

The Influence of Family Interaction on Early Childhood Independence

Mohzana^{1*}, Hary Murcahyanto²

^{1,2} Faculty of Language, Art, and Humanity, Universitas Hamzanwadi, Selong, Indonesia

*Corresponding Author Email: mohzana@hamzanwadi.ac.id

Abstract: The purpose of this study was to determine the effect of interaction in the family on the independence of early childhood. The type of research used in this study is a type of quantitative research using the experimental method. The research design used is a pre-experimental design in the form of a One-Group pretest-posttest design. The subjects of this study were the entire group B of the Islamic Kindergarten, totaling 15 children. The instruments used to collect data are validation sheets, observation sheets, and documentation. The results showed that children's independence during the pre-test amounted to 214 with an average percentage of 31% and in the category of assessment Starting to Develop (MB) and after being given treatment or (treatment) then held a posttest obtained the independence of all children, namely 585 with an average of 97% and the assessment category Developing Very Well (BSB). In addition, it can also be seen from the results of the hypothesis test $t\text{-count} \geq t\text{-table difference}$ ($7.3131 \geq 2.145$) at a significant level of 0.05 so it can be concluded that H_a is accepted and H_o is rejected, so between the pre-test and post-test results are significant.

Article History

Received: 14-07-2023

Revised: 16-07-2023

Published: 19-07-2023

Key Words:

Child independence,

Family Interaction

How to Cite: Mohzana, M., Murcahyanto, H., (2023). The Influence of Family Interaction on Early Childhood Independence. *Interdisciplinary Journal of Education*, 1 (1). 53-65. doi: <https://doi.org/10.61277/ije.v1i1.10>



<https://doi.org/10.61277/ije.v1i1.10>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Early childhood education plays an important role in character building and child development. Through this education, children receive stimulation and guidance that is appropriate to their stages of development, such as religious and moral development, social interaction, language, emotions, art, and others (Harahap, 2021; Hidayah, 2019; Rahmat, 2018; Rohmat, 2017). This is reflected in the National Early Childhood Education Standards, which regulate the stages of development that must be given in early childhood. Due to the importance of this education, many early childhood education institutions have sprung up, both those organized by the government and the private sector (Aneta et al., 2022; Harahap, 2021; Rohmat, 2017). This shows the awareness and concern of education stakeholders towards the importance of child development in every relevant aspect.

In addition to educational institutions, families also have a significant role in the development of children's personalities. The interaction between parents and children influences children's character (Edwards et al., 2018; Haryono, 2018; Raudhoh, 2017; Zain et al., 2020). The interaction involves demands and support for children's behavior, where demands are parents' expectations of children and support is a positive response to the fulfillment of these expectations (Lourenço et al., 2021; Shkrebtienko, 2019). In addition,

Interdisciplinary Journal of Education Vol. 1, No 1 (July 2023)

factors such as parents' ability to fulfill children's demands also affect parents' influence on children's personality development (Ansari et al., 2022; Langeloo et al., 2021). In interacting, parents need to adjust to the child's mental development and needs, such as developing independence. Good interaction skills also affect children's readiness to speak. At the age of 5-6, children's interaction coordination undergoes rapid development, where they can coordinate visual movements with their hands, arms, and body simultaneously (Ansari et al., 2022; Setiawan & Pribadi, 2022). This can be seen when they interact with their peers and teachers at school.

The reality in the field, based on observations made by researchers in February 2021, the learning process at the East Lombok Islamic Kindergarten still relies on children's worksheets in providing learning activities in the classroom, both for cognitive, motor, and socio-emotional development, and interactions related to reading and writing preparation in children. These children's worksheets are often used by teachers at school because they are considered more practical. Children's worksheets seen in the field are actually more inclined to cognitive and language development such as counting and writing letters or tracing words. The children's worksheets were not made by the teachers themselves but used children's worksheets in magazines purchased by the school.

