

SELING

Jurnal Program Studi PGRA

ISSN (Print): 2540-8801; ISSN (Online):2528-083X

Volume 5 Nomor 2 Juli 2019

P. 125-133

THE DEVELOPMENT OF CHILDREN'S INDEPENDENCE AT KINDERGARTEN OF FADHILAH AMAL 3, DADOK RAYA PADANG

Puji Lestary¹⁾, Serli Marlina²⁾

^{1,2}Universitas Negeri Padang

lestarypuji04@gmail.com

Abstract: The purpose of this study was to describe the development of children's independence at Kindergarten of Fadhilah Amal 3, Dadok Raya District, Padang. This type of research is qualitative research with descriptive methods. Researchers use principals and teachers as research informants. The collect data method through observation, interviews, and documentation. The research data analysis technique is done by data triangulation technique. Children's independence in Kindergarten Fadhilah Amal 3 Dadok Raya Subdistrict Padang can be seen in all activities carried out children daily, such as when the first child arrives at school when they learn in the classroom and plays outside. The results showed that various forms of children's independence such as choosing work to be done firstly, choosing their own favorite game, playing alone without being accompanied by a teacher, doing their own daily activities without the help of others. Suggestions from researcher to parents and teachers to be able to teach children to get used to being independent in doing everything.

Keywords: Independence, Child

Submission	Revised	Publication
10 January 2019	21 March 2019	30 June 2019

BACKGROUND

Early childhood is an individual who has a variety of characters, different characters for each individual. Because, the aim and one of education character is educating the children to have good behaviours (Aziz, 2017). At an early age, it is a golden period for the development and growth of children, where at this time the development and growth will develop very rapidly. At this age, it is often called the golden age because the development of children at this age will determine the development of the next child. Like a white paper, a useful stroke is very memorable and meaningful in the child's life (Setiawan, 2018). Sujiono (2009: 6) states that early childhood is a child whose age ranges from 0-8 years, and at this time is a process of development with a rapid and fundamental to the next life. Marlina (2014: 110) in the Journal of Educational Sciences believes that early childhood is an early phase of growth up to the age of eight, which at this age is the mental formation of children in knowing the surrounding environment.

Furthermore Eliza (2013) PAUD is an important time to develop its abilities. Where children will get a variety of experiences. And experiences gained by children at an early age will be more meaningful in achieving their future. Because early childhood is an active learner, an individual figure who likes to make observations likes to explore and likes to imagine.

So that children's development can develop optimally, the child needs to adjust to the environment, because each child has their own characteristics and uniqueness. Therefore from that uniqueness and character of the child, the child will learn to adjust to the surrounding environment. Marlina (2014: 110) in the Journal of Educational Sciences believes that the potential character that already exists in children is independence, unique, free and strong curiosity. One of the characters of children is independence.

Independence is a positive trait that we need to cultivate from an early age, such as being able to do our own daily activities without having to depend on others. Siswanto (2010: 52) states that independence is one of the needs of children in their early years. Independence really needs to be instilled from an early age, because it will have a good impact on the future. The independence of children at the age of 5-6 years is usually able to put on their own shoes, wear their own clothes and pants, can go to the toilet (WC) alone and can already eat alone.

Bacharuddin in Susanto (2017: 35) independence is the ability of a person to be able to make a decision or his own choice and can receive sanctions for his choice. The independence of the child is seen when the child is able to decide what

equipment to use when learning, choose a playmate and choose which games to play and can accept the consequences of these choices.

Dogde in Komala (2-10: 32), children's independence can be seen from the habits and abilities of children such as self-confidence, responsibility, discipline, willing to share and be able to control emotions. Children must be accustomed to being confident, responsible, disciplined and control their emotions early on because that will be a good thing for children in the future.

According to Hidayati (2016: 163), independence is an attitude that does not depend on others. Independent children will do their own activities without having to depend on others. In addition, Parker in Sa'ida (2016: 89) states that independence is a person's ability to manage all that he has and the ability to make decisions and then be able to take risks from these decisions.

