

Development of the Value of Early Childhood Independence (Multi-Site Study at Pembina Kindergarten and Baitul Ma'mur Kindergarten Banjarbaru City)



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ABSTRACT: This study aims to determine the values of children's independence and strategies for developing independence values that have been successfully developed in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten in Banjarbaru City along with determining the supporting and inhibiting factors in the development of early childhood independence values in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten in Banjarbaru city. The method used in this study is qualitative descriptive by conducting interviews and observations of resource persons. Based on the results obtained (1). The values of independence that have been successfully developed in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten in Banjarbaru city are that no children waiting for their parents at school, children take their food, wash their hands before and after eating, sweep leftovers on the floor, and wash their dishes accompanied by teachers, help clean up toys after use and brush their teeth, complete the activity to completion. (2). The strategy to develop the values of children's independence in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten is by telling stories and giving examples first through daily habituation, so that children more easily know and follow from the simplest aspect first, from the habits, (3). The inhibiting factor is the condition of the child if he is sick so that it is usually more difficult to be told to do independent activities, or the child's feeling is not good at home so that at school he likes to seek attention from teachers, excessive parenting by parents and grandparents which causes children to be more spoiled because at home they are always helped, At school, children refuse if asked for something related to an attitude of responsibility such as cleaning up toys after using them. Meanwhile, the supporting factor for developing the value of independence of children in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten is their parents who can be invited to cooperate in implementing programs that have been made by the school. In addition, Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten have adequate facilities and infrastructure in developing children's independence so that they can support the implementation of children's independence at school.

KEYWORDS: Education, Strategy, Independence, Early Childhood.

I. INTRODUCTION

Education is an important asset for the progress of a nation, therefore every Indonesian citizen must and must follow the education that has been determined by the government. The level of education in Indonesia starts from the level of early childhood education, primary education, secondary education, and higher education. In early childhood education, six development programs become assessment areas leading to the achievement of core competencies that become standards for achieving child development, namely the development of religious and moral values, social emotional, language, cognitive, physical, motor and art. Habituation is something that is done intentionally and repeatedly so that habituation can become a habit (Malia & Yaswinda, 2019).

Independence is defined as a condition where a person does not depend on others in making decisions and there is a confident attitude. Relating to early childhood, independence needs to be developed from an early age (Nasution, 2017). The importance of the value of early childhood independence is to train children's behaviour that does not depend on others, is accustomed to making decisions independently, and has the initiative to learn or do something without having to be helped or with help as necessary, then the situation of the complexity of life today, so that independence is needed in determining the direction of individual choice (Kemendiknas, 2003). The research results found that independence is very important to apply to early childhood (Cinantya et al., 2018; Purwanti, M.Saleh, 2022; Purwanti et al., 2022; Sa'diyah, 2017; Safitri et al., 2018; Saleh et al., 2022; Sunarty, 2016; Vibriyanthy, R., & Fauziah, 2014).

It can be described that Liang Anggang Sub-District Supervisory Kindergarten has developed early childhood independence through various strategies and programs, one of which is an Integrative holistic program in which there is child

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independence. The program integrates independent activities in learning both at the beginning, core and end activities. In addition, Liang Anggang Sub-District Development State Kindergarten is the choice of parents to include their children in this institution. Liang Anggang Sub-District Supervisory State Kindergarten has the achievements of students as second place in the Red and White Flag Pattern Collage Art competition at the Banjarbaru City level in 2017, first place in the Student Dance Festival at the Kindergarten level in Banjarbaru City in 2019, 2nd place in the Movement and Rhythm competition at the kindergarten level in Banjarbaru City in 2020, second place in the Tahfiz competition at the kindergarten level in Banjarbaru City in 2020. Pembina Kindergarten, Liang Anggang has also been accredited by getting an A grade in 2019.

