology-based learning models such as flipped classrooms and IT learning media show positive results such as research conducted by Restiana et al., (2023); Ratnasari et al., (2023) explained that flipped classrooms provide opportunities for students to learn independently and repeat the material before class, thereby increasing their motivation and sense of responsibility. The use of IT-based learning media and models from SOLE described by Lilihata et al., (2024); Marlin, (2022) has been proven to be able to significantly increase learning independence.

Nazar & Ayu (2024) integrates elements of play and interaction such as the LEGO model and the Mission X game which are effective in increasing students' learning independence quickly and significantly. This shows that a fun and interactive learning approach can spur students to be more independent in learning. Meanwhile, the cooperative model of Numbered Heads Together as explained by Sulastri (2020) is also able to increase learning independence through strengthening aspects of student confidence, discipline, initiative and responsibility.

Research on problem-based learning methods and inquiry by Mardian (2022); Darmini et al., (2022) explained the results that this method succeeded in fostering learning independence by increasing students' activeness and responsibility in completing tasks independently. Likewise with the research conducted by Arrhaman et al,. (2022) using Discovery Learning also showed effectiveness in increasing student learning independence with an increase of 35.58%. In addition, innovations in online learning such as the roleplay method developed in the Merdeka Learning framework by Jamaludin et al., (2022) make an important contribution to increasing learning independence, especially in distance learning. Syifani et al. (2024) found that the RADEC learning model was effective in forming an attitude of learning independence, although it was not superior in improving concept understanding

compared to conventional learning methods. This indicates that although a learning model may be less than optimal in cognitive aspects, it still makes a significant contribution to affective aspects such as learning independence.

Overall, the results of this study confirm that success in increasing student learning independence is highly dependent on the selection of a learning model that emphasizes active student involvement, contextual learning experience, and appropriate use of technology. An approach that supports students to learn independently, responsibly and consistently results in significant increases in learning independence. This finding suggests that innovation in learning models and technological integration are the main factors in the development of learning skills of elementary school students in the modern learning era.

CONCLUSIONS

21st-century education emphasizes the importance of forming individuals who are capable of independent learning as part of lifelong learning competencies. From the results of a literature review of 15 studies, it was found that various innovative learning models such as Project Based Learning (PjBL), Problem Based Learning (PBL), Discovery Learning, Flipped Classroom, Self-Organized Learning Environments (SOLE), as well as technology-based and game-based approaches such as Augmented Reality, Numbered Heads Together, LEGO, and Mission X have been proven to consistently increase students' learning independence, especially at the elementary school level. These models place students as active subjects who are directly involved in exploration, problem-solving, decision-making, and knowledge discovery. The learning independence formed through this approach is an important foundation in shaping students who are not dependent on teachers and are ready to face future educational challenges. These findings have practical implications for teachers, principals, and curriculum designers to better integrate innovative learning models into the learning process. Teachers are advised to use an approach that not only focuses on academic achievement, but also on developing students' independent learning abilities. For further research, it is recommended to conduct empirical studies with quantitative and qualitative approaches to measure the effectiveness of each learning model in the context of real learning. Classroom action research and educational experiments are also important to evaluate the long-term implementation of these models in forming sustainable learning independence.

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