Mustari in Kurniah (2016: 3) said that independence is an attitude and behavior that is not easy to depend on others in completing their tasks. Where independence here is like a child doing work or assignments from the teacher himself without having to be assisted by the teacher or without having to be accompanied by the teacher. Furthermore, the independence of early childhood according to Einon in Sa'diah (2017: 35) is the ability of children to do their own things such as eating alone, dressing alone, going to the toilet or going to their own toilet without having to be accompanied by others.

Independence does not grow and develop by itself, therefore independence needs to be instilled, developed and trained from an early age. Because if children are in the habit or trained for independence from an early age, children are accustomed to doing everything themselves and are not easily dependent on others.

After the researchers made initial observations at Fadhilah Amal 3 Kindergarten, Dadok Raya Padang District, the researchers saw that many children at Fadhilah Amal 3 Kindergarten worked out everything independently. Even when the teacher enters late and there is a sudden business and leaves them for a while the child immediately does his own work such as reading his own prayer and then picks up a book and does it unfinished yesterday. Starting from this, the researcher wanted to make a deeper observation of "Development of Children's Independence in Charity Fadhilah 3 Kindergarten, Dadok Raya Padang District".

RESEARCH METHODS

Types of research

Researchers conducted this research with a qualitative approach with descriptive methods. According to Sugiyono (2017: 9-10), qualitative research methods are research used to examine natural conditions of objects where the researcher himself is the key instrument. So the results of his research are to understand the meaning, understand uniqueness, construct phenomena and find hypotheses.

Research subject

Research subjects are researchers using children in Fadhilah Amal 3 Kindergarten, Dadok Raya Padang District.

Procedure

Before starting the research, the researcher makes an observation first, then continues with the preparation of a research proposal based on a theoretical study. Furthermore, the preparation before conducting an interview, the first interview the researcher conducted to obtain preliminary information before the researcher began the study. Next, the researchers made observations, researchers observed children from the time children arrived until the child returned. After making observations, researchers enter the results of the study. Furthermore, researchers do data reduction, researchers conduct observations, interviews, and collect photos and videos as documentary evidence, then after that researchers describe the results of the data that has been obtained.

Data Collection Techniques and Instruments

Observation

Sugiyono (2017: 145) observation is a data collection technique that has specific characteristics when compared to other techniques. Ovservasi aims to find out how the development of children's independence. Researchers make observations when children are inside and outside the classroom by observing children carefully. Observe the activities of children ranging from children coming to children coming home from school. Researchers make observations in accordance with observational guidelines that aim to be able to get the appropriate data so that every information that researchers get researchers to write in the form of field notes.

Interview

Esterberg in Sugiyono (2017: 114) interview is a meeting of two people who aim to exchange ideas and information through question and answer activities so that meaning can be constructed in a particular topic. In this study, the researchers asked questions about data sources that know and understand the development of children's independence. The speakers in this study were the head of the school and kindergarten teacher Fadhilah Amal 3, Dadok Raya Padang District.

Documentation

Sugiyono (2017: 124) states that documents are records of events that have already passed, documents can be in the form of writing, drawings or other works. The documentation aims to find out how to develop children's independence in TK Fadhilah Amal 3, Dadok Raya Padang District. In this study, researchers used a cellphone camera to document images and videos related to the development of children's independence at TK Fadhilah Amal 3, Dadok Raya Padang District.

RESULTS AND DISCUSSION

The research data obtained by researchers based on observations, interviews, and documentation conducted by researchers in April 2019, were grouped when the analysis was conducted. Based on observations that researchers have done at Kindergarten Fadhilah Amal 3 Kindergarten, Dadok Raya Padang District, general data can be analyzed about the development of independence children in Fadhilah Amal 3 Kindergarten, Dadok Raya Padang District.