Next chosen is Baitul Ma'mur Kindergarten, which has a vision of fostering children to be intelligent, agile, creative, independent, healthy, moral and ethical. which aims to create children who have faith and piety from an early age, make children who can think creatively, intelligently, and independently for the child future and make children healthy and able to care for themselves and the surrounding environment. The development of independence has been programmed in this institution, for example, parents are not allowed to wait for their children when the socialization period is over, and during the visit to the peak of the theme activities parents are not allowed to participate except for places that have been determined, as an institution that has the highest number of students in Liang Anggang sub-district, children's achievements in participating in competitions at the city level include winning two drawing competitions in 2016, the best one children's carnival competition in the framework of HAN in 2017, third place in collage competition in 2017, first place in movement and song competition in 2019.

In addition, these two institutions (Liang Anggang Sub-District Supervisory State Kindergarten and Baitul Ma'mur Kindergarten) are supported by parents or guardians in every activity carried out by both schools, the presence of parents as motivation in training children's independence in every task given by the school to be done at home. The reality in the field when researchers made preliminary observations of kindergarten saw some conventional cases of children's independence, there were still students escorted into the classroom, there were still children who were not able to open or wear their shoes when marching there were still those who were not able to follow the rules in marching, even in the learning process in the classroom children often left toys scattered after finishing playing When carrying out learning there are some children who do assignments and others quarrel with their friends and lie on the floor, there are also those who disturb their friends in doing activities until their friends cry because they are disturbed, at the time of eating there are still children who ask the teacher to open their drinking place and do not want to eat themselves.

II. METHODOLOGY

The main focus in the qualitative approach in Early Childhood Education Institutions is to study children's daily lives in a social-cultural context where children get care and learning, namely family and school" (Putra and Dwilestari 2016). Data collection was carried out by conducting interviews and observations in two kindergartens, namely Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten. The data sources are principals, teachers and parents of students from the two institutions. This study explores the role of parents in developing children's independence and how the school in this case principals and teachers develop children's independence in daily activities. Observation activities are carried out starting from the arrival of children, children playing in the yard, during learning, children eating provisions and closing activities. Interviews with the principal and teachers were conducted after the learning activities were completed. And interviews with parents were conducted in the afternoon at the parents' homes. The number of respondents in this study was 10 people consisting of 2 school principals, 4 teachers, and 4 parents from Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten.

III. RESULTS AND DISCUSSION

Based on the results of interviews conducted with 2 institutions in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten as research sites, researchers presented cross-multi-site data as follows:

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Table 1. Cross-Site Data

The values of independence that work in Pembina Country	The values of independence that have been successfully developed in Baitul Ma'mur Kindergarten	Conclusion
<ul style="list-style-type: none"> a. Children have nothing to wait for at school a. Children are used to cleaning up their toys after finishing using b. Dare to go to the toilet yourself without being helped c. Can put his own bag in the locker according to his name d. Eat your own lunch and clean up the leftovers on the floor e. Work on activities to completion f. Dare to appear in the competition activities g. Dress yourself h. Play with friends 	<ul style="list-style-type: none"> a. Children are no longer waiting at school b. Putting on and taking off your own shoes c. Go to the toilet by yourself d. Play With Friends e. Imitating Simple worship gestures f. Work on activities to completion g. Washing hands before and after meals h. Wear your own clothes i. Put bags in lockers j. Cleaning up toys after use 	<p>The values of self-reliance that have been successfully developed in these two kindergartens are equally good, both in the fields of religious, social, language, cognitive, physical, motor, and artistic aspects. The participation of parents is very influential on the development of children's independent attitudes</p>
Strategies for Developing the Value of Independence in Liang Anggang Sub-District Supervisory Kindergarten	Strategies for Developing the Value of Independence in Baitul Ma'mur Kindergarten	Conclusion
<ul style="list-style-type: none"> a. Learning activities are carried out according to child development and use interesting media b. Apply rules of conduct, such as parents are not allowed to wait for their children at school c. The school holds learning activities outside the classroom or called the culmination of the theme activities d. Extra food activities once a month e. Carrying out religious holiday activities such as the commemoration of the Birthday of the Prophet Muhammad SAW, class children appear to read short surahs, prayers, hadiths and others f. Teachers tell stories using books and sometimes not in the way teachers sit in chairs and children sit in circles g. Teachers provide examples / examples and motivate children in carrying out activities, to develop children's independence using tools / media in the classroom and outside the classroom, methods that are often used by teachers are question and answer methods, direct practice, experimentation, and assignment 	<ul style="list-style-type: none"> a. Carry out the culminating activities of the theme, eating lunch together, through learning activities inside and outside the classroom, marching rows, gymnastics / sports in the yard b. held activities to commemorate national holidays such as the celebration of August 17, the birthday of the Prophet Muhammad SAW c. excursions, such as visits to the Lambung Mangkurat museum, to the Heroes' Cemetery, to Brimob, and swimming pools d. Learning activities while playing such as when recognizing children's numbers are invited to count with objects directly e. There are sanctions if anyone does not follow the rules of conduct for parents and children f. Holding parenting activities for parents 	<p>The programs implemented in these two institutions have almost the same program in fostering independence in their students, such as joint gymnastics sports activities, celebrations of religious holidays and national holidays, theme peak visit activities, extrafood activities. Where these programs can have a considerable influence on students to be independent in carrying out daily activities without the help of their parents anymore.</p>