Likewise, some children still cannot hold scissors, stiff hands in cutting pattern drawings, even cutting not according to the pattern drawing, coloring out the lines, sticking is not neat, and some children have not been able to hold a pencil correctly. So that aspects of child development, especially aspects of fine motor development, have not developed optimally due to the lack of stimulus provided by the teacher.

The results of questions and answers that have been conducted by researchers about the kinds of activities that are often carried out in group B children at the East Lombok Islamic Kindergarten, it turns out that children tend to know and like toys that are bought directly in the school environment such as drawing card toys, pairs of dolls, cars, robots, and so on. This is also due to the learning media used by teachers at school being less interesting for children, especially the media used for drawing and coloring are always crayons and colored pencils, so learning looks monotonous and makes children less interested and less enthusiastic.

One of the learning activities that have been carried out at the East Lombok Islamic Kindergarten in developing children's abilities is Independence activities. Where independence activities in early childhood should be introduced as early as possible. Introducing and teaching independence will have a positive impact on children's self-development. This positive impact will help the child when the child grows up. Children will not always depend on their parents when in their daily lives.

a. Interaction within the family

Interaction within the family is part of family harmony. Interactions between parents and children have a major influence on children's expectations and responses in subsequent social relationships. Interaction within the family also involves affection, communication, and exchange of ideas between family members (Ayu, 2020; Ricoy & Sánchez-Martínez, 2022). At the age of 5-6 years, children's interaction development includes imitating interaction, exploration with media and interaction activities, correct use of stationery and eating utensils, and self-expression through imitating movements that are corrected by teachers and families (Yeste et al., 2019).

The developmental stages of children's interaction skills include the cognitive stage, associative stage, and autonomous stage. Children learn to understand interactions and strategies to remember movements, imitate corrected speech and movements, and finally be able to perform movements effectively and efficiently (Alamolhoda, 2023; Sunarti et al., 2021).

Factors affecting the development of child interaction include genetic factors, health and prenatal period, birth difficulties, health and nutrition, stimulation, protection, birth prematurity, abnormalities, psychological factors and age. Some of the factors that influence the development of children's interaction within the family include the development of the nervous system, physical condition, strong motivation, psychological aspects, and age. These factors play a role in shaping children's interaction skills and achievement in social relationships (Akinyemi et al., 2017; Ansari et al., 2022; Setiawan & Pribadi, 2022).

b.Children's Independence

Independence is a positive character-building process that is very important in one's life. The development of independence starts from an early age and needs to be improved at every stage of a child's development (Fadlillah et al., 2020; Hartati et al., 2020). Independence involves initiative, the ability to overcome obstacles, self-confidence, and the ability to do things on your own. Self-reliance also relates to an independent and creative learning style (Handayani et al., 2021; Ospankulov et al., 2022). Improving children's independence can be done through the family environment, education, and education stages (Fahrurrozi & Mohzana, 2019; Mohzana, Israwaty, et al., 2023).

The characteristics of early childhood independence include self-confidence, high motivation, the ability to make their own choices, easily adjusting to new environments and people, and not relying on others excessively (Mohzana, Bahansubu, et al., 2023; Mohzana, Merla, et al., 2023; Murcahyanto et al., 2021). Independence can also be seen through the ability to control emotions, responsibility, and good social interaction. The formation of independence in early childhood can be done by providing freedom, stimulation, and encouragement to explore and through learning that involves daily tasks (Aulia & Syur'aini, 2022; Cerino, 2023; Hartati et al., 2020).

Aspects of early childhood independence include emotional, economic, intellectual and social aspects. Emotional aspects include the ability to control one's own emotions. The economic aspect involves the ability to manage one's own economic needs. The intellectual aspect involves the ability to solve problems. The social aspect involves the ability to interact with others without depending on them. Early childhood independence also involves developing intelligence, initiative, creativity, and self-esteem (Aulia & Syur'aini, 2022; Fadlillah et al., 2020; Murcahyanto, 2019).

