



Independence of Preschool Children in Tenjolaya District Bogor Regency

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Abstract

Independence in preschool children is the child's ability to regulate their thoughts and feelings so that they can do things themselves without help from others according to their stage of development. A child must grow in his independent abilities so that he can complete his developmental tasks to be able to move on to the stages of adolescence and adulthood. The aim of this research is to provide a systematic description of the independence of preschool-age children in Tenjolaya District, Bogor Regency. This research is quantitative research with research subjects of 80 mothers who have kindergarten children in group B. The data collection technique in this research uses a questionnaire with an instrument in the form of an independence scale with a Cronbach Alpha value of 0.797. This research uses descriptive analysis techniques with the help of SPSS 25.0 for Windows. Based on the results obtained, the children's independence score was in the low category as much as 18.75% (15 children), 65% (52 children) in the medium category, and another 16.25% (13 children) were in the high independence category. These results show that better efforts are needed to increase children's independence through various appropriate stimulation, whether carried out by teachers at school or by parents at home.

Keywords: *Child Independence, Preschool Age, Early Childhood Education*

INTRODUCTION

Every child is born unique, they are different from adults, even from one child to another. God Almighty created them with different potentials from one to another. Every child has their own potential which will become their expertise in their adult life stage if they receive optimal and appropriate stimulus.

Every child will go through stages of growth and development in their life, namely from becoming a teenager to becoming an adult and elderly. As explained by [Santrock \(2011\)](#) human development takes place from conception to the end of life. To move to the next stage, every child must be able to complete their developmental tasks, one of which is becoming independent. Independence is the behavior and attitude of being responsible for oneself ([Kuswanto, 2016](#); [Sari et al., 2016](#)).

Independence is an important aspect that every child must have, because it functions to help the child complete developmental tasks at each stage he passes through. Children who do not have independence will find it more difficult to do things without the help of others and if they are continuously not stimulated, it is feared that they will produce generations who are dependent, unable to do things for themselves, which will hinder their future lives. Independence is the ability to free oneself from dependence on other people in carrying out daily activities or tasks or with a little guidance, according to the stage of development and capacity.

Children's independence can be stimulated from an early age, and starts in their closest environment, namely the family. Law No. 4 of 1979 concerning child welfare states that children basically have rights that must be fulfilled by their families, namely their parents, these rights include: the right to welfare, protection, care and guidance. Based on this law, it is clear that parents are expected to be able to care for, guide and educate children so that they grow into healthy, intelligent and useful human beings. And to achieve this goal, the child must be equipped with

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independence.

Schools also play an important role in the process of developing children's independence. This has been included in the Early Childhood Education curriculum issued by the [Ministry of Education and Culture \(2014\)](#) in Minister of Education and Culture Regulation 137 of 2014 in the Child Development Achievement Level Standards in the social emotional sphere in self-awareness aged 5 - 6 years, it is written that children are able to demonstrate their abilities. yourself to adapt to the situation. Therefore, preschool age children, especially those in Group B, must achieve these developmental tasks. Children being able to show abilities and adapt to situations is one aspect of independence, namely the intellectual aspect and the emotional aspect. Schools have carried out various activities to develop children's independence, but not all children can easily grow their independence. This shows that children's independence is not entirely the result of stimulation received from school.

Children's independence should be taught from an early age. This learning can begin to be implemented at home by providing opportunities for children to do simple things themselves. Apart from loving, protecting and raising them physically and economically, mothers and fathers act as windows that will connect the world of children and the world of adults, connecting children with the world of values and with society, and thus also play a role in guiding them towards an independent adult life. and responsible ([Soelaeman, 1994](#)).

Independent behavior can be started in children from an early age, starting with simple tasks such as eating without being fed, bathing themselves, wearing their own clothes, tidying up their own toys and other simple things. A child's independence will not come by itself, a child's independence needs to be trained and stimulated either by the parents who care for him and who have the most time with the child, or in the school environment or play environment. The social culture in a child's environment also influences children's independence. An environment that supports independent behavior will create independent children. Considering the importance of the aspect of independence in children, researchers are interested in studying this aspect, especially in preschool children in Tenjolaya District, Bogor Regency.