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Supporting and inhibiting factors in Liang Anggang Sub-District Development Kindergarten	Supporting and inhibiting factors in Baitul Ma'mur Kindergarten	Conclusion
<p>Supporting factors</p> <ol style="list-style-type: none"> Cooperation between schools and parents in developing the value of children's independence, namely; In program delivery activities, parents are invited to school and ask parents to repeat what has been taught at school such as involving children in eating activities, children eating alone are not fed collaboration with Puskesmas and Dinas Pendidikan (kindergarten supervisors) to develop the value of children's independence such as market day activities and mass tooth brushing activities Teachers carry out supporting activities such as <i>whorkshop</i>, training, seminars and directly by means of <i>zoom meetings</i>. Then the teacher conveys to other teachers who did not participate in the activity adequate facilities and infrastructure in developing children's independence. Parents' participation in Religious and National Day activities School environment close to places of worship <p>Inhibiting factors</p> <ol style="list-style-type: none"> Parenting at home, lack of parental cooperation to repeat lessons that parents get in school health condition of the child 	<p>Supporting factors</p> <ol style="list-style-type: none"> The form of school cooperation with parents is through the delivery / socialization of the program and vision and mission of the school to parents, regular meetings with parents, so that what becomes a school program can be known by parents, for example about the learning system, parents should be able to continue what children have learned at school, for example learning to wear and take off their own shoes, To the toilet itself, tidy up the toys / items that have been used into place again. Collaboration with other parties in the process of developing the value of independence in this school, namely with the Puskesmas through counseling activities such as mass tooth brushing, weighing weight and height, giving vitamin A and deworming drugs and with universities, as a place for PPL students. Adequate facilities and infrastructure Communication of teachers with parents who always inform about the development of their children to parents Self-development activities for teachers such as attending workshops, training, seminars related to childcare Parenting activities for parents Conduct an evaluation of programs that have been successful and those that have not been successfully implemented <p>Inhibiting factors</p> <ol style="list-style-type: none"> The condition of the child is sick is usually rather difficult to be told to do activities, or from home the child's mood is not good so that at school he likes to find teacher health, Parenting style of children who are taken care of by their grandparents because their parents work There are still parents who are less supportive of school programs 	<ol style="list-style-type: none"> The supporting factors owned in both schools are the collaboration between schools and Puskesmas, workshops, trainings and seminars by teachers in increasing the ability of teachers in schools and adequate infrastructure in developing children's independence. The inhibiting factor in both schools is the condition of sick children that make it difficult for the development of children's independence, besides that parenting styles are different between school and at home so that it can inhibit children's independence, and there are still parents who do not support school programs

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Based on the results it can be concluded that:

1. The values of early childhood independence that have been successfully developed in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten

