

The Role Of Teachers In Training The Independence Of Children Aged 4-5 Years In Group A Of Tkn Pembina Dewi Kayangan In The 2024/2025 Academic Year

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Abstrak

The purpose of this study is to determine the role of teachers in training the independence of children aged 4-5 years at TKN Pembina Dewi Kayangan, as well as to determine how teachers play a role in training children's independence. The study was conducted at TKN Pembina Dewi Kayangan in Karang Lande Village, Kayangan Subdistrict, Kayangan District, KLU, with a total of 4 students, consisting of 7 boys and 8 girls. The research method used was a descriptive qualitative approach, a research methodology that focuses on a deep understanding of phenomena in their natural context. The research used Milles Hubberman's data analysis method, which consists of four stages: data condensation, data display, drawing conclusions, and verifying conclusions. The results of this study at the Dewi Kayangan State Kindergarten indicate that the development of independence among children in Group A (ages 4–5) has shown significant progress through a structured approach that includes routine activities, positive reinforcement, and direct modeling by teachers. The children were able to achieve physical independence (such as tidying up toys and eating independently), emotional independence (expressing needs), social independence (interacting with peers), cognitive independence (decision-making), and responsibility through the daily task program. Despite challenges such as individual developmental variations, teacher-child ratio limitations, and the influence of parenting styles at home, collaboration between schools and parents, along with a conducive learning environment, has successfully established a strong foundation for independence. These findings also emphasize the importance of consistent methods, differentiated approaches, and the optimization of supportive resources for more holistic and inclusive independence development in young children.

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1. INTRODUCTION

Essentially, education should be lifelong. Education is the foundation for developing quality individuals, and therefore, it must begin at an early age. In fostering early childhood, efforts are needed to train and develop the child's independence (Widati, 2010).

Education is a crucial aspect that we need to understand, as it encompasses the teaching and learning process between teachers and students. In this process, teachers play a key role in conveying material so that students can understand it, while students are obligated to listen and comprehend the explanations given. If students fail to understand the material presented, this indicates that the teacher has not been effective in delivering the lesson. Therefore, both teachers and students have their respective responsibilities in ensuring the teaching and learning process runs smoothly (Adzroil & Alaika, 2017).

Early childhood is an individual in the early developmental phase, spanning the ages of 2 to 6 years. During this period, children experience rapid physical, emotional, social, and cognitive development. Montessori (1967) explains that early childhood is a golden age, also known as *golden age* in human development, children learn through activities and experiences gained directly from their surroundings. During this period, children have an extraordinary ability to absorb everything around them (Hurlok, 1978).

Early age is known as the golden phase (*Golden Age*), a period during which a child's brain develops at a much faster rate than at any other stage of life. This development begins in the womb and continues until the age of six, peaking between the ages of zero and four. This period is crucial because rapid brain growth will impact a child's abilities in subsequent developmental stages. Therefore, special attention to early childhood is essential, whether through education provided directly by parents or through Early Childhood Education (PAUD) institutions. This early stage of life provides an important foundation, as success in undertaking developmental tasks during this period will determine success in subsequent developmental phases (Fauziddin, 2016).

Independence gives a person the freedom to act and take initiative based on their own will to meet their needs without relying on others. Independent people can think and act in an original, creative, proactive, and self-confident manner, can influence their environment, and are able to make decisions based on their own efforts (Hidayat, 2017).

Erikson (in Desmita, 2021) states that independence is a process in which individuals seek to free themselves from dependence on parents with the aim of finding their identity through the search for identity or ego, which is a development towards a stable and independent individuality. Meanwhile, according to Astiati (in Wiyani, 203), independence is understood as the ability or skill possessed by a child to do various things independently, both related to self-care and daily activities, without relying on others. Therefore, independence in early childhood can be defined as a character or ability that allows children aged 0 to 6 years to act and make decisions independently without dependence, especially on parents.

Training children to be independent is not easy, as this process requires consistent practice and ongoing routines. Many parents still assume that children's independence will develop naturally as they grow physically. This view reflects a mindset that associates maturity with independence, but this is not always the case. Many adults remain highly dependent on their parents and others for daily tasks. Therefore, age cannot be used as the sole indicator of independence.

