

6-1-2020

Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at School

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Recommended APA Citation

Fadlillah, M., Wahab, R., & Ayriza, Y. (2020). Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at School. *The Qualitative Report*, 25(6), 1461-1472. Retrieved from <https://nsuworks.nova.edu/tqr/vol25/iss6/3>

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Abstract

Training and instilling independence in early childhood is not easy. It requires cooperation with various parties. One of them is the teacher at a school. Aside from being a second parent, a teacher is a role model for children. Teachers' experience in teaching and training children's independence is needed by parents as reference material. Unfortunately, related research is still very limited. By using an explorative qualitative method, this research aimed to explore the experiences of early childhood education teachers in teaching and training children's independence at school. Data collection was carried out by in-depth and open interviews involving 15 early childhood education teachers. From this research, we found four main points of teacher experience in the form of: (1) identification: characteristics of early childhood independence; (2) methods: the way the teacher teaches and trains early childhood independence; and (3) barriers: barriers experienced by teachers in teaching and training early childhood independence. Identification of independence include: children dare to be left by their parents at school, are able to do the task independently, and able to do daily habituation. The methods of teaching and practicing independence were done by the teacher through habituation, example, and storytelling. As for the obstacles experienced by the teacher were parents still spoil children, children are very quiet, lack of media, and the absence of cooperation between schools and parents.

Keywords

Teacher's Experience, Teaching, Independence, Early Childhood, School, Qualitative Methods, Purposive Sampling

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Acknowledgements

On this occasion, the researcher thanked the Education Fund Management Institute (LPDP), the Ministry of Finance of the Republic of Indonesia, that has been willing to grant the overall cost of this research. Thanks also to Universitas Muhammadiyah Ponorogo that has provided research facilities and infrastructure. We also thank to the resource persons who have helped in the process of extracting the research data.

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Training and instilling independence in early childhood is not easy. It requires cooperation with various parties. One of them is the teacher at a school. Aside from being a second parent, a teacher is a role model for children. Teachers' experience in teaching and training children's independence is needed by parents as reference material. Unfortunately, related research is still very limited. By using an explorative qualitative method, this research aimed to explore the experiences of early childhood education teachers in teaching and training children's independence at school. Data collection was carried out by in-depth and open interviews involving 15 early childhood education teachers. From this research, we found four main points of teacher experience in the form of: (1) identification: characteristics of early childhood independence; (2) methods: the way the teacher teaches and trains early childhood independence; and (3) barriers: barriers experienced by teachers in teaching and training early childhood independence. Identification of independence include: children dare to be left by their parents at school, are able to do the task independently, and able to do daily habituation. The methods of teaching and practicing independence were done by the teacher through habituation, example, and storytelling. As for the obstacles experienced by the teacher were parents still spoil children, children are very quiet, lack of media, and the absence of cooperation between schools and parents. Keywords: Teacher's Experience, Teaching, Independence, Early Childhood, School, Qualitative Methods, Purposive Sampling

Introduction

Early childhood has a different level of development of independence from adults. They still depend a lot on others and need stimulation from their environment (Morrison, 2012; Unesco, 2017). Family and school are environments that have an important role in developing children's independence. In a family, parents play the most important part, while teachers play the most important role at school. So far, studies on the independence of children are more related to parenting (Tsani, Herawati, & Istianti, 2016; Hidayah, 2017; Utami, 2018). The role of the teacher in teaching and training student independence in school has not been much studied. Even though the role of teachers in schools is very important. Apart from being the second parents, teachers are role models. Therefore, his experience in training the independence of children is needed. On the other hand, many children spend most of their time in school.

Independence is an attitude and action to be independent and do not depend on others. Independence is very important to be instilled and developed in early childhood. Independence will help children in meeting their needs and looking after themselves (Lapsin, 2017). But in reality there are many problems of children's independence in the community, where there are still often children who easily complain and always want to be accompanied by their parents and who are shy, whiny, timid, anxious, spoiled (Sari, 2016). Independence must be instilled from an early age, both at home and at school. Besides being able to produce children who are creative, resilient and confident, it also affects the lives of children as adults. They are better able to do things for themselves, to express themselves and explore their world independently (Touhill, 2013). They no longer rely on the help of others (Taylor, 2010). The child's independence is generally the hope of every parent. Most parents want their children to grow into individuals who are independent, confident, and brave to have relationships with others (Bowlby, 1955).

