

Analysis Of Children's Independence Through Habitative Activities At Dewi Kayangan Kindergarten In The 2024/2025 Academic Year

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Abstract

The habituation method aims to help children display the best behavior in their daily lives, both habituation in the school environment and in the family environment and in the community. The author's focus on children's independence through habituation activities at Dewi Kayangan Kindergarten inspired this research. This research at Dewi Kayangan Kindergarten focuses on how to analyze children's independence through habituation activities in class A kindergarten. There are three approaches taken in this research: observation, interviews, and documentation. this type of research is qualitative descriptive. While data analysis is carried out through analysis before being in the field, analysis during being in the field, data analysis during being in the field. Test the validity of data through triangulation and member checks. The results showed that: (1) children's independence activities through habituation activities at Dewi Kayangan Kindergarten are carried out every day with routine activities, weekly activities, and monthly activities (2) Factors that influence the success of developing independence are influenced by the role of teachers, parental involvement, infrastructure and educational game tools.

Keywords: Independence, Habituation Activities

INTRODUCTION

Early childhood is an individual experiencing a very rapid developmental phase and becomes an important foundation for the next stages of life. According to Sujiono (2009:6), children at this age have their own unique characteristics, both in terms of attitudes, interests, attention, and their ability to grow and learn. Everything a child sees, hears, and feels is stored in his memory and plays a role in shaping his personality. The uniqueness of a child's world demands learning strategies that are appropriate to their developmental stage. Childhood is known as the golden period (*golden age*) in children's development, where they have optimal learning abilities. Therefore, this period must be utilized optimally to support children's learning processes effectively.

Kindergarten is a formal educational institution for early childhood, with learning programs aimed at children aged between four and six years (Ika Niyawati, 2014). Kindergarten aims to stimulate children's creativity and encourage them to recognize various aspects of science through an approach that includes moral values, religion, social emotions, physical and motor skills, cognitive, language, art, and independence. All activities are designed as an effort to foster children's thinking skills and

active roles in their lives. This learning process is structured with a play-while-learning approach.

According to Nur Kholistyani (2014), child independence refers to a child's ability to realize their desires without relying on others. Independent children are able to learn independently, determine their own learning methods, and carry out various daily activities, such as eating, brushing their teeth, putting on shoes, buttoning clothes, and carrying out other activities. Independence is a form of attitude that emerges as a result of maturity in a person's social and emotional development. According to Syafira Husaini (2020), the attitude of independence is rooted in the word "mandiri," which contains the meaning of not relying on the help of others. In other words, independent individuals are able to face and solve the problems they face independently.

Independence is very important for a child's life, because with independent behavior, children will become more responsible in meeting all their needs and foster self-confidence in a child Kurnia Wati, Nina (2018). Children who have an independent attitude tend to be able to adapt to their surroundings and personal conditions, and can face and resolve various challenges that arise. According to Tjandringtyas (2004:14), children's independence develops gradually and

continuously throughout their growth process. Children continue to learn to behave independently in responding to various situations in their surroundings. Thus, they are able to think and act independently according to the level of independence they have achieved. An independent attitude can be instilled and trained from a young age. Children who are accustomed to doing things independently will be able to complete their own tasks, such as eating without assistance, getting dressed, putting on socks and shoes, and tidying up toys after use. In addition, children who have independence tend to adapt to their surroundings.

Early childhood has a responsibility to achieve various aspects of development, particularly in self-acustoming and developing basic skills. This is in line with the provisions of the Minister of National Education Regulation (PERMENDIKNAS) No. 146 concerning the 2013 Curriculum. This curriculum emphasizes the importance of positive habits and stimulation of basic skills as part of the learning process at an early age (Hanifah, 2020). In developing self-accommodation, there are two main aspects that need to be considered: social and emotional aspects, which include social skills and independence. This is important because during early childhood, children will experience very rapid growth and development. According to a statement from NAEYC (National Association for the Education of Young Children), early childhood encompasses the time span from birth to the age of 8 years (Yolanda, 2020). Everything a child learns during their first eight years will influence their future development through interactions with their environment (Kuhn, 2017). According to the theory Absorbent Mind Montessori stated that children have an extraordinary ability to absorb information from their surroundings. At this stage, a child's brain develops rapidly, with approximately 80 percent of their brain growth occurring rapidly, like a sponge absorbing everything around it (Zhang, 2019). Therefore, children need stimulation from their environment, especially their family, through positive habits to develop into individuals who behave independently and are well-accepted in society.