LITERATURE REVIEW

Humans will continue to grow and develop from the time they are in the womb until they become old. In general, human development is divided into nine stages, namely: 1) the prenatal period or the period before birth, 2) infancy and the first three years of childhood (toddler), 3) early childhood or preschool, namely when the child is 4-5 years old, 4) middle childhood, this period is experienced by children aged 7-9 years, 5) late childhood, this period occurs in children aged 10-12 years, 6) adolescence is taking place between the ages of 12-21 years, 7) young adulthood is 22-40 years old, 8) middle adulthood, 9) late adulthood.

The human development process is a multidimensional process involving several aspects, namely physical, cognitive and socioemotional dimensions ([Santrock, 2011](#)). Development during the first five years occurs rapidly, known as the golden age, where various aspects of development, including the development of brain and nerve cells, develop significantly ([Hasanah, 2020](#)).

Humans are born into the world in a helpless condition. The beginning of his life depends on his parents and the people in his environment until a certain time. As time goes by, a child will learn to let go of his dependence on his parents or other people around him. Children must slowly be able to escape from dependence and learn to be independent. They will go through stages of development where in each stage there are developmental tasks that must be achieved in order to move to the next stage of development.

Independence according to [Chaplin \(2016\)](#) is a condition where a person does not depend on other people in making decisions and has an attitude of self-confidence. Another opinion comes

from [Parker \(2006\)](#) who says that independence is having confidence in one's own ideas. Independence is related to completing tasks to completion, and there is no hesitation in setting goals and is not limited by the power of failure. Independence is the ability to control and regulate one's own thoughts, feelings and actions freely and to make one's own efforts to overcome feelings of shame and doubt. This means that independence is a person's ability that is formed from experiences through the learning process not to depend on other people, to have self-confidence, to be able to make decisions and to be responsible for everything he has done.

Independence is acquired gradually according to the stages of development at age. Children learn from their environment, children are in a social environment which will be the basis for developing their independence. A child's initial social circle is the family. So the family is a place to learn to be independent. Thus, parents have the biggest part in guiding children in developing the aspects that children need to face the next stages of life, including the development of children's independence. A child's independence can emerge when the child is given the opportunity, encouraged by his family and environment to achieve autonomy over himself. This period is a time when the role of parents and the response from the environment is really needed by children as reinforcement for every behavior carried out by children.

The child's independence will have a positive influence on the child's development in the next stages, so the application of independence must be taught to children from an early age according to the child's abilities which is done with practice so that the child's independence continues to develop. Research conducted by [Fatimah \(2006\)](#) shows that the independence training given to 15 children must be adjusted to the child's age. By providing these exercises, it is hoped that with increasing age the child's ability to think objectively, not be easily influenced, dare to make their own decisions, grow in self-confidence, not depend on others and thus independence will develop well.

Based on the various definitions above, it can be synthesized that independence is an important aspect in human development which refers to an individual's ability to regulate their thoughts and feelings so that they can do things themselves without help from other people.

Aspects of independence are explained by [Havighurst \(1973\)](#) which consist of: 1) Emotions, characterized by the ability to manage emotions and not depend on the emotional needs of parents. 2) Economy, characterized by the ability to manage the economy and not depend on the family's economic needs. 3) Intellectual, characterized by the ability to solve every problem faced. 4) Social, characterized by the ability to interact with other people and not depend on parents' reactions. This is supported by the opinion of [Mussen \(1989\)](#) who said that upholding independence really depends on three things, namely social attitudes in general towards independence in culture, parental attitudes and attachment between parents and children, as well as peer interactions and their support for behavior. independent.