The relevant research was conducted by (Sahrip, 2017) about the influence between the influence of interaction in the family and children's self-confidence on children's independence. Based on the result of this research is generated that: 1) there is no direct positive influence between the Interaction with family with the child's independence. 2) there is a direct positive influence between self-confidence and the independence of children, which means that the better the children's confidence than have an impact on the development of children's independence, 3) there is a direct positive influence of interaction in a family with self-confidence that is the better the interaction between children and parent resulted in the development of self-confidence is good too.

Research conducted by (Hermawati, 2020) about the relationship between family parenting patterns and the independence of self-care of school-age children. The results showed that the gender of the child was female, and democratic and permissive parenting patterns were the dominant factors in children's independence in self-care. The parenting style used by families in educating children is one of the success factors for parents in educating and raising children, in order to make quality children in the future and be able to provide implications for the implementation of health services for school children in making a program for school-age children.

The results of this study, although there are differences, are still related to the research to be conducted by researchers. Where the research to be conducted by researchers is to identify the influence of interactions in the family on children's independence. Therefore, researchers are interested in conducting research on the Effect of Interaction in the Family on Early Childhood Independence. The purpose of this study is to find out how much influence the interaction in the family has on the independence of early childhood. While the research hypothesis proposed that there is a positive correlation between interaction in the family (Variable X) with children's independence (Variable Y) at the East Lombok Islamic Kindergarten.

Research Method

The type of research used by researchers is experimental research, which is research used to find the effect of certain treatments on others in controlled conditions. This research includes a quantitative approach, meaning that the data collected is the cause or result of treatment from family interaction on early childhood independence.

The type of experiment used in this research is pre-experimental with the research design, namely One Group Pretest-Posttest Design because it is considered more suitable for this study. The treatment in this design was carried out 3 times and included one group, namely before the experiment and after the experiment. Observations made before the experiment are called pre-test, and observations after the experiment are called post-test.

The implementation of research with this pattern was carried out five times, namely once before (pre-test), three times when given treatment, and once (post-test) after the provision of experiments/treatment. The difference in the results of the pre-test and post-test (01-02) is the effect of the treatment/experiment given.

The location of this research was conducted at the Islamic Kindergarten of East Lombok Regency in the odd semester of 2022. Activities carried out during this time are observation / observing students in independent activities in children that will be applied to develop early childhood interaction skills.

The population in this study were all children in group B2 at the Islamic Kindergarten, totaling 15 people. The sampling technique used in this study was a distant sampling technique. The samples in this study were 15 samples.

There are two variables in this study, namely: The independent variable (free) in this study is the interaction of family nature, and the dependent variable (bound) in this study is the independence of children. The data collection techniques in this study are observation and documentation. In this study, the instruments used to research were validation sheets, observation sheets, and documentation.

This validation sheet is in the form of a checklist. Researchers compiled several statements that expected the validator to give a checklist mark in one of the statement columns, namely 1 (Not Good), 2 (Less Good), 3 (Enough), 4 (Good), 5 (Very Good).

The data generated from the child observation sheet uses checklist marks as follows: BB (not yet developed), MB (starting to develop), BSH (developing as expected), BSB (developing very well). As for the implementation, children can be documented using a camera and produce pictures of children that can provide information about the research. The documentation guidelines used in this study are in the form of children's work performance. The data analysis techniques used in this study are validity tests, observation data analyses, prerequisite tests, and data hypothesis tests.

Result and Discussion

a. Data Description

This study is an experimental study using the research design form One-Group Pre-test and Post-test Design with one treatment. The Pre-test was given to the sample before being given learning using the chase game and the Post-test was given to the sample after being given learning using the activity of sticking geometry shapes with patterns of houses and family members. This study was conducted with the aim of knowing the effect of interaction in the family on the independence of children aged 5-6 years at Islamic Kindergarten. This study consists of two variables, namely interaction in the family as the independent variable and children's independence as the dependent variable.

Implementation of Pre-test

The purpose of holding a pre-test in this study is to determine the level of children's initial knowledge before being given treatment in the study. The results of the pre-test were then used to measure the normality of the data.

After conducting the pre-test, the results of the total number of children's independence abilities amounted to 214 from 15 children, then the total number of 214 obtained the average percentage of the assessment category is 31% which is included in the percentage of the assessment category Starting to Develop (MB).

