



A Case Study of Culturing Children's Independence Attitude Through Parent's Role and Teacher's Role

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Abstract: In the family environment, parents play an important role in children development. Meanwhile at schools, teachers' role is also vital in strengthening children's character. The problem that should be addressed is that parents should cooperate with teachers in instilling good values, such as independence, in children. Independence prevents children from being dependent on others and the most important thing is cultivating children's courage and motivation to continue exploring new knowledge. Independence encourages children to learn about behavioral choices and risks that must be accounted for. The purpose of this study was to describe the guidance of parents and teachers in instilling children's independence. This research was conducted using the qualitative method with a descriptive research approach. The research location was in At-Tibyan Kindergarten. The data were collected using observations, documentation, and interviews with the principal, teachers, parents, and children in group B. The results of the study found that parental guidance in instilling children's independence was done by providing children with good examples, giving choices to children, guiding children in solving problems, giving sincere praises to children, providing support to children, and developing good communication with them. Meanwhile, the teacher's guidance was conducted through habituation and by establishing harmonious relationships with children, providing a good understanding to children, providing clear information to children, giving advice to children, and assisting them in problem-solving. This research can be used as input in instilling children's independence through guidance at home and school.

Keywords: Parents role, Teacher's guidance, Child independence.

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Introduction

Independence should be introduced to children as early as possible. Independence will prevent children from being dependent on other people or adults, and the most important thing in instilling independence is growing courage, confidence, and motivation in children to continue to explore new knowledge, such as behavioral independence.

Children who have an independent attitude will certainly find it easier to deal with diversity and social dynamics (Chasani & Izzaty, 2019). According to Musthafa (2008) independence is the ability to make choices and accept the consequences that



accompany them. The growth of independence in children comes along with the emergence of fear (worries) in various forms and different intensities. A reasonable amount of fear (worry) can serve as a "protective emotion" for children, allowing them to know when to ask adults or their parents for protection. Then, Syamsu (2008) states that independence (autonomy) is a characteristic of a healthy personality. Individual independence is reflected in the way of thinking and acting, being able to make decisions, directing and developing themselves, and adapting constructively to the norms prevailing in their environment. According to Martinis Y., & Jamilah (2013) independence is closely related to how children learn to wash their hands, eat, wear clothes, bathe, defecate, and urinate on their own. Independence should begin to be introduced to the child as early as possible. Independence will prevent children from being dependent on others or adults, and the most important thing in instilling independence is to cultivate courage, self-confidence, and motivation in children to continue to explore new knowledge.

Independence needs to be taught to children. Without being taught, children will not know how they should form themselves (Novan Ardy Wiyani, 2015). Parents should give confidence to their children to carry out their daily activities (Rahayu, 2013). In encouraging the growth of independence in early childhood, parents and teachers need to provide various choices and if possible at the same time provide an overview of the possible consequences that accompany the choices they make. Early childhood independence can be interpreted as a character that can make children stand alone and not depend on others. In the family environment, to instill independence in children requires a process that is carried out gradually and adjusted to the level of development of the child's life. The family coaching method can prepare parents to educate their children in educational units, because children spend more of their time at home (Sujarwo, Kusumawardani, Prasetyo, & Herwin, 2021). This process can be done by not spoiling the child excessively and letting the child be responsible for his actions. Hence, the child can reach the stage of independence according to his age. Being independent allows children to make choices, be responsible for accepting the consequences that accompany their choices, gain self-confidence, direct and develop themselves, adapt to the environment, and be courageous to take risks for their choices.

Internal factors are physiological (emotional) and psychological (intellectual) conditions. Physiological conditions (emotions) such as body state, physical health and gender. For example, if a sick child has a more dependent attitude than a child who is not sick. Then when the baby child who is sick will make more attention than his parents. Meanwhile, from gender when viewed from women, there is an impulse to let go of self-dependence on parents, but with their girl status they are required to be passive, while men are more aggressive and aggressive. So that women are longer in dependence than boys. The psychological state is about intelligence and the ability to think and act. The ability to act and make decisions without the help of others is possible only by a person who is able to think carefully about his actions, as is the case in problem solving. This shows the cognitive abilities of children which affect the achievement of children's independence. Then, fExternal actors include the environment, characteristics, social, stimulation, parenting or guidance, love and affection, the quality of information of the child and parents, the education of the parents and the employment status of the mother (Novan Ardy Wiyani, 2015).