Children gain knowledge and discover new things by interacting with their environment. Through these interactions, children can understand various life processes and are motivated to continue learning from all their experiences. From the statement above, it can be concluded that one of the important developmental tasks for children related to the social environment is the ability to interact well with those around them, which is often referred to as social skills. The social skills that children acquire in the early stages of childhood, when they begin to socialize, play a crucial role in forming relationships with others around them. During this period, children are introduced to various types of relationships and interactions with new people (Ogelman, Gungor, Korukcu, Sarkaya & Hatice, 2016).

Education plays a crucial role in determining the sustainability of a nation, as its progress is highly dependent on the level of education. The quality of education can be measured through students' learning outcomes, which are reflected in their achievements. Optimal learning success can be achieved if students develop a strong sense of independence. Children's independence is generally related to their ability to complete various tasks independently. One factor influencing the quality and effectiveness of teaching is teacher self-efficacy. Self-efficacy refers to an individual's belief in their ability to implement and achieve a goal, which in turn can motivate students to become more independent in their learning.

According to Mulyasa (2012) in the *Journal of Early Childhood Education*, character education for early childhood has broader value than moral education. This is because character education focuses not only on concepts of right and wrong but also instills positive habits in daily activities. This way, children can grow with an awareness and commitment to implementing good behavior in their lives.

Independent character building in children can also be achieved through various methods, one of which is through the habituation method. The habituation method is implemented because at an early age, children tend to be unstable in their focus and are easily distracted. Therefore, children require a continuous process

to develop good behavior, skills, abilities, and mindsets. This statement aligns with the opinion (Ulwan, 1995), who stated that the habituation method is very suitable for application in early childhood education. This is due to the strong instincts and tendencies of children at this age towards the teaching and habituation process, which are more prominent than at other ages (Amilda, 2017).

A lack of independence in children can negatively impact their personality development, ultimately leading to obstacles in later developmental stages. Children who are not yet independent will continue to cause problems for those around them and tend to lack self-confidence, making them less able to effectively complete tasks. Independence is not something that emerges spontaneously; it is achieved through personal desire and support and encouragement from those around them (Masrun et al., 2000). Therefore, it is crucial to cultivate and model positive adult behavior for children from an early age.

Based on initial observations at TKN Dewi Kayangan on March 6, 2025, the physical independence of children is quite good. It can be seen when children are able to feed themselves, open their own drink lids, and go to the bathroom alone. However, there are still some children who cannot put things in their place, for example, if they put their shoes and sandals in the wrong place, do not throw trash in the trash can, and cannot even make their own names and there are still some children who tend to be difficult to manage and pay less attention to their teachers in the learning process and children's independence in other aspects such as self-confidence, responsibility, sociability, discipline, willingness to share, and being able to control their emotions are still not well developed. Further strengthened by the results of interviews with teacher Mrs. Zulhayati on March 6, some children are already independent and there are still some children who are less independent or sometimes still like to be taken to the toilet, cannot make their own names, are helped to open bags.

Thus, accustoming children to independence through various routine activities is a crucial part of the learning process, both within the family environment and in educational

institutions. The goal is to ensure that from an early age, children become accustomed to not relying on others. Independence, in kindergarten-aged children, is generally related to physical and psychological aspects, as these activities are daily personal needs that children should be able to perform independently. According to Berk & Mangunsong (2006), a child's independence in their daily life can be seen in various abilities, such as dressing themselves, eating without assistance, and taking care of themselves when using the toilet. (toilet training), dare to go alone, maintain personal hygiene, and show courage in various simple situations.

Children who lack independence typically have low self-confidence and struggle to effectively complete life tasks. This can lead to less than satisfactory academic performance. They tend to rely on those around them for various aspects, such as preparing for school, activities within the school environment, homework, and even their study patterns. In preparing for school, children often rely on others for assistance, such as bathing, dressing, and feeding, and even preparing their school supplies. Some children are unable to go to school on their own and must be accompanied and accompanied to class. While studying at home, children may be willing to learn as long as their needs are met; for example, they may ask for help getting pencils, books, sharpeners, and other supplies. If this condition persists, children are at risk of becoming individuals who are not independent, easily afraid, anxious, spoiled, cry frequently, shy, and have poor behavior (Ma'ruf, 2007). Furthermore, if a child's lack of independence is not addressed promptly, it can persist into adolescence. According to Sukresno (2000), children who lack independence tend to be passive individuals, lacking initiative and creativity in their activities, and lacking self-confidence. They are also often dependent on others, feel hesitant about making decisions, and are reluctant to take responsibility for themselves.