The development of early childhood independence is influenced by various factors. According to Wiyani (2013), these factors include internal factors, such as the child's emotional state and intellectual abilities; and external factors, such as the environment, family economic status, the type of stimulation provided, parenting styles, love and affection, and parental employment status.

Education, in the context of learning activities, is inseparable from the role of the teacher as a teacher and facilitator in developing various aspects of student development. Teachers are not only responsible for imparting knowledge but also for preparing students for the next level of education. In this context, teachers hold a very strategic position as the primary implementers of educational programs within schools, helping to achieve predetermined educational goals (Sugandi, 2013).

The role of teachers in kindergarten (TK) is crucial, particularly in fostering children's independence. As those responsible for activities in the learning process, teachers are highly expected to design and implement learning processes that encourage the growth of independent behavior in their students. This can be achieved through consistent practice and habituation in various daily activities. Teachers also need to possess the skills to develop appropriate learning strategies, create a fun learning atmosphere, and integrate the values of independence into learning activities, both in and outside of the classroom.

Through this approach, children not only learn to cooperate and compete healthily, but also receive real-life examples of independence from their teachers. In this way, teachers play a role in

fostering children's interest in learning without fear or boredom, which ultimately shapes children into independent individuals in the future.

The results of initial observations at TKN Pembina Dewi Kayangan on January 28, 2025 found that the male and female students there in group A when entering the class were still crying and still wanted to be accompanied by their parents, while opening and putting on shoes, putting them in their place, putting bags in lockers, eating and tidying up cutlery, group A children still asked for help from parents and teachers. The problem of independence in children aged 4-5 years should be taught to be independent by training children to get used to when their parents are not waiting in class, eating by themselves, using their own pants, and when the child wants to pee he can go to the toilet by himself. In other words, children are not yet able to do basic skills on themselves, teachers play an important role in fostering children's independence.

Based on the results of interviews with teachers at TKN Pembina Dewi Kayangan on January 28 2025, the information obtained from the homeroom teacher for group A, Mrs. Sri Handayani, stated that:

"In group A, there are several students who, if their parents drop them off, will definitely cry, and there are also some whose parents are still waiting in the classroom. This is what worries teachers because it hinders the process of children getting to know their early education, because there is no independence in the children" (Sri Handayani, 2025).

Based on the explanation of the background above, the researcher is interested in raising the research title "The Role of Teachers in Training the Independence of 4–5-Year-Old Children in Group A of TKN Pembina Dewi Kayangan in the 2024-2025 Academic Year".

2. MATERIALS AND METHODS

The approach used by the researcher in this study is a qualitative approach. This research is called descriptive qualitative research because it describes the results according to what is found in the field. According to Bogdan and Taylor, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Bogdan & Taylor, 2015). The type of research used in this study is a case study where the researcher carefully investigates a program, event, activity, process, or group of individuals. A case study is a type of research conducted by researchers in depth on programs, events, processes, activities of one or more people. The research method is based on post-positivism or interpretive philosophy, used to research the natural conditions of objects (Sugiyono, 2015).

The research was conducted in Group A of TKN Pembina Dewi Kayangan, North Lombok Regency. Data and data sources obtained through Primary data sources are the main data sources obtained directly from the subject or object of research (Dimiyati, 2013). In this study, primary data were collected through observation, interviews, and documentation. The primary data sources include the principal, teachers, and students. While secondary data is data obtained quickly and collected by the researcher. Secondary data sources in this study include journals, articles, notes, document studies from archives, and learning modules.

The data were analyzed using qualitative data analysis techniques because the data obtained were descriptive in nature. The qualitative data analysis process was conducted simultaneously with data collection. According to Miles, Huberman, and Saldana, there are three main activities in qualitative data analysis that occur simultaneously: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014).

To ensure scientific accountability of data in qualitative research, data validity testing is necessary. In this study, researchers used triangulation techniques to test data validity. Source triangulation is carried out by collecting data from various sources to verify the accuracy of the information obtained. Researchers re-verified data collected from different respondents to ensure

consistency. Technical triangulation is the collection of data from the same source using different methods, such as interviews, observations, documentation, or questionnaires.