RESEARCH METHOD

This research took place in Tenjolaya District, Bogor Regency. The population of this study was 80 pre-school students aged 5 - 7 years. The research sample was taken using a non-probability sampling technique with total sampling, where all members of the population were used as the research sample ([Purnawinadi et al., 2023](#)). This research uses a quantitative approach (describing research results based on numbers and quantities) with a descriptive method to provide a systematic picture of the ongoing situation of the research object/subject ([Kadir, 2015](#)). Data was collected through a closed questionnaire with a Likert scale containing positive and negative statements regarding student independence ([Sugiyono, 2017](#); [Soesana et al., 2023](#)). This scale will be rated 4 to 1 on positive items (favorable) and 1 to 4 on negative items (unfavorable). The data obtained were analyzed descriptively statistically to get a picture of the state of student

independence based on economic, emotional, intellectual and social aspects through mean, median, mode, standard deviation, variance, range, maximum, minimum and percentage scores seen from age, gender categories. and birth order.

FINDINGS AND DISCUSSION

Description of the state of independence of preschool children in Tenjolaya District

The research was carried out by distributing questionnaires regarding children's independence based on various aspects such as emotional, economic, intellectual and social aspects. The scores obtained from distributing the instruments are the basis for managing descriptive statistical data in this research. The descriptive statistical results can be seen in Table 1.

Table 1. Results of Descriptive Analysis of Children's Independence Variables

Statistic		Children's Independence
N	Valid	80
	Missing	0
	Mean	64.21
	Median	64.50
	Mode	59 ^a
	Std. Deviation	9.190
	Variance	84.448
	Range	37
	Minimum	42
	Maximum	79

Table 1 shows the number of samples studied was 80 people. The Child Independence variable has a mean score of 64.21, which means the average value of independence for children aged 5 - 7 years in Kindergarten in Tenjolaya District is 64.21, with a minimum value of 42 and a maximum value of 79 and a standard deviation of 9.190. From the results obtained, they can be categorized to see the high or low level of the measured attribute. This categorization is carried out to place subject scores into separate groups in stages based on the attributes being measured (Azwar, 2012). Score categories can be seen in the table below:

Table 2. Level Categorization

Formula	Category
$X > (\mu + 1\sigma)$	high
$(\mu - 1\sigma) \leq X \leq (\mu + 1\sigma)$	currently
$X < (\mu - 1\sigma)$	low

Referring to Table 2, we obtained a calculation of the categorization of children's independence based on an average score (mean) of 64.21 and a standard deviation of 9.190 which can be categorized as high, medium and low as follows:

Table 3. Categorization of Independent Variables

Formula	Category	Number of Subjects	Percentage
$X > 73$	High	13	16,25 %
$55 \leq X \leq 73$	Currently	52	65 %
$X < 55$	Low	15	18,75 %

Based on the calculation results in table 3, it can be concluded that more than half of the sample of children studied had moderate levels of independence, namely 52 (65%) children out of a total of 80 children. Meanwhile, 15 (18.75%) children had a low level of independence, and 13 (16.25%) other children had high independence. From this data, children's independence in the high category is still quite low, namely 16.25% of 100%. Independence itself is an important factor in a child's growth and development. Children who have independence in learning activities look active, have perseverance and initiative in carrying out tasks, master strategies in learning, have responsibility, are able to regulate their behavior and cognition and have self-confidence.

Independence is the ability to direct and control oneself in thinking and acting, and not feel dependent on other people emotionally, in the sense that an independent child will not depend on the help of others in caring for themselves physically, in making decisions emotionally and in interacting with other people socially as shown by children doing simple things, taking initiative, trying new things, obeying rules and playing with peers, and feeling safe, comfortable and able to control themselves (Lestari et al., 2019). In practical terms, independence is a child's ability to think and do things by themselves to fulfill their needs so that they no longer depend on other people but can become individuals who can stand on their own (Sa'diyah, 2017).

Description of the state of children's independence in terms of emotional, economic, intellectual and social aspects.