Table 1. Average Pre-test Score

Minimum score	Maximum Score	Total ability children's independence	Average value	Category
13	17	214	33%	MB

Implementation of Treatment and Post-test

The implementation of giving treatment (treatment) researchers implement children's independence using activities by applying the stages of introducing family members, and the duties of family members, Providing treatment is carried out 4 times a meeting, The learning activity process uses individualized learning by applying the activity of sticking geometric shapes with patterns of houses and family members into the learning process. Giving treatment (treatment) in the learning process is done with the method of giving tasks to children which it consists of activities to know what the family is, mention family members, get to know the duties of family members, ask what stories/fairy tales have been told before

going to bed, children retell stories or fairy tales that have been heard, arrange geometry pieces into the shape of people, stick geometry shapes with patterns of houses and family members. Then from the treatment (treatment) then carried out a post-test to be able to see the effect of the activities provided, especially in the ability of children's independence.

The total number of abilities obtained by children has increased to 583 and from the total percentage of post-test scores, an average percentage of 97% is obtained which is included in the percentage of the Very Good Developing (BSB) assessment category from the average percentage of the ability of all 15 children in the development of children's independence abilities.

Table 2. Average Post-test Score

Minimum score	Maximum Score	Total ability children's independence	Average value	Category
35	41	583	97%	BSB

b Research Results

Expert Analysis

The implementation of instrument data validation analysis was carried out at the College using expert judgment which stated that it was feasible to use to collect data with revisions according to criticism and suggestions for improvement in developing observation sheets for the development of children's independence (a) grammatical correctness, (b) suitability of the indicators selected in the instrument with basic competencies (c) ease of understanding the material presented in the instrument, (d) accuracy of the instrument with the material presented, (e) coverage of each instrument material according to the material provided, (f) relevant to the level of child development, (g) achievement of learning objectives, (h) formulation of short and clear titles.

Expert judgment is based on the reference to the quantitative data conversion table to qualitative data on a five scale, to find out the score interval obtained including the categorization, it is necessary to know the average ideal score (xi), the ideal standard deviation (Sbi) and the actual score (X) so that the expert judgment data analysis can be calculated.

Table 3. Results of Expert Validation Analysis with Quantitative Data Conversion

Table to Qualitative Data with a Scale of Five

Value	Interval Score	Category
A	$X > 33,54$	Excellent
B	$27,18 < X \leq 33,54$	Good
C	$20,82 < X \leq 27,18$	Enough
D	$14,46 < X \leq 20,85$	Less
E	$X \leq 14,46$	Very less

Obtained from the results of the count analysis, it can be seen that the instrument used as an observation assessment sheet can be categorized as "Good", this category is obtained

from the actual score of 32 which is in the analysis of the value range of $27.18 < X < 33.54$. These results were obtained from the results of the calculation of the instrument validation assessment items by expert judgment.

Observation Analysis

The determination of research variables includes the independent variable, namely family interaction, and the dependent variable, namely child independence. Data on the results of the level of children's independence were obtained using individual child observation sheets before and after treatment. The data analysis used is the percentage analysis of observation data with the formula (x%).

Based on the results collected before being given research treatment or pre-test, the total number of children's overall independence abilities was 214, in the percentage of assessment categories obtained an average value of the overall percentage of 31 (%) with the assessment category Starting to Develop (MB) and after being given research treatment or post-test, the total number of children's independence abilities was 583 in the percentage of assessment categories obtained an average value of the overall percentage of 97 (%) of all children with the category Developing Very Well (BSB). For more details can be seen in the table below.