Based on research findings that the values of independence that have been successfully developed in Liang Anggang Sub-district Pembina State Kindergarten and Baitul Ma'mur Kindergarten are that children are no longer waiting at school, children take their own food, wash their hands before and after eating, sweep leftovers on the floor, and wash their own dishes accompanied by teachers, go to the toilet, clean up the playground equipment after use, play with friends, brush your teeth, wear your own clothes, imitate simple worship movements, fold your own mukena and prayer mat. The values of independence in 2 research locations showed that the cultivation of early childhood independence was almost the same where teachers taught children to take off their own shoes, wash their own hands, theme peak activities or visits outside school or at school, competition activities both at school and outside school, taking their own food, there was also hand washing before and after eating, clean up leftovers on the floor, and dispose of garbage in its place.

Teachers in developing children's independence are through stories, then modeling and imitating children. For example, when you want to learn about the ability to put on and take off shoes, the teacher will relate the material through stories, then the teacher will give examples directly and then the child is asked to practice or imitate. The teacher will set an example and motivate children in carrying out activities so that they can be independent and do not always ask for help from teachers or parents at home, and for children who have been able to do independent activities the teacher will give rewards in the form of praise or thumbs up and occasionally give gifts so that other children are motivated to be independent.

Instilling the value of independence in children will be the initial foundation for the formation of their character, and the main media that can provide examples and teachings about the sense of independence of course from the child. Early childhood independence is an independence that may for some of us adults be less important. But these simple things are the forerunner to other self-reliance that is important for their future. Early childhood independence is more emphasized on the ability of children to serve themselves. Like standing alone or approaching your mother or other people who want to talk or play (Maimunah, M., Aslamiah, A., & Suriansyah, A., 2018; Purwanti, M. Saleh, 2022; Purwanti et al., 2022; Safitri, M. E, et, all, 2018).

Physical independence is very influential on psychological independence, because if the child is not physically independent, it will result in the child not being psychologically independent. Children who are accustomed to being helped by others will always depend and have no ability to take care of themselves, for example when getting a problem children will hope that others can help him in determining a decision from the problem. The independence of children in kindergarten is one of character education. Education is a form of activity in which there are educational actions intended for the next generation. Character education aims to shape individuals continuously and train their abilities in order to lead a better and optimal life. Character education can begin since children are still children. Carried out in the family, school and environment and can also use learning media. Classrooms in schools are one of the learning media that can be used for character education. Early childhood is often referred to as the "golden age". At this time, almost all potential children experience a sensitive period to grow and develop quickly and greatly. The development of every child is not the same because each individual has a different development.

2. Independence Value Development Strategy in Liang Anggang Sub-District Supervisory Kindergarten and Baitul Ma'mur Kindergarten

Based on data submitted by researchers, it was found that Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten had carried out the development of self-esteem values for early childhood. Both of these institutions consider that independence is very important to be taught from an early age, because independence is a character of a nation, and can foster a sense of responsibility and confidence that will affect children in the future. Susanto (2012), which states that independence means the ability of children to carry out various activities with their own strength, then each child will get the freedom to be creative so as to increase children's confidence and creativity. The similarities between these two institutions both use the independent curriculum as a guideline in preparing learning plans developed by their respective institutions that are tailored to the vision, mission, conditions and infrastructure facilities in the institution.

Efforts to develop the values of independence in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten are carried out by all parties involved, namely school principals, teachers, parents and students. All parties provide opportunities for students to be creative and do activities that can support children's independence. This is in accordance with the opinion (Wiyani, 2012) which explains that "all school residents, parents, students, committees, and local community leaders to support character education". The development of independence values is carried out in daily, weekly, monthly, and yearly activities as well as integrative holistic programs, which are interrelated with all aspects of child development such as religious and moral values, social emotional, language, cognitive, physical motor, and art. There are several aspects of social-emotional development that need to be developed in early childhood, namely learning to socialize, learning to express themselves, learning to be independent, and standing alone free from the supervision of parents and caregivers, learning to socialize, learning to work together in groups and learning to develop children's leadership power. Each child will experience different social-emotional

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development, depending on who and where the child interacts. The role of parents, educators, and people around children can support and help children's social-emotional development to develop as expected. Independence is an attitude that is formed by habituation that is carried out continuously which will become a habit, if children are accustomed to behaving then he will get used to being independent.