Parental guidance is an effort made by parents in educating children's development (Novan A Wiyani, 2012). Parents as educators first as well as foremost to provide basic knowledge to their children. Parenting is a whole interaction between parents and children where parents provide encouragement for children by changing behavior, knowledge, and values that are considered the most appropriate for parents so that children can be independent, have self-confidence, be friendly and oriented to success. On the other hand, parents who do not provide parenting that is not able to create good family conditions, will also affect their children.

Guidance in the form of knowledge and experience is obtained by parents through the educational level and profession that affect the pattern of how they guide their children. Parental guidance can be in the form of (a) giving choices, (b) providing problem-solving assistance, (c) giving sincere praises, (d) providing support, (e) communicating well, (f) familiarizing the child, and (g) setting a good example (Anwar dan Ahmad, 2007; Musthafa, 2008; Sukardi, 1999). Meanwhile, teacher's guidance is a series of stages of systematic and planned activities that are directed at achieving goals at school (Novan A Wiyani, 2012). Teacher's guidance can be in the form of (a) facilitating optimal child independence behavior, (b) understanding children, (c) providing information, (d) providing advice, (e) providing problem-solving assistance, (f) habituation, and (g) establishing harmonious relationships (Musthafa, 2008; Syamsu, 2008).

Parents must optimally provide education to children so that they continue to see the future in their dreams and be the nation's successors (Anwar dan Ahmad, 2007). The education that parents give to their children when they are young provides the main foundation for their future education and life; the learning process needs parental guidance and effort (Syamsu, 2008).

School for children is a new world, a new place, a new environment, a new activity, and everything is still a question mark for them. We often meet many children who cry on the first day of kindergarten. They don't want to go to class. They frown and ask their parents to wait for them in class. This happens because they have fear, anxiety, and worry about new situations they have never encountered. Therefore, children need to be mentally prepared through parental guidance before going to school for the first time. Confidence in children needs to be developed so that independence arises in children from an early age. The family is a social institution that interacts with the cultural patterns in its environment. This makes the family unable to function properly when outside influences dominate the values developed by the family itself. Parents as the first and foremost educators in the family play a very important role in setting examples both in attitude and behavior. However, given the various limitations, parents often do not function to set an example as they should. Training and familiarizing children in their daily life will nurture children's independence. However, given the lack of patience, concentration, and love of parents in educating children, it will interfere with the application of independence in children.

The problem that occurs is that children's involvement in learning in kindergarten has not received a sufficient portion for children to be creative, active, and able to express their thoughts well. In reality, children still need help when learning to walk, learning to eat, practicing speaking, practicing body coordination, expressing feelings within the environment, interacting with other people, developing

understanding, and learning morals. Children are not yet able to perform tasks on their own.

The results of research by (Safitri, Setiawati, & Aini, 2018) found that independent children have high social interests that make them able to take advantage of their environment to learn. Meanwhile, less independent children have a low social interest. They also have a strong desire to maintain a parasitic relationship and always want to be pampered by their parents.

Therefore, parents and teachers are required to understand and make the best use of this period. Parents must also provide good value habituation even though their educational level and profession do not provide them with knowledge on parental roles in the family environment. Therefore, parents will cooperate with the school (teachers) in sharing knowledge and experiences about instilling children's independence. The purpose of this study was to describe the guidance of parents and teachers in instilling children's independence in At-Tibyan Kindergarten.

Research Method

This is qualitative research employing a descriptive research approach and the case study research type. The purpose of this study was to describe parental guidance and teacher's guidance (the role of teachers in schools) in instilling children's independence in At-Tibyan Kindergarten.

The subjects of this study were the principal, teachers in classes B₁ and B₂, and 18 children and their parents at At-tibyan Kindergarten. The researcher used unstructured interviews with principals, class teachers, and parents in classes B₁ and B₂ which were carried out repeatedly on a scheduled basis. Interviews were used to obtain information on what activities children do at school and at home to obtain information related to the research problem: children's independence. The interviews also emphasized information related to children's habits reflecting independence. Good habituation at home can be done by giving choices to children, solving problems together, giving sincere praise, providing support, communicating well, getting used to children, and giving examples. In addition, in the context of education, teachers participated in guiding good values to children through good habituation as well. The teacher's guidance encompassed facilitating optimal child independence behavior, understanding the child, providing information, giving advice, helping with problem-solving, habituation, and establishing harmonious relationships