Tabel 4. Average Percentage

Independence of children.	Average percentage of pre-test	Independence of children.	Average post-test percentage
214	31%	583	97%
Category of Assessment	MB	Category of Assessment	BSB

Based on the results of the data above, the percentage of assessment categories is as follows:

- a. BB (Undeveloped) (0%-25%)
- b. MB (Starting to Develop) (26%-50%)
- c. BSH (Developing as expected) (51%-75%)
- d. BSB (Developing Very Well (76%-100%))

Referring to this categorisation, it can be stated that before the research or pre-test, the number of children's independence abilities obtained by all children was 214 with an average percentage value of 31% which was included in the percentage of the Starting to Develop (MB) assessment category, while after the research or post-test in the assessment categorisation developed very well (BSB), it can be seen from the value after the research, the average value obtained was 97% in the percentage assessment category, there was a significant increase from the implementation of the pre-test to the post-test.

The data normality test is used to test whether the scores in the variables studied are normally distributed or not in the data normality test the researcher uses the chi squared formulas (χ^2_{count}). To find χ^2_{count} , the formula is used: $\chi^2_{table} = \chi^2 (1-\alpha) (k-1)$. In the calculation of $\chi^2_{hitung} = -11.9895$ with degrees of freedom ($dk = k-1 = 15 - 1 = 14$) and a significant level = 5%, then the price of $\chi^2_{table} = 23.685$ because $\chi^2_{hitung} (-11.9895) <$

χ^2 table (23.685), then the distribution of pre-test results as many as 15 children is normally distributed.

After testing the normality of the data, the next thing to do is hypothesis testing is to test the difference between pre-test and post-test data, hypothesis testing in this study using the t-test. The results of hypothesis testing can be seen in the table below.

Table 5. Results of Value Differences in Hypothesis Testing Data

N=10	Pre-test	Post-test	Gain (D)
Σ	496	1.210	741

After the value of the calculation is entered into the t-test formula, the following hypothesis is proposed: H_a : There is an effect of interaction in the family on the independence of children aged 5-6 years in East Lombok Islamic Kindergarten. H_o : There is no effect of interaction in the family on the independence of children aged 5-6 years at the Islamic Kindergarten of East Lombok.

Based on the calculation results obtained, it turns out that $t\text{-count} \geq t\text{-table}$ ($7.3131 \geq 2.145$) at a significant level of 5% so it can be concluded that H_a is accepted and H_o is rejected. The results of testing the hypothesis that interaction in the family has a significant effect on the independence of children aged 5-6 years in East Lombok Islamic Kindergarten.

Discussion

This study was conducted to determine children's independence. the growth of independence in children coincides with the emergence of fear or worry in various forms and of varying intensity. Fear (worry) in reasonable doses can function as a protective emotion for children that allows them to know when to ask for protection from their parents or adults (Handayani et al., 2021; Ospankulov et al., 2022). Independence is an attempt to break away from parents with the intention of finding himself through the process of seeking ego identity, which is a development towards a stable and independent individuality. Erikson argues in his psychosocial development theory divides development into four stages, one of which is the stage of autonomy versus shame or doubt where the child's sense of independence is characterized by the child's independence or freedom to do everything he wants in his own way. (Aulia & Syur'aini, 2022; Cerino, 2023; Hartati et al., 2020).

Giving children the opportunity to do what they want to do themselves without being criticized will prevent children from feeling guilty, ashamed, and inferior. Based on the theory above, it can be concluded that children's independence is one of the efforts to fight fear with the intention of finding ego identity to be able to stand alone without depending on others, being able to socialize, being able to do their own activities, being able to make their own decisions in their actions, being able to empathize with others.

The pre-test learning process used is a discussion activity about family members. The pre-test was conducted once which aims to determine the independence of children before treatment. The first meeting of pre-test activities but the children were not so excited and not so interested.

The implementation (treatment) is carried out using activities, namely sticking geometry shapes with patterns of houses and family members. This activity was carried out after 4 days of treatment as well as post-test. The development seen at the first meeting of treatment children are very enthusiastic when the first time the activity, some children are immediately interested even though the teacher has not explained what activities will be done. First of all, the researcher explained what a family is, who is in the family, and the duties of family members.