Based on the findings that school principals, teachers and students are the most important elements in developing the values of independence. The task of the principal is to compile school programs and create cooperation programs with parents and related parties. The principal maximizes facilities and infrastructure in supporting the development of children's independence values that are integrated in the process of learning activities. The principal is also tasked with coaching teachers to improve quality and competence by involving teachers in seminars, workshops, training and others. In addition, school principals also collaborate with related parties to achieve school programs such as puskesmas that assist in monitoring children's nutrition and development.

Law of the Minister of Education and Culture of the Republic of Indonesia Number 17 of 2014 concerning Standards for Educators and Education Personnel states that school principals or early childhood education personnel are personnel tasked with carrying out administration, management, development, supervision and technical services to support the education process in EARLY CHILDHOOD units. Teachers must be able to develop all aspects of the development of their students both the development of religious and moral values, social emotional, language, cognitive, physical motor, and art in learning activities, so that the values of children's independence will be formed.

In developing the values of independence in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten requires a strategy in implementing child independence, namely learning activities are carried out with the principle of learning while playing because children are unusual if the atmosphere is too monotonous, besides that learning is carried out according to child development and using media that is interesting for children.

3. Supporting and Inhibiting Factors of Independence in Liang Anggang Sub-District Development State Kindergarten and Baitul Ma'mur Kindergarten

Based on research, it can be seen that the supporting and inhibiting factors in Liang Anggang District Pembina State Kindergarten and Baitul Ma'mur Kindergarten are:

1. Parental support

Parents are very instrumental in developing the independence of their children. Through parenting activities at school that aim to harmonize the vision, mission and school program regarding parenting at home, because there are still parents who think that learning in kindergarten is only limited to reading, writing and arithmetic. Even though there are many aspects that need to be developed in children such as children learning to socialize, learning to recognize prayers and short surahs, learning responsibility, discipline and so on. The participation of parents in supporting children's independence needs to be fostered since childhood from teaching simple things such as learning to eat alone, to the toilet itself, wearing their own clothes and other activities, it seems easy but in fact all of this needs a process in its implementation. For a mother who does not work outside the home, she will usually focus more on educating and caring for her child. Children will get more love and attention so that parents are easier to teach independence. But it does not rule out the possibility that children are not independent because they are always accustomed to their parents, everything that children do will be monitored by parents. Therefore, parents should not overdo it so that children can learn independently. The research result found that parental support is important in habituation of independence (Amini, M. 2017; Ehrental, D. B., et,all., 2013; Purwanti, M.Saleh, 2022; Purwanti et al., 2022; Sa'diyah, 2017; Safitri et al., 2018; Saleh et al., 2022).

2. School environment

A strategic school environment close to highway access and places of worship allows children to more easily carry out religious learning activities. The clean school environment and overgrown with shady trees allow children to play in the school yard comfortably.

3. Facilities and infrastructure

Based on research, facilities and infrastructure in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten strongly support the learning process of children's independence. Like the facilities in the classroom, there are lockers for bags so that children can put their own bags according to their namanaya, shoe racks, trash cans to throw garbage, hand washing stations located in front of each classroom so that children are easier to wash their hands before eating and toilets that are located not far away so that children dare to go alone to the toilet. In the school yard there are many playground tools that allow children to play together to train gross and fine motor skills. As revealed by Masitoh (2005) that facilities and infrastructure function to provide convenience in the implementation of education. Facilities and infrastructure are important components that can affect the learning process.

