

Teacher Strategies in Growing Independence in Early Children at RA It Waladun Sholih

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Abstract

Children's independence at RAIT Waladun Sholih: many children are still not independent, so they find it difficult to adapt to the school environment. This study aims to determine teachers' strategies to foster early childhood independence at RAIT Waladun Sholih. This type of research uses descriptive qualitative research. The subjects of this study were students and teachers at RA IT Waladun Sholih. This study involved 12 students and 3 teachers. The data collection techniques used were observation, interview, and documentation techniques. The results of the study showed that teachers at RAIT Waladun Sholih implemented 4 strategies in fostering children's independence, namely through storytelling methods, giving concrete examples or role models, daily habits, and giving rewards. So it can be concluded that teachers' role is vital in developing and fostering early childhood independence because teachers can raise children's initiatives to utilize all their potential. This will help children to know the tasks at school and how to meet their daily needs in the future

Keywords: Early Childhood, Teacher Strategy, Independence

INTRODUCTION

Early Childhood Education is a planned learning process for children from birth to the age of 6 (six) years to help children develop their potential in preparing children to enter further education. Wasis (2022) stated that the development and growth experienced by children is very rapid, starting from children aged 0-6 years which is called the golden age, children can already digest information and communicate with others, at this time support for child growth and development is very important. Children who attend PAUD have better improvements in developing children's actual capacities.

Early childhood education as the foundation for development towards the next stage, Aspects of early childhood development include the formation of religious and moral values, cognitive, language, physical motor and social emotional as well as independence (Maghfiroh & Suryana, 2021). In general, the goal of early childhood education is to build a foundation for the development of children's potential to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, critical, creative, innovative, independent, self-confident, and become democratic and responsible citizens (Khotijah, 2018).

Independence is the ability or skill possessed by children to do everything themselves, both related to self-help activities and their daily activities without depending on others. Early childhood independence in carrying out skill procedures is the ability to carry out simple daily activities such as eating without being fed, being able to wear socks and clothes themselves, being able to defecate/urinate themselves, being able to wear clothes and pants themselves (Suardani *et al.*, 2016).

According to Komala (2015), independent children can be said to be creative. Therefore, teachers must be able to create a learning environment that encourages children's curiosity about learning materials, the desire to ask questions, the desire to express opinions, and the desire to experiment.

Independence is a concept of an attitude that allows someone to act freely, do something on their own initiative for their own needs without help from others. Able to think, act originally, creatively, full of initiative, able to influence the environment, have self-confidence and obtain decisions from their efforts (Muhammad, 2021).

The concept of independence is very important for child development. Independence will develop in children through the stimuli provided by the environment. Educational personnel who play a role in organizing education and have qualifications as teachers, lecturers, counselors, learning facilitators, tutors, and other titles according to their specializations are called educators. Teachers are individuals who influence learning, especially in implementing learning and instructors also influence learning outcomes (Fadhilah & Warni, 2024).

Thus, it can be concluded that independence is a very important life skill for children. The stimulus and role of teachers in fostering independence greatly help children so that they do not depend on others, children will always be confident, creative and innovative, able to work alone and can adapt to the environment, and be able to take responsibility.

In connection with the results of initial observations conducted by researchers at RAIT Waladun Sholih from April to July, it can be seen that in general there are still children aged 5-6 years who are not yet independent, children should be able to do things independently without being helped by others, parents are still seen accompanying their children into the classroom, parents are still waiting at school, children still cry when left by their parents, parents are still seen carrying bags and taking off their children's shoes. Therefore, researchers feel the need to conduct research entitled: "Teacher's Strategy in Fostering Early Childhood Independence in RAIT Waladun Sholih District".

METHOD

In this study, the researcher used qualitative research, with qualitative research can describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.

The research method used is descriptive qualitative research, by conducting observations, interviews and documentation. Descriptive research includes surveys and fact-finding of various types. The main purpose of descriptive research is to describe the state of affairs as it is today (Purwanto, 2022). The subjects in this study were group B aged 5-6 years totaling 12 children, 7 girls and 5 boys at RA IT Waladun Sholih located in Kp. Kubangawan No. 81 RT.02 RW.02 Citerep Village, Ciruas District, Serang Regency, Banten Province

RESULTS AND DISCUSSION

Stimulation provided by teachers will have an impact on the development of early childhood independence. Teachers view that independence is very necessary for children as conveyed by Mrs. Ru that:

“Independence in early childhood is very important to be instilled early on because it will affect the child's adulthood so that they can solve early problems themselves, if children are not independent, they cannot follow learning conductively, if they are not independent from a young age then they will not be able to grow up, do not dare to do things themselves, always depend on others, because later it will be carried over until they grow up, if children are not taught independence from an early age then they will not have a sense of independence”.