Providing Opportunities for Children to Do Their Own Daily Activities that Children Live

Based on observations observed in April, the teacher gives the child the opportunity to do their own daily activities such as taking off their own shoes and putting their shoes in their place, and also when the child puts his own book or equipment in the place provided without having to be told to or assisted by his teacher.

The results of interviews with research informants are principals and teachers in Fadhilah Amal 3 Kindergarten with the question "what are the opportunities given to children to carry out their own daily activities?" From these questions obtained information that the teacher accustoms children to do their own daily activities, accustom children to not depend on others. Like getting used to putting shoes in place, but the game that is used in a place that has been provided.

Providing Opportunities for Children to Make Their Own Decisions

Based on the results of observations by researchers, researchers see children able to make their own decisions seen during class hours, children decide for themselves what activities will be done first, and when playing children decide with whom to play with.

The results of the researchers' interviews with the research informants were the principal and teachers with the question "what is the opportunity given to children for children to make their own decisions?". And researchers obtain information the teacher accustoms children to make their own decisions, the teacher only explains a few activities then asks the child to decide which one to do first.

Providing Opportunities for Children to Play Alone without Accompanying

The observations that researchers found in April, the teacher gives the opportunity for children to play alone without having to be accompanied by their teacher. Seen when a child plays during recess, the child plays with his friend without having a teacher beside him.

The results of the researchers' interview with the informants namely the school principal and teachers with the question "what is the opportunity given to children playing alone without being accompanied?". From this question, the researcher got information that the teacher accustoms the child to always play along with his friend without having a teacher beside him, but the teacher always monitors the child from afar.

Give Children the Opportunity to Do Everything Alone

Based on the observations of researchers in kindergarten, the researchers found that the children did everything themselves, such as reciting the prayer themselves before the teacher entered or instructed him, take food without having to be assisted and instructed by the teacher, and put dirty dishes that had been used in the space provided.

The results of the researchers' interviews with informants were the principal and teachers with the question "what is the opportunity given to children to do everything themselves?". From this question, the researcher got the information that

the teacher habitual children to do everything themselves like doing children's daily activities.

Give Children the Opportunity to Play in accordance with what Children like

The results of observations of researchers in kindergarten, researchers found that children play in accordance with the game the child likes without having to be forced to do a game by anyone.

The results of the researchers' interviews with informants namely principals and teachers with the question "how is the opportunity given to children to play according to what the child likes?". Researchers obtain information that the teacher always gives the opportunity for children to play along with what games are selected or preferred by children.

Encourage Children to Express Ideas and Feelings

The results of observations of researchers in kindergarten, researchers found that children are able to express their ideas and feelings, this is seen during the opening activity of learning, where the teacher asks one thing then the child is given the opportunity to express his ideas through the teacher's questions.

The results of the researchers' interview with informants namely the school principal and teacher with the question "how is the opportunity given to children for children able to express their ideas and feelings?". Researchers obtained information that the teacher accustomed children to learn to express their ideas and feelings from the beginning of entering school.

Gives the Child the Opportunity to Be Responsible for the Game the Child Selects

The results of observations of researchers in kindergarten, researchers found that children are able to take responsibility for the choices they choose. This is seen when the child chooses which work he will do first, then the child is responsible for completing the task.

The results of researchers' interviews with informants namely the school principal and teacher with the question "how is the opportunity given to children for children to be responsible or for their choices?". From this question, the researcher obtained information that the teacher accustoms the child to be responsible for the choices he chooses.

Discussion

The findings obtained after observing and interviewing, based on data analysis conducted on the development of children's independence that is the child is able to do their own activities, or the child is able to do the needs for himself. The findings in accordance with the opinion of Hidayati (2016: 163) states that independence is an attitude that is not dependent on others, an attitude that can meet his own needs. This opinion is also in line with Astiati in Winda (2016: 108) which says that independence is the ability possessed by children to be able to do everything themselves so as not to depend on others.