The data obtained from interviews are primary data and secondary data. Primary data are the main research data such as behavior and habits of children at school. Meanwhile, secondary data are the supporting research data such as reports on children's activities. In addition, researchers also used observation on children's activities such as children brush their own teeth, children go to the toilet by themselves, children take their own baths, children comb their own hair, children are able to dress themselves, children eat by themselves, children can put the right shoe on each foot, children can take off their own shoes or sandals, children can tidy up the slippers and shoes, children can tidy up the book, children know their own name and their parents' names. Other independent behaviors include children are able to speak easily and they can be understood by others, children are given the opportunity to occasionally make their own decisions, for example, choosing the clothes to wear,

children dare to ask questions if they do not understand, children do not go to school late, children dare to be left behind while at school, children complete the assigned tasks, and also children are given the opportunity to play alone unaccompanied to develop ideas and think for himself.

Then data collected by means of documentation are used to support the data from interviews. Observations were made to collect information on the description of children's activities. In this study, researchers also used documentation. Documentation was obtained from children's diary reports, through which the researchers could find out what activities were carried out by children when they were at home. This data allowed the researchers to have the data on the communication between parents and teachers or the homeroom teacher.

Results And Discussion

Parent's role at home in instilling children's independence

Early childhood or the golden age is the age that most determines how the character, personality, and attitudes of children in future adulthood. Therefore, if at that age the child is educated well, a good personality will be formed as well. Every child possesses various potentials that grow and develop based on their stimulus throughout their developmental stages (Sujarwo, S., Kusumawardani, E., & Nurmalasari, 2022). Education, in nature, can be developed by the educational actor through the existing social institutions, namely families and schools, which are considered reliable units in developing one's personality (Septiarti, S., Hanum, F., Suadirman, S., & Kusumawardani, 2022). The success of education can not be separated from the function of the role of family, educational unit, and society as a tri education center (P. Fauziah & Kusumawardani, 2019). In the end, parents are required to be ready to become parents who can prepare their children to survive in the future, one of which is in terms of independence. But, the waves of globalization and those challenges do not only bring positive but also certainly negative impacts, especially for the young generation, including children (Suharta, R. B., Septiarti, S. W., & Kusumawardani, 2020). However, independence will prevent children from being dependent on others, and the most important thing is to foster courage and motivation in children to continue to explore new knowledge. Independence will support children to learn to understand behavioral choices and the risks that must be accounted for. Independence can be trained from an early age through appropriate guidance, which is carried out in the family environment. Hence, parents play a very important role in the attitude of children's independence. The role of parents is re-purified as educators, parental involvement in supervising learning activities (P. Y. Fauziah, Izzaty, & Kusumawardani, 2022). With good independent guidance, children will avoid being dependent on others.

The interview results from the parents of children At-Tibyan Kindergarten revealed that instilling children's independence is very important. Parents as early as possible seek to instil independence in children because it is one of the first factors in the development of children before entering formal or informal educational institutions. Parents are a source of guidance for children to be independent by providing good examples for children. Parents are the main guides in nurturing children's independence because the purpose of education is to strive for children to

become whole persons. Therefore, parents must guide children to gain independence. The family environment is the main place for children's education. Parental guidance is very dominant towards children in gaining independence by providing full support to children. Parents should be afraid and anxious if their children lack of independency and self-confidence. Parents should give children appreciation. Parents must optimally guide children to face life. This means that children need to be guided from an early age through good communication. With words of encouragement and appreciation, children can have an independent attitude and always appreciate their own achievements regardless the end results.

By setting good examples in terms of good behavior and good communication, children from an early age will learn that it is good to speak politely, bow when passing in front of older people, handshake politely, and greet older people. Through this habituation, children will grow into well-mannered adults.

Teacher's role in instilling children's independence

The second environment that supports the cultivation of children's independence is the school environment. The teachers play a role in instilling values from an early age in children so that their potential develops to the fullest. Teacher's guidance is an effort made by teachers in instilling some norms and values in students to nurture them to be knowledgeable people with good attitudes and character, one of which is independence.