Thus, teachers are committed and consistent in fostering independence in children aged 5-6 years (group B) by making structured planning in planning learning to foster children's independence in accordance with the Merdeka curriculum. The Teacher's Strategy in this study uses the social learning theory initiated by Albert Bandura that to form new attitudes in children through the observation process with the modeling or imitation method. And some of the Teacher Strategies used at RA IT Waladun Sholih in increasing independence are:

Through Storytelling Method

Through storytelling activities, children can develop communication skills, and are very influential in learning new languages (Juraid & Ibrahim, 2016). By telling stories about the pillars of independence, it can provide children with an understanding to try new things themselves.

Giving concrete examples:

Independence will grow in children through the example of a teacher. Children will do what they see so that giving examples has an influence on children (Fadlillah, 2020). The role of teachers in fostering independence can be done by involving children in daily activities, by directly exemplifying how to put on and take off their own shoes, children will be motivated

Habituation

Children can think, behave and act through early habituation Armai Arief in (Ulya, 2020). To foster independence in children, they must be accustomed to helping themselves every day, such as bathing themselves, eating themselves, storing their own shoes, and must be reminded continuously so that children are used to practicing independence. using the social learning theory proposed by Albert Bandura that to form new attitudes in children through the observation process with the modeling or imitation method.

Giving Appreciation or Rewards

Giving appreciation to children in the form of words of praise in the form of great words, thumbs up, loving hugs and giving stars to children when they are willing to do it themselves can motivate children so that they are enthusiastic and more enthusiastic in fostering independence. A fun way to motivate children is by using rewards (Anggraini, 2022).

Cooperation with parents

Visiting once a month, sharing with parents and providing a questionnaire on the pillars of independence filled out by parents can make it easier for teachers to foster independence, so that what is applied by teachers at school is in line with what is applied by parents at home.

Teachers' strategies in fostering early childhood independence have shown development, namely 5 children in the Very Well Developing (BSB) stage, namely children are able to do it themselves and are able to help their friends and 4 children are Developing According to Expectations (BSH) namely children are able to do it for themselves. This can be achieved because of the stimulus given by the teacher through the Strategy of telling stories about independence, providing examples to children on how to take off and put on their own shoes, and through daily habits applied by the teacher to train independence. Observations of achievements that show development are 3 children in the Starting to Develop (MB) stage, namely children are still reminded to be independent, this is due to factors from parents who are not consistent in training independence at home.

According to Rahma (2023) said parents are the factors that influence independence. And the factors that influence the independence of early childhood at RAIT Waladun Sholih are as follows:

Parent Factors

- Parents are too busy working so that children lack attention can cause a lack of independence in children so that children are less trained and do as they please.
- Parents who are too worried are a inhibiting factor in fostering independence so that children are too spoiled and always loved and defended by their parents.
- Parents who are at home and understand the importance of independence will have a good influence in training independence, children feel confident and look independent, enthusiastic and able to solve their own problems.

Family Member Factors

Family members can be an obstacle in fostering independence, such as grandmothers who love their grandchildren too much, causing children to not be independent and always dependent on others.

Caregiver Factors

Caregivers are those who replace parents who are busy working, caregivers do not understand the importance of independence and only think about worrying that the child's parents will be angry, so that it becomes an inhibiting factor in fostering independence, children are not independent and are always assisted by caregivers.

Environmental Factors

The environment can influence the growth of children's independence, because children aged 5-6 years will imitate what they see in their surroundings.

From several teacher strategies carried out at RAIT Waladun Sholih, they can encourage and motivate in doing all actions themselves without being assisted by others. And the results of observations for 3 months, RAIT Waladun Sholih children in the development of independence are seen to have progressed very well, there are no parents waiting in the school yard, children are accustomed to storing shoes, bags, school supplies and eating by themselves, without being assisted by others.

CONCLUSION

From the results of research on Teacher Strategies in Fostering Early Childhood Independence at RAIT Waladun Sholih, the following conclusions can be drawn that the stimulus provided by teachers will have an impact on the development of independence in early childhood. Teachers are committed and consistent in fostering independence in children aged 5-6 years (group B) by making structured plans in planning learning to foster children's independence in accordance with the Merdeka curriculum. The results of this research show the development of children's independence at RAIT Waladun Sholih which shows many changes. Teacher strategies are really needed to stimulate children so that children are motivated to be more independent. Factors that influence the formation of children's independence are that parents are often busy, too worried and not in line with learning at school, therefore there is a need for a collaborative relationship with parents so that they can foster independence. to children, by making an agreement with parents, giving a pillar questionnaire about independence to be filled in by parents at home, keeping in touch and sharing with parents, with cooperation with parents, children will be independent without being waited on and helped by others so that they grow in self-confidence.

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