Astuti in Susanto (2017: 41) also stated that there were some efforts in developing children's independence such as 1) children were given the opportunity to want to do their own daily activities; 2) provide opportunities for children to make

their own decisions; 3) provide opportunities for children to children can play alone without having to be accompanied by the teacher; 4) provide opportunities for children to be able to develop their own ideas and feelings; 5) give children the opportunity to play according to the game the child likes; 6) gives children the opportunity to do everything themselves; and 7) provide opportunities for children to be responsible for the choices they choose.

Children really need to be accustomed to being independent of an early age, because it will have a good impact on their lives in the future. Some forms of independence that researchers found in kindergarten Fadhilah Amal 3, Dadok Raya Padang District are as follows:

Doing Your Own Daily Activities That Children Live

Based on the findings and based on the analysis of the data that the researcher did at Fadhilah Amal 3 Kindergarten, the researchers saw that the children at Fadhilah Amal 3 Kindergarten were able to do their own daily activities. This can be seen when the child wants to go to the bathroom, the child can go alone without having to be helped by his teacher. These findings are in line with the opinion of Hogg and Blau in Komala (2015: 32) which states that the term independence in children is often associated with the ability of children to do their own activities without any help from others.

Make Your Own Decisions

Based on the findings and based on data analysis conducted by researchers at Fadhilah Amal 3 Kindergarten, researchers found that children at Fadhilah Amal 3 Kindergarten were able to make their own decisions. This is seen when trying to do a job. The child is able to decide which work he will do first. This finding is in line with Mustafa's opinion in Sa'ida (2016: 90) which states that independence is a person's ability to determine a choice and be able to accept the consequences of that choice.

Children Play Alone Without Having To Be Accompanied

Based on the findings of the researchers and based on the analysis conducted by researchers in Kindergarten Fadhilah Amal 3, researchers found that children in Kindergarten Fadhilah Amal 3 were able to play without having a teacher beside them. Anak has been able to play without having to be accompanied. This finding is in line with the opinion of Mustari in Kumayang (2016: 3) who argues that independence is an attitude that is not easy to depend on others, in other words, independence is the ability of a person to do their own activities without any help from others.

Children Do Everything Alone

Based on the findings of researchers and based on the analysis conducted by researchers in Kindergarten Fadhilah Amal 3, researchers found that children in Kindergarten Fadhilah Amal 3 have done everything themselves when they want to eat, Anka automatically reads the prayer and after reading the prayer, the child immediately takes the food that has been provided, after eating the child puts a dirty plate into the place that has been provided by himself without having to be told by the teacher. This finding is in line with Cahniyo's opinion in the Journal of Early Childhood Islamic Education (2016: 24) stating that independence is an attitude that

is able to solve its own problems without the need for help from others, for example eating alone, washing hands, bathing, and other small activities.

Children Play Alone According to What Children Like

Based on the findings of researchers and based on the analysis conducted by researchers at Fadhilah Amal 3 Kindergarten, researchers found that children play according to what the child likes without having to be forced by anyone. This can be seen during recess, children play as they wish. This finding is in line with the opinion of Kumayang (2016: 3) which states that children's independence can be developed by giving children some positive understanding, giving children appropriate games that children like and giving some choices to children.

Encourage Children to Express Ideas and Feelings

Based on the findings of the researchers and based on the analysis conducted by researchers at Fadhilah Amal 3 Kindergarten, researchers found that children were able to express their ideas. This can be seen at the opening of learning. It can be seen that children actively convey their ideas when the teacher asks a question. This finding is in line with Diane's opinion in Komala (2015: 32) which argues that children's independence can be seen from the habit and ability of children in outlining their ideas with confidence. That way the child will get used to being a person who is confident and not able to issue his opinion.

Children are responsible for the game they choose.