In one of the interviews, the kindergarten principal stated that school is the second environment where we can instill children's independence. We teach the character of independence in children from an early age, starting from entering class until the end of learning. School routines such as arriving at school with parents, putting shoes on the shoe rack, entering class, opening bags, and tidying up game tools are beneficial in developing students' independence. The school program in instilling independence from an early age is by providing training on what to do from entering classes, being disciplined, lining up orderly, washing hands, throwing garbage in its place, and cleaning up toys when finished playing. The importance of play has been demonstrated, as some schools use it to increase children motivation to learn (P. Y. Fauziah, Kusumawardani, et al., 2022). Teachers also provide guidance that children are not allowed to fight over toys and they have to put back the toys in their place.

The findings of interviews with teachers in group B showed that teachers must nurture children's confidence to motivate them to do good things. This can be done by, for example, providing an explanation of why they need to do each activity. This can also make students enthusiastic. Teachers should also help solve problems experienced by children, for example difficulties in participating in learning activities, difficulties in carrying out daily activities such as taking off shoes, putting shoes, putting bags in lockers, and going to the toilet by themselves by always accompanying and directing children. Through this habituation, children can imitate what we do.

The teachers in group B stated that they always provided information to parents about the habituation of independence in the family/home environment through parenting and family education activities to create a harmonious relationship between children and parents. In the school environment, activities to foster independence are as follows: children go to the toilet alone, children eat by themselves, children can put the right shoe or sandal on each foot, children can take off their shoes or sandals

themselves, children can tidy up sandals and shoes, children can tidy up their own books, children know their names and the names of their parents, children are able to speak easily and clearly understood by others, children are not late for school, children complete their tasks, children are given the opportunity to play alone without accompanied but still under the supervision of the teacher so that they are trained to develop ideas and think for themselves, children like to share with friends such as food and stationery, children are not angry when their friends mock, children are not rude to their friends, children do not cry when they want something, children can express their feelings and ideas. Another activity to foster independence is by teaching children to understand the concept of time to set their personal schedules. This can be done by, for example, giving small assignments, so that children are accustomed to doing daily activities. Other habituation is related to school activities. When coloring, children should be directed to not go out of line. When children take off their shoes, they must not be careless. The shoes must be placed on a shelf. When children throw out the trash, they have to put it in the trash can.

The second environment that supports instilling independence in children is school. School can provide self-confidence to children so that children are motivated to do good things. The teachers might approach children first; if children make a mistake, they must say 'sorry'; and children are encouraged to share toys and not fight with each other. When children have difficulties in participating in learning activities or in carrying out daily activities such as taking off shoes, putting shoes on, putting bags in the locker, going to the toilet by themselves, the teachers provided guidance.

Apart from school, the environment that can support children's independence is the home environment. Therefore, providing information to parents about independence habituation in the family/home environment is important. The school should provide information to parents on how to motivate their children to be independent at home. In addition, information on how to establish a harmonious relationship with children should also be given to parents. A harmonious relationship can be established with parents approaching their children first; giving rewards to children or raising thumbs when the children are willing to do certain activities.

According to (Novan Ardi Wiyani, 2013) in forming independence in early childhood, stimulation and encouragement are needed. The stimulation and encouragement should be given repeatedly to form a sense of responsibility in children and these are the vital roles of parents and teachers in forming children's independence.

Independence is one aspect that needs to be instilled and developed as early as possible in children so that they do not experience difficulties in entering adolescence or adulthood. Parents have a role in the family environment and teachers have a role in educational institutions. parental guidance in instilling independence can be done by (1) providing choices for children, (2) helping children in solving problems, (3) giving sincere praise, (4) providing support and respect for children, (5) communicating well with children so that children feel cared for, (6) familiarizing children with training to get used to doing things independently without having to be helped continuously, and (7) providing an example by showing attitudes, speech, and behavior. In addition to these seven things, parents must create a harmonious family environment that allows children to develop an attitude of self-reliance. The environment contributes to the child's learning process in terms of acquiring knowledge. The environment where

children learn must be able to provide comfort and safety for children, not only physically but also psychologically. This is because optimal learning requires stimulation of the social environment for children to develop new knowledge.

Instilling children's independence from an early age is one of the main keys to success that is useful for children's lives in the future. One of them is by giving choices to children. According to (Musthafa, 2008) and (Novan Ardi Wiyani, 2013) parents must continue to guide and accompany and supervise children. Meanwhile, (Rakhma, 2017) stated that instilling independence in children is easy and difficult at the same time. Chairilisyah, (2019) stated that independent behavior in children is not only beneficial in early childhood but it impacts their future when they become adults. Therefore, when a child is having difficulties, parents should set a good example for their child, namely by being taught slowly and gradually every day, repeated over and over again until the child can do it. The importance of guiding children in the right way is very influential for children's lives, considering parents are the main guides in educating children's independence. When children face difficulties, parents should always supervise and guide children. It can be seen from the research result of (Nursarofah, 2022) about the independent learning approach, namely learning more concrete and meaningful learning, solving a problem in the learning process both in groups and individuals to increase independence.