Independence cannot appear instantly but requires a long process through teaching, training, and experience from the environment. The independence cannot be obtained by children themselves because they do not have the perspective, experience, and skills to develop independence (Taylor, 2010). Independence of children must be formed and trained from an early age. Childhood is a period of increasing independence (Touhill, 2013). In addition, early childhood is considered the most ideal period in instilling independence. Besides not having many negative influences from others, early childhood is the most valuable time with very rapid intellectual development (UNESCO, 2017). Children's intellectual development reaches 50% at the age of four and reaches 80% at the age of eight (Chatib, 2016; Permono, 2013). In this condition, environmental factors play an important role in developing children's potential, including independence (Lapsin, 2017; UNESCO, 2017). For this reason, during these times children need assistance and independence guidance from those around them. Togetherness of children with family at home, community, and peers influences children's independence.

In addition to parents and peers, the most influential factor in developing children's independence is the teachers at school. The milestone and the support of educators that help shape the independence of each child individually (Lapsin, 2017). Teachers serve as second parents to children at school, give them comfort, support and love and take responsibilities for their health, safety, and learning (Biddle, Nevarez, Henderson, & Kerrick, 2014). Sometimes children trust their teachers more at school than their parents. In schools, teachers have an important role in practicing student independence. The results show that there are several roles that teachers can play in training children's independence, namely: as a guide, role model, inspirator, and evaluator (Biddle, Nevarez, Henderson, & Kerrick, 2014). In addition, the teacher acts as a motivator to encourage children to develop their independence (Paruha, 2016; Ardianti, 2016). Various activities programmed by teachers at school can provide valuable experiences for children's independence. For this reason, in order to develop the independence of children, teachers must provide opportunities for children to show confidence, explore and express their own ideas, and provide their opportunity to ask questions and express their opinions (Touhill, 2013). Therefore, children will have a sense of confidence and responsibility, and not depend on others.

This research is intended to understand and explore the experiences of early childhood teachers in teaching and training student independence at school. The results of this study can be used as a reference in shaping children's independence from an early age. Parents can use it as material for collaboration with the school. To teachers, this study can add teaching methods and train children's independence at school. Finally, the research is expected to help parents and teachers overcome the problem of children's independence, and can be used as guidelines in making policies for teaching students' independence at school.

Literature Review

Independence has an important role in the lives of early childhood. Independence becomes the basic in shaping self-confidence, responsibility, and not being easily dependent on others. Independence as an ability to direct and control themselves in thinking, acting, and not relying on others (Stein, 2000). Independent children means that they must be responsible for their own needs. The attitude of independence can be demonstrated through the ability to take initiative, the ability to solve problems, and do things without expecting help from others. Independent children always have a strong self-confidence attitude and very rarely depend on others (Gravatt, 2006). In more detail, several characteristics of children's independence, including: being able to work alone, to think for themselves, to express their ideas in a way that is easy to understand, and responsible for their own actions (Covey, 2004).

Training and developing children's independence is very appropriate starting at an early age. The promoting independence is very significant at preschool age (Lapsin, 2017). This will be the basic need for the lives of children when they are adults. The independence of early childhood is the ability of children to take care of themselves, such as eating, dressing, going to the toilet, and bathing (Einon, 2006). Developing children's independence means training and giving responsibility to children through daily activities. Children's independence is the children's ability to carry out their own daily activities and tasks or with a little guidance, according to the children's developmental stage and abilities (Sa'diyah, 2017).

In training and developing the independence of preschool children, teachers have a very large contribution. Teachers are the major milestone in helping to shape children's independence, in addition to parents and peers (Lapsin, 2017). Teachers play an important role in the lives of children (Biddle, Nevarez, Henderson, & Kerrick, 2014). They are responsible for educating children and are responsible for what happens to them during school hours. The forms of activities prepared by the teacher are very beneficial for the development of children's independence.