Based on the findings of researchers and based on the analysis of researchers doing in kindergarten Fadhilah Amal 3, researchers found that children can already be responsible for what they choose. This is seen when children play, children are responsible for the game they choose. This finding is in line with Semiawan's opinion in tasu'ah (2013: 3) which argues that the essential characteristic of independence is that is capable of being responsible for the decisions he makes.

CONCLUSION

Based on the results of research that have been done by researchers about the development of children's independence in kindergarten Fadhilah Amal 3 Dadok Raya Padang kindergarten it can be concluded that the independence of children in kindergarten Fadhilah Amal 3 Kindergarten Raya Padang has developed. The independence of the child develops because of the habituation of the teachers, such as children are able to do their own daily activities, children are able to make their own decisions, children can play alone without having to be accompanied, children are able to do everything themselves, children play as they like, children are able to convey ideas and feelings with confidence, and children are able to take responsibility for their choices.

BIBLIOGRAPHY

- Eliza, Delfi. 2017. *Pengembangan Model Pembelajaran Karakter Berbasis Cerita Tradisional Minangkabau Untuk Anak Usia Dini*. Padang: Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini Volume 3 Nomor 3b
- Hidayati, Abna. 2016. *Desain Kurikulum Pendidikan Karakter*. Jakarta: Kencana
- Komala. 2015. *Mengenal Dan Mengembangkan Kemandirian Anak Usia Dini Melalui Pola Asuh Orang Tua Dan Guru*. Bandung: jurnal PG-PAUD Tuans Siliwangi Volume 1 Nomor 1
- Marlina, Serli. 2014. *Peningkatan Sikap Sosial Anak Usia Dini Melalui Permainan Puzzle Buah di taman Kanak-Kanak Aisyiyah 1 BukitTinggi*. Padang: Jurnal Ilmiah Ilmu Pendidikan Volume XVI No 2
- Sa'diyah, Rika. 2017. *Penringnya Melatih Kemandirian Anak*. Jakarta: Jurnal Kordinat Volume 16 Nomor 1
- Sa'ida, Naili. 2016. *Kemandirian Anak Kelompok A Taman Kanak-kanak mandiri Desa Sumber Asri Kecamatan Nglebok Kabupaten Glitar*. Surabaya: Jurnal Pedagogi Volume 2 Nomor 2
- Sari, Anggun Kumayang, dkk. 2016. *Upaya Guru Untuk Mengembangkan Kemandirian Anak Usia Dini Digugus Hiporbia*. Bengkulu: Jurnal Ilmiah Potensia Volume 1 Nomor 1
- Sari, Winda. 2016. *Meningkatkan Kemandirian Anak Di Sentra Bahan Alam Pada TK Bunga Mekar Kecamatan Seulimeum Kabupaten Aceh Besar*. Aceh: Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini Volume 1 Nomor 1
- Aziz, I. N. (2017). Curriculum Development of KKNI at English Education Department of INKAFA Gresik. *Jalie*, 2, 3. Retrieved from Jalie.com
- Siswanto, Wahyu. 2010. *Membentuk Kecerdasan Spiritual Anak*. Jakarta: Amzah
- Sugiyono. 2017. *Metode Penelitian Kualitatif*. Bandung: Alfabeta
- Sujiono, Yuliani Nurani. 2009. *Konsep Dasa Anak Usia Dini*. Jakarta: PT. Indeks
- Susanto, Ahmad. 2017. *Pendidikan Anak Usia Dini*. Jakarta: PT. Bumi Aksara
- Tasu'ah, neneg. 2013. *Pengaruh Kegiatan Extra Feeding Dan Pola Asuh Orangtua Terhadap Kemandirian Anak*. Semarang: Jurnal Pendidikan UsiaDini Volume 7 Edisi 2
- Wihaya, Cahniyo. 2016. *Menumbuhkan Kemandirian Anak Usia Dini Melalui Bermain*. Darul Ilmi: Jurnal Ilmiah Pendidikan Islam Anak Usia Dini Volume1 Nomor 2