Based on the above background, the researcher plans to conduct research with the theme "Analysis of Children's Independence Through Habitual Activities at Dewi Kayangan Kindergarten in the 2024/2025 Academic Year".

METHOD

Based on the problem and objectives of this research, this research uses a qualitative research type. This is in line with the purpose of the research, namely to examine in detail the phenomena and social symptoms that occur in the field in a real and natural way. Then this research uses a descriptive qualitative approach, namely research that focuses on explaining and describing information about the analysis of children's independence through habituation activities at TKN Dewi Kayangan in the 2024/2025 academic year.

In this study, the researcher used a qualitative research type, because with this method the researcher can obtain more detailed and more detailed data related to the teacher's teaching methods used to develop children's independence.

The amount of information that will be obtained, besides that, research using this qualitative method, the author feels that it is easier to obtain the desired data or information. According to (Moleong, 2022), qualitative research methods aim to gain a comprehensive understanding of the phenomena experienced by the research subjects, such as perceptions, behaviors, motivations, and actions. The approach used is descriptive in the form of arguments and narratives, and focuses on the natural context using various natural methods.

The same thing was also conveyed by David Williams (Moleong, 2012) who stated that: "Qualitative research is data collection in a natural setting, using natural methods, and carried out by people or researchers who are naturally interested."

According to Bogdan and Taylor (1975:5), qualitative research is a research method that produces descriptive data, both written and oral, derived from people and observable behavior. Descriptive methods are used to describe in a structured manner various phenomena or facts that occur in a particular field. Therefore, descriptive qualitative research aims to provide a systematic, factual, and accurate description of the characteristics of a particular situation, condition, or phenomenon. In this research, the data used are in the form of

words, both written and oral, obtained from other people and the objects being observed as a whole.

In this research, the researcher will take the location at TKN Dewi Kayangan, Kayangan District, North Lombok Regency. Every research study requires data as a source of information to illustrate the existence or absence of the problems being studied. The primary sources of information in this study include words, actions or activities, and so on, which can then be supplemented with additional information such as documents and other sources. The data sources referred to in this study are the subjects from whom the researcher obtains or finds the data..

Data can be interpreted as facts, ideas, opinions that do not or do not yet have meaning or use will become meaningful if collected using the right method, data collection techniques are steps or methods used to obtain the data needed for research and in the research that will be carried out, researchers use several methods, namely:

1. Observation

In conducting this qualitative research, observation techniques were also used by researchers in gathering information, while what is meant by observation itself is a data collection method by researchers directly observing the object being studied in the field (Sutikno P.H. Sobry, 2020). Researchers conducted observations in this study aimed at how to Analyze Children's Independence Through Habitual Activities at TKN Dewi Kayangan in the 2024/2024 Academic Year. Therefore, researchers are very interested in researching this problem.

2. Interview

The technique used in this research is the interview technique, the subjects that the researcher will interview include teachers and children at TKN Dewi Kayangan, this is to find children's independence through habituation activities, interviews are one of the techniques that will be used by researchers to collect data or information by asking or having direct dialogue with respondents (Gunawan, 2015). In the implementation, researchers asked questions to the children at TKN Dewi Kayangan and class A teachers at different time stages. This

interview was conducted face to face with the subjects being studied.

3. Documentation

Documentation is a form of recording events that have already occurred. Documentation can take the form of images, writings, and other people's important monumental works. Examples of written documentation include regulations, policies, diaries, stories, and so on. Meanwhile, documentation in pictorial form includes photographs, audio, RPPH (Regional Childhood Education Plan), sketches, and other still images (Fiantika et al., 2022). The documents referred to in this study are documents regarding the analysis of early childhood independence through habituation activities at Dewi Kayangan Kindergarten in the 2024/2024 academic year taught by the class teacher, as well as photographs of the teaching and learning process.

The data analysis technique used is according to Bogdan in (Sugiyono, 2020) it is said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

Interactive is a model developed by Miles and Huberman (1992) and refined by Miles, Huberman, and Saldana (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three activities in qualitative data analysis, namely the data condensation stage, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Based on the data collected by researchers through observation, interviews, and documentation, researchers present their findings through data presentation. Research and explanation of the analysis of the collected data will be carried out to answer the problem formulation and the following are the results of

research at TKN Dewi Kayangan regarding the analysis of children's independence through habituation activities:

1. Implementation of Habitual Activities to Foster Children's Independence at Dewi Kayangan Kindergarten

The implementation of habituation activities at Dewi Kayangan Kindergarten is an integral part of the learning process, aimed at fostering independence in early childhood. These habituation activities are implemented consistently every day through various routine and programmed activities, both directly and integrated with religious and character values.