Education should not only make children smart but also to nurture children with good character to strengthen their dignity and make them useful to others (Vibriyanthy, R., & Fauziah, 2014). (Musthafa, 2008) said that praise and sincere appreciation are very important for children. The research conducted by (A. Fauziah, 2020) found that independence is an attitude and behavior in solving a problem without the help of others. This means that in living life you can do things and decide on your own. A reward is also an educational tool used to educate children to make children feel happy and appreciated for their actions and work. Therefore, every child who does things independently will get a reward in the form of an asterisk which is then saved and can be exchanged for something valuable. Building the character of independence in children makes them accustomed to behaving independently and doing activities independently. When they don't do that habit, they will feel guilty and try to not repeat that negligence.

Support is also one of the important things that parents give to children so that children are not afraid and believe in what they are doing. According to (Ali, Mohammad dan Asrori, 2016) independence is the ability to escape from dependence on others in carrying out daily activities or tasks alone or with little guidance, according to the stages of development and capacity.

About early childhood education, the communication process with children can work well if teachers and parents use simple and targeted delivery methods, use children's language, use systematic delivery that is easy to understand, avoid using foreign languages, give clear voice intonation, provide opportunities for children to ask questions and discuss fun learning and give smiles as the cheapest and easiest communication (Kasmadi, 2013). The formation of a child's independent attitude cannot be separated from the role of parents at home and the care provided by parents as well as the role of teachers in schools. Research results by (Rizkyani, Adriany, & Syaodih, 2020) showed that the formation of independence at an early age is very important to be understood by teachers and parents. Parents and teachers play a very

important role in the formation of children's independence (Sari & Rasyidah, 2020). Developments that occur in children cannot be separated from the involvement of parents in educating their children. The family is the first environment known to children and plays an important role in child development. Independence in a child can be formed in the family. Then (Fadlillah Muhammad, 2012) stated that training and instilling independence in children require cooperation with various parties, one of which is the teacher at school. Then (Biddle, K. A. G., Nevarez, A. G., Henderson, W. J. R., & Kerrick, 2014) stated that the method most often used and considered effective is providing good examples.

Furthermore, the research results of (Sa 'adiyah, 2017) showed that independence needs to be taught and trained as early as possible, namely since toddlers (three years old) when children have started to interact a lot with other people, not only with those closest to them (mother and father) but also with others. This is the right time to socialize as well as train and teach independence to children.

one of the characteristics of children is they imitate what they see, hear, feel and experience (Wibowo, 2012). According to (Ariyanti, 2016), children have certain characteristics such as imitating what they see, hear and feel. In other words, the child will learn anything, including independence through guidance from parents. All parental behavior, including bad habits, will be easily imitated by children. Therefore, parents must set good examples for children from an early age. The results of research by (Dimiyati, 2010) revealed that teachers must act as models in the character of children. Collaboration between parents in the family environment and teachers in the school environment to develop children's independence is a must. Thus, this collaboration will provide benefits to children, especially children's independence.

Conclusion

Parental guidance that can be done to instill self-esteem is giving choices, providing opportunities for children to dress themselves, providing opportunities to occasionally make their own decisions (for example choosing clothes to wear), guiding in problem-solving (children brush their own teeth, children go to the toilet themselves, children take a bath themselves, children comb their own hair, children eat by themselves), giving sincere praise, providing support to the child, communicating well, habituating, and setting a good example.

The teacher's guidance can be done by facilitating the child's independence behavior optimally, providing a good understanding of the child, providing clear information, giving advice to the child, helping to solve problems (the child is given the opportunity to play alone unaccompanied so that he is trained to develop ideas and think for himself), habituation (children can put the right shoe on the right foot, children can take off their own shoes or sandals, children can tidy up slippers and shoes worn, children can tidy up their own books, children dare to ask questions if they do not understand, children do not go to school late, children dare to be left behind at school, and children complete tasks given), and establish a harmonious relationship with the child (the child is able to speak easily and clearly understood by others). The results of this study are expected to provide guidance to instill independence in children in the home and school environment.

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