3. RESULTS

RESEARCH FINDINGS

1) The Role of Teachers in Training the Independence of 4–5-Year-Old Children in Group A of Dewi Kayangan Kindergarten

Based on observations and interviews at the Dewi Kayangan Kindergarten, it can be concluded that teachers play a crucial role in fostering independence in children aged 4-5 years through four main strategies. First, providing appreciation in the form of verbal praise and symbolic rewards such as star stickers has proven effective in motivating children to repeat independent behavior. Second, motivational techniques through encouraging words and inspirational stories have successfully reduced children's dependence on adult assistance. Third, building self-confidence by providing challenges appropriate to their abilities and positive reinforcement helps children feel capable of completing tasks independently. Fourth, modeling methods or direct examples from teachers in simple activities such as tidying up toys or putting on shoes are the most effective methods because of the characteristics of early childhood who learn through imitation.

The implementation of these four strategies is evident in various daily activities in Group A. Children have shown significant progress in physical independence, such as putting on shoes and tidying up toys, emotional independence in expressing needs, and social independence through interactions with peers. Teachers act not only as instructors but also as facilitators, motivators, and role models, providing space for children to explore while still providing guidance when needed. A consistent positive reinforcement approach creates an environment that supports the development of children's independence.

These findings reinforce the assertion of principals and teachers that fostering independence from an early age is a crucial foundation for subsequent levels of education. While individual abilities vary, structured and consistent school-based learning patterns can foster independence in children. The success of this program underscores the importance of synergy between schools and parents in implementing aligned parenting styles to optimize the development of children's independence. Further research could develop differentiated strategies to accommodate varying levels of children's abilities in achieving independence.

2) Early Childhood Independence in Class A at TKN Pembina Dewi Kayangan.

Based on observations at the Dewi Kayangan Kindergarten, specifically Class A (ages 4-5), it can be concluded that early childhood independence has developed through the habituation of routine activities, decision-making, completing simple tasks, and social and emotional management. Children demonstrated the ability to dress, care for personal belongings, eat independently, tidy up toys, and resolve conflicts with teacher guidance. This is in line with the opinion of Mrs. Sri Handayani, S.Pd., who emphasized the importance of instilling independence from an early age as preparation for the next level of education.

The role of teachers is crucial in fostering children's independence through strategies such as direct modeling, motivation, and opportunities to experiment without excessive intervention. School environments designed to support independence, such as accessible shelves and structured schedules, also contribute to this development. However, challenges such as differences in individual developmental levels and inconsistent parenting styles at home still require attention to ensure children's independence develops optimally.

Overall, the independence-building program at Pembina Dewi Kayangan State Kindergarten has been effective, with children beginning to demonstrate independence in

various aspects of their daily lives. This effort not only prepares them for the next level of education but also fosters a sense of responsibility and self-confidence from an early age. Collaboration between teachers and parents is key to strengthening the results of the independence-building program implemented at the school.

3) Supporting and Inhibiting Factors of the Role of Teachers in Increasing the Independence of Group A Children at TKN Pembina Dewi Kayangan.

Based on the results of observations at the Pembina Dewi Kayangan State Kindergarten, it can be concluded that the role of teachers in increasing the independence of Group A children (aged 4-5 years) is influenced by a number of interacting supporting and inhibiting factors. The main supporting factor lies in the teacher's pedagogical competence, which consistently applies routine habituation methods and play-based learning, as expressed by Teacher Sri. Support for a conducive learning environment with child-sized equipment and a spatial layout that supports independent access also strengthens efforts to develop independence. In addition, school management that provides adequate facilities and infrastructure, regular teacher training programs, and parental involvement through parenting programs and intensive communication creates a holistic ecosystem to foster children's independence.

On the other hand, there are several inhibiting factors that need attention. Internal factors in children, such as variations in motor development and family parenting background, cause some children to require a more intensive individual approach. Limited resources, including a less-than-ideal teacher-child ratio (1:10) and a lack of educational teaching aids, pose challenges in optimizing learning. Furthermore, external factors such as the influence of gadgets and overprotective parenting styles, as stated by Teacher Sri, hinder the development of children's initiative and courage in trying new things. This indicates that collaboration between schools and parents needs to be improved to create harmony in implementing independence at home and school.