Daily routine activities run from Monday to Saturday, with varying agendas. On Monday, students participate in a flag ceremony to instill national values while also cultivating discipline and preparing them for elementary school. Tuesday and Wednesday are filled with regular learning activities, while Friday is devoted to reading *Iqro'*, and Saturdays, gymnastics activities are held. All of these activities aim not only to educate cognitively but also to develop children's affective and psychomotor aspects, especially independence.

Based on observations and interviews, the habituation activities begin as soon as the children arrive at school. The children are instructed to line up in front of the classroom at 8:00 a.m. This activity is led by the teacher while singing habituation songs and reciting short verses. According to Mrs. Zulhayati, S.Pd., this activity initially caused resistance among some children, but over time and with a fun approach, the children began to get used to it and even enjoy it. The marching activity aims to train discipline, patience, concentration, and children's mental and physical readiness to begin learning.

After lining up, the children were instructed to queue in an orderly manner, kissing the teacher's hand as a sign of courtesy and respect, then removing their shoes and putting their bags in the designated places. This demonstrates the

habit of being responsible for personal belongings, neatness, and children's fine motor skills. According to Mrs. Sri Handayani, S.Pd., this activity is intended to foster independence and a sense of responsibility in children towards themselves and their surroundings. In addition, the attitude of queuing is also instilled as part of the habit of social ethics that emphasize the values of patience, respect for the rights of others, and order.

Entering the classroom, the habituation activities continued with the recitation of the two sentences of the shahada, prayer before learning, and singing motivational songs. The teacher led this activity with a clear and deep voice while forming a small circle with the children. The purpose of this activity was to instill religious values, strengthen Islamic identity, and instill the habit of beginning activities with remembrance of Allah SWT. The motivational songs sung also played a role in building the children's mood, making them more cheerful and ready to receive the learning material. This is in line with the principles of early childhood learning, which emphasize enjoyable and meaningful learning.

Not only at the beginning of the lesson, but also at the end of the session, habituation is carried out. Children are accustomed to tidying up their desks, putting away stationery, and cleaning the classroom of trash or scattered toys. During the implementation, teachers provide guidance and direction so that children do not feel burdened but still learn to be responsible for the cleanliness and order of the classroom environment. As explained by Mrs. Zulhayati, this activity aims to instill the values of responsibility, environmental concern, and independence in completing simple tasks appropriate to the children's abilities.

Overall, the habituation practices implemented at Dewi Kayangan Kindergarten demonstrate that children learn not only from teaching materials but also from structured and meaningful daily

routines. These habits serve as a primary vehicle for fostering independence in children from an early age, in line with Piaget's theory of cognitive development, which emphasizes that children learn from concrete activities and direct experiences. Furthermore, the habituation approach also supports the theory. *Classical conditioning*, that to cause a desired reaction, there needs to be a stimulus that is carried out repeatedly so that it is called a habit, and through the stimulus that is made a habit, the desired response will appear.

The implementation of these habits reflects that the early childhood education process is not solely academically oriented, but also encompasses character development, discipline, responsibility, and daily living skills. Simple activities such as queuing, tidying up stationery, reciting the two sentences of the shahada, and washing hands are habits that gradually shape a child's character and independence holistically.

The results of this study are in line with the results of research conducted by Yulia Halimatussa'diah and Reimond Hasangapan Mikkell Napitupulu (2023) with the title implementation of habituation methods in forming the independence of children aged 4-5 years in the integrated Al-Qur'an Kindergarten Miftahul Huda Purwakarta. The results of their research show that teachers' efforts in forming children's independence are carried out through the application of habituation methods such as routine activities, spontaneous activities, and providing role models or examples.

The results of this study are in line with the results of research conducted by Desy (Fitriani et al., 2023) the results of her research show that teachers' efforts to optimize children's independence are carried out through habits related to children's daily activities and cooperation between teachers and parents is carried out by establishing continuous communication both directly and through WA Groups and regular committee meetings at school.

2. Factors that Influence the Success of Developing Independence Through Habitual Activities at Dewi Kayangan Kindergarten

Based on the results of observations and interviews, there are three main groups of factors that influence the success of habituation activities in fostering independence in early childhood at TKN Dewi Kayangan, namely: (a) the role of teachers, (b) parental involvement, and (c) facilities and infrastructure and educational game tools (APE).

a. The Role of Teachers

The teacher holds a central role as role model, mentors, and facilitators in each stage of the habituation activities. Four important aspects of the teacher's role are:

1) Teacher as a Role Model

Young children tend to imitate the behavior of the adults around them. When teachers consistently greet children, dispose of trash properly, or tidy up their desks, children will imitate these behaviors until they become habits.