Some children immediately answered the questions asked by the teacher. In the second meeting, the activity was storytelling. The teacher asked the children if they had ever been told stories or told by their parents at home. Simultaneously they answered that there were a lot of stories that had been told. The teacher appointed one by one to come forward to the front of the class to retell the story that had been heard. The children looked very happy, to the point of scrambling to come forward to tell stories. At the third meeting, the activities carried out were arranging geometry pieces into the shape of a person. The fourth activity was sticking geometry shapes with patterns of houses and family members using origami paper. They were very happy and independent in sticking the geometry shapes.

Implementation (treatment) uses activities with the theme of family and a sub-theme of family members, where this theme is quite familiar to children so that in the learning process, researchers are not too difficult to take the attention of children. Activities carried out in this study are activities to stick geometric shapes with patterns of houses and family members so that the learning process is more fun and makes children more active in activities. Learning by using this family theme has many benefits including; children can get to know family members, training children's gross motor skills, and children more active and independent.

In addition, from the results of the hypothesis test calculation obtained by the t-test, it turns out that $t\text{-count} \geq t\text{-table}$ ($7.3131 \geq 2.145$) at a significant level of 5% so that it can be concluded that H_a is accepted and H_o is rejected.

At the time of the pre-test, children's independence had not yet achieved the expected goals, realized by the existence of several problems that occurred in the field, especially in children's focus on listening, because when the teacher spoke or explained some children did not listen and some children were difficult to manage. This is because the activities provided by the teacher make children quickly bored and not excited about learning. From the results of the research, the average percentage of children's independence in all 15 children in the pre-test assessment (31%) can be categorized in the percentage assessment category is starting to develop (MB) which ranges from 26%-50%.

While at the time of the post-test given treatment using the activity of sticking geometric shapes of house patterns and family members, children look confused because they do not understand the activities that will be done and of course because of high curiosity and curiosity, children immediately ask to be modelled. After being modelled and explained the steps, the children were very happy and enthusiastic. It can be seen when children gather in front of the teacher and look very impatient to do the activity. So that at the time of the post-test, the average percentage of gross motor development abilities of all 15 children reached

an average percentage (97%) categorised in the percentage assessment category is developing very well (BSB) which ranges from 76%-100%. So that it can be compared before and after treatment there is a significant increase in children's independence.

The increase in children's independence from the category of Starting to Develop (MB) to Develop Very Well (BSB) is affected by the activity of sticking geometry shapes with patterns of houses and family members that are incorporated into the learning process that is seen from the inactivity of children following the lesson to be active and enthusiastic when learning the development of children's independence is done by using storytelling activities and sticking geometry shapes, so it can be said that the use of storytelling activities and sticking geometry shapes has a positive impact on the ability to develop children's independence.

Conclusion

Based on this research, it can be concluded that children's independence is an effort to fight fear and seek ego identity in order to stand alone without dependence on others. Learning activities with the theme of family and sub-theme of family members provide benefits in developing children's independence. Through the activity of sticking geometry shapes with patterns of houses and family members, children become more active, independent, and enthusiastic in learning. There was a significant increase in children's independence after treatment, where the percentage of children's independence increased from the category "starting to develop" to "very well developed". Storytelling activities and sticking geometry shapes have a positive impact on the development of children's independence. Therefore, the use of these activities can be an effective alternative in improving the ability of children's independence development.

References

- Akinyemi, J. O., Somefun, O. D., & Ajaero, C. K. (2017). Family structure and full vaccination coverage among children aged 12-23 months in West Africa: Analysis of the interaction effects of maternal education. *African Population Studies*, 31(1). <https://doi.org/10.11564/31-1-1028>
- Alamolhoda, J. (2023). Improving the Model of Family-School Interaction with the Help of Digital Education. *Contemporary School Psychology*, 27(2). <https://doi.org/10.1007/s40688-021-00381-6>
- Aneta, A., Aneta, Y., & Djafri, N. (2022). Pengembangan Manajemen Berbasis Pelayanan Administrasi Publik pada Tingkat Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4). <https://doi.org/10.31004/obsesi.v6i4.2478>
- Ansari, A., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., & Ruzek, E. A. (2022). Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. *Early Education and Development*, 33(1). <https://doi.org/10.1080/10409289.2020.1848301>
- Aulia, I., & Syur'aini, S. (2022). Relationship of Family Education with The Independency of Children at Age 5-6 years. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 10(3). <https://doi.org/10.24036/spektrumpls.v10i3.117002>