The scores obtained from distributing the instruments are the basis for managing descriptive statistical data in this research to describe children's independence in terms of various aspects, namely emotional, economic, intellectual and social. The results of calculating the questionnaire scores in terms of various aspects can be seen in the table below.

Table 4. Average Value of Children's Independence Viewed from the Emotional Aspect

Indikator	Pernyataan	Rata-rata berdasarkan									
		Jenis Kelamin		Usia			Urutan Kelahiran				
		P	L	5-5,9	6-6,9	7-7,9	Tunggal	Sulung	Tengah	Bungsu	
Anak mampu memotivasi dirinya sendiri	(+) Anak berani tampil	3,1	2,6	2,5	2,9	2,9	3	2,1	2,3	3,1	
Anak mampu mengelola emosinya sesuai dengan tahap perkembangannya	(+) Anak tidak menangis saat tidak diantar orang tua (-) Anak menangis saat kemauannya tidak dituruti	2,8	2,3	2,3	2,5	2,3	3	2,5	2,3	2,3	
Anak memiliki rasa empati sesuai dengan tahap kemandiriannya	(-) Anak tidak mau berbagi mainan	2,8	2,8	2,5	2,7	3,4	2,8	2,6	2,8	2,9	
	(+) Anak tidak menangis saat bangun tidur	3,2	2,6	2,5	2,9	2,4	3,3	3,4	2,7	2,3	
	(-) Anak tidak mau berbagi mainan	3,1	3,4	2,8	3,3	2,9	3,4	3,2	3,2	3,2	

Table 5. Average Value of Children's Independence Viewed from the Economic Aspect

Indikator	Pernyataan	Rata-rata berdasarkan									
		Jenis Kelamin		Usia			Urutan Kelahiran				
		P	L	5-5,9	6-6,9	7-7,9	Tunggal	Sulung	Tengah	Bungsu	
Anak mampu mengenali kebutuhan ekonominya sesuai dengan tahap perkembangannya	(-) Anak menangis saat uang jajan tidak cukup	3,2	3	2,5	3	3,7	2,9	3,1	2,9	3,2	

Table 6. Average Value of Children's Independence Viewed from the Intellectual Aspect

Indikator	Pernyataan	Rata-rata berdasarkan								
		Jenis Kelamin		Usia			Urutan Kelahiran			
		P	L	5-5,9	6-6,9	7-7,9	Tunggal	Sulung	Tengah	Bungsu
Anak mampu memecahkan masalah sederhana	(+) Anak mengelap jika menumpahkan air	2,9	2,6	2,2	2,8	2,6	2,9	2,9	2,9	2,8
	(-) Anak menangis saat berbuat kesalahan	2,7	2,6	2,5	2,7	2	2,5	2,8	2,7	2,6
Anak mampu menerima masukan dari orang lain	(-) Anak tidak mau makan jika bukan makanan kesukaannya	3	2,8	3,3	2,9	2,9	3,1	3	3,1	2,5
	(-) Anak menangis saat dilarang bermain	2,5	2,5	2	2,5	2,9	2,6	2,8	2,4	2,4
Anak mengetahui resiko apa yang akan ia terima	(-) Anak tidak mau minum obat saat sakit	3,2	3	2,7	3,1	3	3,1	3,1	3,1	3,1