Facilities and infrastructure are all tools and equipment needed in the implementation of education. For early childhood, important facilities as a medium for concrete learning, with the availability of adequate learning facilities, it can foster children's independence. According to Susanto (2017), that rooms and courtyards need to be arranged to foster children's interest and creation

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by placing interesting learning media. With the arrangement of a comfortable room and playground, children will feel happy especially if the atmosphere of the environment is in accordance with the child's development so that it also fosters children's interests, innovations and creations.

So based on this explanation, it can be seen that the facilities and infrastructure in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten are very adequate and support in the development of early childhood independence.

4. Teacher quality

The role of teachers as motivators and facilitators for children provides examples and knowledge and insight. In order for a teacher's knowledge and insight to increase, the teacher must continue to learn. One of them is by participating in workshops, training, seminars and others. Permendikbud RI Number 137 of 2014 article 25 explained about the Standards of Educators and Education Personnel that the academic qualifications of early childhood teachers have a Diploma Four (D-IV) or Bachelor (S-I) diploma in the field of early childhood education or Bachelor (S-I) relevant education or psychology obtained from an accredited study program and have a Professional Teacher Certificate (PPG) from an accredited university. A teacher must be able to understand early childhood development so that all aspects of child development can develop optimally.

A teacher who has knowledge and broad insight certainly knows how to educate, especially about children's independence and will be reflected in the teacher's daily behavior. The success of children in independence is also a success for teachers who have educated children in teaching the values of independence.

5. Cooperation with related parties

The success of the school in shaping the personality of early childhood certainly cannot be separated from the cooperation and involvement of all parties who help, be it from cooperation with parents, the school environment, qualified teachers, adequate facilities and infrastructure there is also cooperation with related parties, including those that have been established with Liang Anggang District Pembina State Kindergarten and Baitul Ma'mur Kindergarten are as follows:

a) Puskesmas Landasan Ulin

One form of puskesmas collaboration with Liang Anggang Sub-District Supervisory State Kindergarten and Baitul Ma'mur Kindergarten is Early Detection of Child Growth and Development (DDTK) such as measuring children's height, head circumference, weighing children's weight, immunization, giving vitamin A and deworming, toothbrushing paractics and counseling. With the collaboration between schools and puskesmas, it will facilitate monitoring the development of children's nutritional status, so that cases such as stunting can be avoided early in children. The existence of cooperation with health institutions such as puskesmas can help parents in supervising child nutrition. Schools can facilitate parents by making contact with other professionals as well as nutritionists and psychologists (Suyadi & Ulfah, 2015). The implementation of counseling and immunization will usually adjust to the program schedule of the puskesmas, so that all schools can implement the program.

b) College

Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten have collaborated with universities such as State Islamic University (UIN) and Lambung Mangkurat University (ULM) such as PPL activities for students and just observations about learning activities at the two institutions.

IV. CONCLUSION

Based on the results can be concluded that (1) the values of independence that have been successfully developed in Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten in Banjarbaru city are that there are no children waiting for their parents at school, children take their own food, wash their hands before and after eating, sweep leftovers on the floor, and wash their own dishes accompanied by teachers, help clean up toys after use and brush their own teeth, complete the activity to completion (2) The strategy to develop the values of children's independence in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten is by telling stories and giving examples first through daily habituation, so that children more easily know and follow from the simplest aspect first, from the usual habits, (3) The inhibiting factor is the condition of the child if he is sick so that it is usually more difficult to be told to do independent activities, or the child's feeling is not good from home so that at school he likes to seek the attention of teachers, excessive parenting by parents and grandparents which causes children to be more spoiled because at home they are always helped, At school, children refuse if asked for something related to an attitude of responsibility such as cleaning up toys after use. Meanwhile, the supporting factor for developing the value of independence of children in Liang Anggang Sub-District Guidance State Kindergarten and Baitul Ma'mur Kindergarten is from their parents who can be invited to cooperate in implementing programs that have been made by the school. In addition, Liang Anggang Sub-District Pembina State Kindergarten and Baitul Ma'mur Kindergarten have adequate facilities and infrastructure in developing children's independence so that they can support the implementation of children's independence at school.

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