- Ayu, P. E. S. (2020). The Roles of Parent and Teacher on Children Attitude Development to Avoid Bullying Behavior in Early Childhood. *Yavana Bhasha : Journal of English Language Education*, 1(1). <https://doi.org/10.25078/yb.v1i1.1374>
- Cerino, A. (2023). The importance of recognising and promoting independence in young children: the role of the environment and the Danish forest school approach. *Education 3-13*, 51(4). <https://doi.org/10.1080/03004279.2021.2000468>
- Edwards, S., Nolan, A., Henderson, M., Mantilla, A., Plowman, L., & Skouteris, H. (2018). Young children's everyday concepts of the internet: A platform for cyber-safety education in the early years. *British Journal of Educational Technology*, 49(1), 45–55. <https://doi.org/https://doi.org/10.1111/bjet.12529>
- Fadlillah, M., Wahab, R., & Ayriza, Y. (2020). Understanding the experience of early childhood education teachers in teaching and training student independence at school. *Qualitative Report*, 25(6). <https://doi.org/10.46743/2160-3715/2020.4163>
- Fahrurrozi, M., & Mohzana. (2019). The development of android-based economic teaching materials for student independence. *International Journal of Innovation, Creativity and Change*, 5(6).
- Handayani, R., Purbasari, I., Setiawan, D., Ahmadi, F., & Praswanti, R. P. (2021). The Role of Family Education in Forming the Independent Character of Students in Elementary School. *International Journal of Elementary Education*, 5(2). <https://doi.org/10.23887/ijee.v5i2.30812>
- Harahap, A. Z. (2021). Pentingnya Pendidikan Karakter Bagi Anak Usia Dini. *Jurnal Usia Dini*, 7(2). <https://doi.org/10.24114/jud.v7i2.30585>
- Hartati, R., Samwil, S., & Ali, S. (2020). The Concept of Islamic Education in Strengthening Children's Independence. *International Journal of Education, Language, and Religion*, 2(1). <https://doi.org/10.35308/ijelr.v2i1.2192>
- Haryono, S. E. (2018). Pengaruh pola asuh orang tua terhadap kemandirian dan kemampuan regulasi emosi anak usia dini. *Jurnal Warna: Pendidikan Dan Pembelajaran Anak Usia Dini*, 3(1), 1–10.
- Hermawati, H. (2020). Hubungan Pola Asuh Keluarga Dengan Kemandirian Perawatan Diri Anak Usia Sekolah. *Jurnal Kesehatan Qamarul Huda*, 8(1). <https://doi.org/10.37824/jkqh.v8i1.2020.188>
- Hidayah, R. N. (2019). Pendidikan Anak Usia Dini Perspektif Ki Hajar Dewantara. *Jurnal Studi Islam Dan Sosial*, 9(2).
- Langeloo, A., Lara, M. M., Deunk, M. I., LoCasale-Crouch, J., & Strijbos, J. W. (2021). Profiles of learning opportunities of multilingual and monolingual children in kindergarten. *European Journal of Psychology of Education*, 36(2). <https://doi.org/10.1007/s10212-020-00487-0>
- Lourenço, A., Martins, F., Pereira, B., & Mendes, R. (2021). Children are back to school, but is play still in lockdown? Play experiences, social interactions, and children's quality of life in primary education in the covid-19 pandemic in 2020. *International Journal of Environmental Research and Public Health*, 18(23). <https://doi.org/10.3390/ijerph182312454>
- Mohzana, M., Bahansubu, A., Ramdani, H. T., Syahrul, M., & Vanchapo, A. R. (2023). The Influence of Inquiry Learning Model Implementation on Students Critical Thinking Ability in Class Learning Activities. *Journal on Education*, 6(1), 725–731.