Table 7. Average Value of Children's Independence Viewed from the Social Aspect

Indikator	Pernyataan	Rata-rata berdasarkan								
		Jenis Kelamin		Usia			Urutan Kelahiran			
		P	L	5-5,9	6-6,9	7-7,9	Tunggal	Sulung	Tengah	Bungsu
Anak mampu berhubungan dengan orang lain	(+) Anak mudah bersosialisasi	3,3	3,1	2,3	3,2	3,7	3,2	3,2	3,2	3,1
	(-) Anak hanya berteman dengan satu teman dekat	3,4	3,7	3,5	3,6	3,9	3,7	3,6	3,7	3,5
Anak tidak bergantung kepada orang lain	(+) Anak mandi sendiri	2,9	2,9	2,7	2,9	3,4	2,9	2,7	3	3
	(+) Anak makan tidak disuapi	2,7	2,7	2,3	2,8	2,6	2,9	2,9	2,8	2,5
	(+) Anak pergi sekolah tidak diantar	2,3	2,5	2,3	2,4	2,9	2,3	2,1	2,7	2,6
	(+) Anak tidak ditunggu didalam kelas	3,1	2,6	2,7	2,9	2,7	3,3	2,9	2,8	2,7
	(-) Anak tidak mau makan saat tidak disuapi	3,3	3	2,7	3,2	3,3	3,5	3,1	3,2	3
Anak mampu mengikuti aturan	(-) Anak tidak mau berangkat kesekolah jika tidak diantar	3,1	2,9	1,8	3,1	3,1	3	3,1	3,1	2,9
	(-) Anak tidak mau mandi saat tidak dimandikan	3,4	3,2	2,7	3,3	3,4	3,2	3,4	3,5	3,1
	(-) Anak tidak merapikan bekas mainan	2,9	2,9	2,3	3	1,9	3,3	3,1	2,6	2,6
	(-) Anak tidak mengikuti peraturan saat main	3,1	3,2	3,2	3,1	2,9	3,3	3,1	2,9	3,2

Referring to the data in Table 4, Table 5, Table 6 and Table 7, it can be concluded that early childhood development is influenced by nature (innate) and nurture (environmental) factors. Congenital and environmental factors are also interconnected so that both influence children's development, including the development of children's independence.

Based on data obtained from emotional, economic, intellectual and social aspects, female children have a higher average independence than male children. Of the 22 statements, female children had higher average scores compared to the average independence scores of boys. The results of this research show that it turns out that boys need more attention than girls from their parents. That's why girls are better trained to be independent more quickly than boys.

From these data, it is clear that there are differences in independence in terms of gender. This is also supported by research conducted (Juwita et al., 2016). Responsibilities that are diligently carried out make girls more independent than boys. Other research also states that it is easier for girls to interact with their friends. Because they get along with emotions involved. While boys will play with a competitive nature, comparing physical abilities and testing the loyalty of their friends (Renanda, 2018).

Apart from gender, a child's age can also influence the development of his independence. Based on data obtained, pre-school children in Tenjolaya sub-district have varying independence scores. It can be seen from the scores obtained that the older the child, the more their level of independence increases. Based on the data obtained, more children aged more than 6 years have a higher level of independence compared to children aged less than 6 years. This is because they must first learn to take care of themselves (Arlina, 2020). This task of independence to take care of oneself must be achieved when the child is 6 years old. The basic abilities that children aged 6 years must have are abilities related to physical skills. Early childhood independence can be interpreted as a character that can enable children aged 0 – 6 years to stand on their own, not depend on other people, especially their parents. Independence in children is realized if they use their own minds in making various decisions, from choosing the learning equipment they want to use, choosing friends to play with, and various things they want (Riyadi, 2016). Therefore, the government's policy regarding the minimum age of seven years entering elementary school is an appropriate policy, so that children are expected to be more independent in undergoing formal education.

CONCLUSIONS

Based on the results of the research and discussions carried out, researchers can conclude that in general the independence of group B children in kindergartens in Tenjolaya District is in the medium category. It can be seen that 52 (65%) children out of a total of 80 children have a moderate level of independence. Meanwhile, 15 (18.75%) children had a low level of independence, and 13 (16.25%) other children had high independence.

In particular, looking at each statement item and looking at the aspects that are indicators and influenced by the factors gender and age, various results were obtained. For gender, girls on average have a higher independence score, children aged more than 6 years on average have a higher level of independence than children aged less than 6 years. Meanwhile, based on the child's birth order, various values are obtained for each sub-indikator.

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