Overall, despite the challenges, the systematic efforts of teachers and the supportive learning environment at Pembina Dewi Kayangan State Kindergarten have created a strong foundation for developing children's independence. Future recommendations include improving teacher training in handling children with special needs, optimizing infrastructure, and strengthening parenting education programs to address external constraints. This will enable children's independence to be developed in a more inclusive and sustainable manner.

4) The Impact of the Role of Teachers in Increasing the Independence of Group A Children at the Dewi Kayangan Kindergarten

Based on observations and in-depth interviews at the Pembina Dewi Kayangan State Kindergarten, it can be concluded that the role of teachers has a significant and multidimensional impact on increasing the independence of Group A children (aged 4-5 years). The research findings revealed five main aspects of independence development that consistently emerged as a result of the pedagogical interventions implemented by teachers.

First, in terms of physical independence, routine habits through direct role-playing methods implemented by teachers, such as handwashing and tidying up toys, have successfully created stable patterns of independent behavior in most children. Second, a positive reinforcement approach through specific praise expressed by teachers in interviews has proven effective in building emotional independence, as children become more skilled at expressing their basic needs. Third, role-playing techniques consistently implemented by teachers have successfully increased social independence, particularly in terms of positive interactions and simple conflict resolution between peers.

Fourth, in the realm of cognitive independence, teachers' habit of providing choices in learning activities, such as selecting drawing tools or types of games, has developed independent decision-making skills in children. Fifth, the teachers systematically designed "daily chores" program has successfully fostered a sense of responsibility, reflected in the children's ability to independently prepare learning and mealtime supplies.

These findings are reinforced by the agreement between the observation results and the statements of teachers and children in interviews, which indicate consistency between learning practices and the results achieved. However, this study also identified individual variations in achieving independence that require a differentiated approach from teachers. The implications of these findings emphasize the importance of: (1) consistency in the application of habituation methods, (2) strengthening positive reinforcement, (3) optimizing role-playing techniques, (4) expanding opportunities for decision-making, and (5) developing a more structured daily task program.

4. DISCUSSION

1) The Role of Teachers in Training the Independence of 4–5-Year-Old Children in Group A of TKN Pembina Dewi Kayangan.

Based on observations and interviews at the Dewi Kayangan Kindergarten, it can be concluded that teachers play a crucial role in fostering independence in children aged 4–5 years through four main strategies. First, providing appreciation in the form of verbal praise and symbolic rewards such as star stickers has proven effective in motivating children to repeat independent behavior. Second, motivational techniques through encouraging words and inspirational stories have successfully reduced children's dependence on adult assistance. Third, building self-confidence by providing challenges appropriate to their abilities and positive reinforcement helps children feel capable of completing tasks independently. Fourth, modeling methods or direct examples from teachers in simple activities such as tidying up toys or putting on shoes are the most effective methods because of the characteristics of early childhood who learn through imitation.

The implementation of these four strategies is evident in various daily activities in Group A. Children have shown significant progress in physical independence, such as putting on shoes and tidying up toys, emotional independence in expressing needs, and social independence through interactions with peers. Teachers act not only as instructors but also as facilitators, motivators, and role models, providing space for children to explore while still providing guidance when needed. A consistent positive reinforcement approach creates an environment that supports the development of children's independence.

These findings reinforce the assertion of principals and teachers that fostering independence from an early age is a crucial foundation for subsequent levels of education. While individual abilities vary, structured and consistent school-based learning patterns can foster independence in children. The success of this program underscores the importance of synergy between schools and parents in implementing aligned parenting styles to optimize the development of children's independence. Further research could develop differentiated strategies to accommodate varying levels of children's abilities in achieving independence.

The role of teachers in training children's independence through guidance, direction, providing concrete examples so that children can imitate and practice directly, providing freedom and trust to learn and try on their own, and motivating children so that children can get used to doing it themselves, such as children are able to put bags and shoes in their place, can open their own lunch boxes and drinking bottles, can be patient when waiting for their turn to wash their hands, can tidy up toys, can complete work until it is finished by themselves (Defi Gita Arisandi, 2023: 1–10)

2) **Early Childhood Independence in Class A at TKN Pembina Dewi Kayangan.**

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The role of teachers is crucial in encouraging children's independence through strategies such as providing direct examples, motivation, and opportunities to try without **intervention** Excessive. School environments designed to support independence, such as accessible shelves and structured schedules, also contribute to this development. However, challenges such as differences in individual developmental levels and inconsistent parenting styles at home still need to be addressed to ensure children's independence develops optimally.