- Mohzana, M., Israwaty, I., Lumingkewas, C. S., Tahir, A., & Arief, I. (2023). The Effectiveness Analysis of Android Based E-Diagnostic Test Development Program to Identify Level of Student's Misconception. *Journal on Education*, 6(1), 1363–1368.
- Mohzana, M., Merla, M., Boari, Y., Hudain, M. A., & Kamaruddin, I. (2023). The Analysis Of The Effectiveness Of Group Investigation Method Implementation In Increasing Student Learning Outcomes. *Mudir: Jurnal Manajemen Pendidikan*, 5(1), 148–153.
- Murcahyanto, H. (2019). The Influence of Education, Employment and Care for the Independence of Children. *Journal of K6, Education, and Management*, 2(1). <https://doi.org/10.11594/jk6em.02.01.02>
- Murcahyanto, H., Fahrurrozi, Muh., & Mohzana, M. (2021). Pengaruh Program Seniman Masuk Sekolah terhadap Motivasi Siswa. *JOEAI: Journal of Education and Instruction*, 4(1), 215–222. <https://doi.org/https://doi.org/10.31539/joeai.v4i1.2148>
- Ospankulov, Y. E., Nurgaliyeva, S., Kunai, S., Baigaliev, A. M., & Kaldyhanovna, K. R. (2022). Using physical education lessons to develop the autonomy of primary school children. *Cypriot Journal of Educational Sciences*, 17(2). <https://doi.org/10.18844/cjes.v17i2.6856>
- Rahmat, S. T. (2018). Filsafat Pendidikan Anak Usia Dini. *Jurnal Lonto Leok Pendidikan Anak Usia Dini*, 1(1).
- Raudhoh. (2017). Peran Keluarga dalam Pendidikan Anak Usia Dini. *Harkat An-Nisa: Jurnal Studi Gender Dan Anak*, 2(1).
- Ricoy, M. C., & Sánchez-Martínez, C. (2022). Raising Ecological Awareness and Digital Literacy in Primary School Children through Gamification. *International Journal of Environmental Research and Public Health*, 19(3). <https://doi.org/10.3390/ijerph19031149>
- Rohmat, R. (2017). Manajemen pendidikan anak usia dini. *YINYANG: Jurnal Studi Islam, Gender Dan Anak*, 12(2). <https://doi.org/10.24090/yinyang.v12i2.2017.pp299-325>
- Sahrip, S. (2017). Pengaruh Interaksi Dalam Keluarga Dan Percaya Diri Anak Terhadap Kemandirian Anak. *Jurnal Golden Age*, 1(01). <https://doi.org/10.29408/goldenage.v1i01.480>
- Setiawan, D., & Pribadi, M. A. (2022). Symbolic Interaction Between Parents and Children in Education During the Covid-19 Pandemic. *Proceedings of the 3rd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2021)*, 655. <https://doi.org/10.2991/assehr.k.220404.185>
- Shkrebtienko, L. (2019). Interaction of Teachers and Family in Upbringing of Senior Pre-School Age Children Through Fiction. *Herald of Kiev Institute of Business and Technology*, 39(1). <https://doi.org/10.37203/kibit.2019.39.16>
- Sunarti, E., Kamilah, D., Almas, H., & Pitriani, S. (2021). Family Subjective Well-Being of Health Workers Women During The Covid-19 Pandemic. *Journal of Family Sciences*, 5(2). <https://doi.org/10.29244/jfs.v5i2.33152>
- Yeste, C. G., Eugenio, L. R., & Comas, M. À. (2019). Family education and volunteering: The benefits of solidarity in schools. *Multidisciplinary Journal of Educational Research*, 9(2). <https://doi.org/10.17583/remie.2019.4188>



Zain, S. S., Nurmalina, N., & Fauziddin, M. (2020). Pendidikan Anak Usia Dini Pada Keluarga Muda di Desa Sumber Makmur Kecamatan Tapung. *Journal on Teacher Education*, 2(1). <https://doi.org/10.31004/jote.v2i1.1244>