2) Guiding and Cultivating the Meaning of Values

In addition to verbal instructions, teachers explain the importance of each activity. For example, when cleaning tables, teachers emphasize the value of responsibility and concern for environmental cleanliness, so that children not only perform but also understand the meaning of the action.

3) Consistency in Mentoring

Because children's self-control is still developing, repetition and consistent positive reinforcement are key. For example, teachers routinely encourage children to tidy up their toys after each play session, so that it becomes

internalized as disciplined behavior.

4) Creating a Positive and Conducive Learning Environment

Teachers use praise, songs, and movements to make learning enjoyable. An interview with Ms. Sri Handayani revealed that "daily guidance and support with concrete examples... when children experience difficulties, teachers help" — a strategy to maintain children's motivation and sense of security during the learning process.

b. Parental Involvement

Integration between home and school is the foundation for successful habituation:

1) Regular Parenting Program

Dewi Kayangan Kindergarten holds parenting activities every six months, encouraging parents to understand and practice the "seven habits" from waking up to going to bed. The school principal stated, "We demonstrate these habits by encouraging children to get used to them from waking up to going to bed."

2) Teacher-Parent Liaison Book

Through a liaison book, teachers record the development of children's habits—for example, tidying up their writing utensils or praying before meals—which parents then reinforce at home. This ensures continuity of intervention and facilitates monitoring of behavioral consistency.

c. Educational Game Facilities and Equipment (APE)

Physical and visual factors also strengthen the habituation process:

1) Supporting Facilities

Benches/tables, shoe racks, handwashing areas, and name lockers are arranged in such a way that children can access and use them themselves without constant assistance.

2) **Interesting and Informative APE**

Posters showing the order of handwashing, self-attendance boards, toilet tickets, and character trees provide concrete visual guides. Teachers emphasize that "educational aids help children understand habits visually and concretely," increasing their interest, enthusiasm, and retention.

CONCLUSION (12pt)

Based on the results of the data analysis that have been explained, the results of this study can be concluded as follows: The implementation of habituation activities at TKN Dewi Kayangan is carried out routinely and programmed every day to foster children's independence. These activities include activities before, during, and after learning, such as lining up, reading short verses, queuing, putting personal items in their place, praying together, singing motivational songs, and tidying up the classroom. All of these activities aim to train independence, discipline, responsibility, care, and strengthening religious values from an early age.

The success of this habituation is influenced by three main factors, namely:

1. *The Role of Teachers*, who acts as a role model, guide, and companion for children consistently in every habituation activity.
2. *Parental Involvement*, which plays an active role in strengthening habits at home through parenting programs and liaison books between teachers and parents.
3. *Educational Game Facilities and Equipment (APE)*, which is used to help children understand and apply habits in a visual, fun, and concrete way.

With a consistent and collaborative approach between teachers, parents, and a supportive

school environment, habituation activities at Dewi Kayangan Kindergarten have proven effective in shaping independence and positive character in early childhood.

SUGGESTION

Researchers can recommend the following to parties participating in the research based on the findings, problems, discussions, and conclusions of the research:

1. For Teachers

Teachers must be role models and examples for their students in dealing with problems. Teachers must show that everything can be solved independently and wisely, well, and without rushing or relying on others. Teachers should provide positive and constructive reinforcement when children exercise their independence.

2. For Students

As students, it is important for you to practice independence from an early age so that you are ready to face various challenges in life. What is taught and exemplified by teachers, try to obey and comply with it, and independence does not appear in a day, it requires consistency, continue to repeat good habits until they become part of you.

3. For Parents

A child's independence is a crucial aspect of growth and development that must be instilled from an early age. As parents, you play a crucial role in fostering independence in your child through habits starting at home. Cultivating independence is no quick task; it requires time, patience, and consistent love. So, let's, as parents, start now by instilling small habits that foster independence in our children. Because a supportive home with positive habits will produce children who are ready to face the world with independence and wisdom.

4. For Researchers

It is hoped that researchers can learn more about how children's independence activities are carried out

through habituation and gain extraordinary research experience.

5. Research Deficiencies

This study has several limitations, including time and resource constraints, which limited the scope of the study. It also failed to consider other relevant factors that could have influenced the results. The researcher acknowledges that this study is far from perfect; therefore, constructive criticism and suggestions are highly appreciated for the improvement of future research.

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