Overall, the independence-building program at Pembina Dewi Kayangan State Kindergarten has been effective, with children beginning to demonstrate independence in various aspects of their daily lives. This effort not only prepares them for the next level of education but also fosters a sense of responsibility and self-confidence from an early age. Collaboration between teachers and parents is key to strengthening the independence-building program implemented at the school.

Brewer stated that indicators of independence in kindergarten-aged children can be seen from habits that include motor skills, self-confidence and awareness of professional obligations, discipline, social skills, sharing attitudes, and emotional control (Rantina, 2015).

3) **Supporting and Inhibiting Factors of the Role of Teachers in Increasing the Independence of Group A Children at TKN Pembina Dewi Kayangan.**

Based on the results of observations at the Pembina Dewi Kayangan State Kindergarten, it can be concluded that the role of teachers in increasing the independence of Group A children (aged 4-5 years) is influenced by a number of supporting and inhibiting factors that interact with each other. The main supporting factor lies in the teacher's pedagogical competence, which consistently applies routine habituation methods and play-based learning, as expressed by Teacher Sri. Support for a conducive learning environment with child-sized equipment and a spatial layout that supports independent access also strengthens efforts to develop independence. In addition, school management that provides adequate facilities and infrastructure, regular teacher training programs, and parental involvement through parenting programs and intensive communication creates a holistic ecosystem to foster children's independence.

On the other hand, there are several inhibiting factors that need attention. Internal factors in children, such as variations in motor development and family parenting background, cause some children to require a more intensive individual approach. Limited resources, including a less-than-ideal teacher-child ratio (1:10) and a lack of educational teaching aids, pose challenges in optimizing learning. Furthermore, external factors such as the influence of gadgets and overprotective parenting styles—as stated by Teacher Sri—hinder the development of children's initiative and courage in trying new things. This suggests that collaboration between schools and parents needs to be improved to create harmony in implementing independence at home and school.

Overall, despite the challenges, the systematic efforts of teachers and the supportive learning environment at Pembina Dewi Kayangan State Kindergarten have created a strong foundation for developing children's independence. Future recommendations include

improving teacher training in handling children with special needs, optimizing infrastructure, and strengthening parenting education programs to address external constraints. This will enable children's independence to be developed in a more inclusive and sustainable manner.

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These findings are reinforced by the agreement between the observation results and the statements of teachers and children in interviews, which indicate consistency between learning practices and the results achieved. However, this study also identified individual variations in achieving independence that require a differentiated approach from teachers. The implications of these findings emphasize the importance of: (1) consistency in the application of habituation methods, (2) strengthening positive reinforcement, (3) optimizing role-playing techniques, (4) expanding opportunities for decision-making, and (5) developing a more structured daily task program.

5. CONCLUSION

Based on the results of observations, interviews and literature reviews, it can be concluded that Teachers play a crucial and strategic role in fostering the independence of early childhood in Group A of the Dewi Kayangan State Kindergarten. This role is realized through the implementation of various pedagogical strategies such as providing appreciation, verbal motivation, building self-confidence, and direct role modeling in daily activities.

Children showed significant progress in various aspects of independence, from physical independence (e.g., putting on shoes and storing personal belongings), emotional independence (expressing needs and managing feelings), social independence (interacting with friends and resolving conflicts), to cognitive independence (making decisions and completing simple tasks independently). This demonstrates that a habit-based approach, a supportive environment, and the active role of teachers can create consistent and sustainable patterns of independent behavior.

Supporting factors that play a role include teacher competence, a conducive learning environment, as well as parental support through parenting programs. However, there are also inhibiting factors such as differences in levels of child development, the influence of parenting patterns at home, as well as limited resources and teaching aids that require further attention.

The role of teachers not only impacts the individual but also contributes significantly to shaping a child's character and readiness for the next level of education. The implications of this research emphasize the importance of a differentiated approach and strengthening collaboration between schools and parents., sand consistency in implementing learning strategies that support children's independence holistically.

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