For early childhood, a teacher is someone who is a role model (Biddle, Nevarez, Henderson, & Kerrick, 2014). The action of the teachers will be followed by the children. What the teachers order will be carried out by the children. In school learning, the teachers play many roles, such as being caregivers, instructors, facilitators, advocates, counselors, storytellers, and whatever is needed by the children (Biddle, Nevarez, Henderson, & Kerrick, 2014).

The independence of children at school can be introduced by teachers at school through daily habitual activities. These habitual activities can be focused on developing children's self-help skills, such as washing hands before meals, removing shoes, and removing jackets (Lapsin, 2017). Independence can also be trained by giving trust to children to carry out their own activities and teach children a sense of responsibility for what they have done (Taylor, 2010). There are several things that can be done by the teachers in training the independence of children at school, including: encouraging children to clean up their own toys, encouraging children to choose their own toys, allowing children to practice wearing clothes by providing attractive clothes for children to wear, encouraging children to clean the table, and giving compliment to children if they have tried to be independent (Tassoni, 2002). In this context, teachers have different experiences in teaching and training children's independence at school. On the other hand, each school has a different program.

This problem encourages the need for research on the experiences of early childhood teachers in teaching and training student independence at school. By exploring the experiences of teachers from various schools, it is possible to obtain a picture of the implementation of teaching that can encourage early childhood independence, as well as the various obstacles they experience. Until now, there have not been many studies on this problem. Therefore, we

conducted this research to bridge the lack of reference to the teacher's method of teaching and training children's independence at school.

Research Question

General question to guide this research is how is the experience of early childhood teachers in teaching and training student independence at school?

Research Purpose

This research aimed to explore the experiences of early childhood teachers in teaching and training the independence of students in schools by involving several teachers who have different school backgrounds. Through this research, teachers tell their experiences in teaching and training the students' independence so far at school. Thus, an overview can be obtained about teaching and training student independence that can be a reference for both teachers and parents.

Role of Researchers

Our role in this research is as an investigator who intends to gather various information so that it can be used as material for scientific studies in education. This is because we are academics and researchers at Universitas Negeri Yogyakarta and Universitas Muhammadiyah Ponorogo who have been directly involved in the field of early childhood education in Indonesia for decades. We believe this research is necessary and useful for both teachers and parents as an effort to reduce the problems of children's independence. Therefore, the results of this research should be used as reference materials whose numbers are currently still limited.

Research Design

This research is an exploratory qualitative research that aims to explore information and understand the experiences of teachers in educating and practicing early childhood independence. This research aimed to obtain a true and natural picture of the teacher's experience in teaching and training student independence at school. In collecting data, the researchers conducted semi-structured interviews individually on each participant.

Participants and Procedures

Participants in this study were determined using the purposive sampling method. The researcher chose participants based on specific goals and criteria. This method was used because it has certain characteristics that allow researchers to be able to explore and collect information according to the problems the researchers asked each participant (Ritchie, Lewis, Nicholls, & Ormston, 2014). With this method, potential participants were obtained according to the research needs. The criteria used in attracting participants in this study were participants who were early childhood education teachers and had been teaching for 5 years or more. Teachers who teach for 5 years or more are considered to have very broad experiences compared to other teachers having less period of time. After selecting and determining the participant, make a letter approving the willingness as a participant by providing confidentiality and answering whether their personal information.

The study involved 15 participants from early childhood education teachers in Ponorogo Regency, East Java, Indonesia. All participants were women with ages ranging from 26 to 53

years (approximately 36.5 years). Four participants (26.7%) were playgroup teachers and eleven participants (73.3%) were kindergarten teachers. The description of the participants in this study can be seen in table 1.

Table 1. *Description of participants*

Participants Identifier	Type of Institution (school)	Teaching Experiences (year)
T1	Kindergarten	6
T2	Kindergarten	13,6
T3	Playgroup	9
T4	Playgroup	5
T5	Kindergarten	6
T6	Kindergarten	10
T7	Kindergarten	14
T8	Kindergarten	13
T9	Playgroup	14
T10	Playgroup	10
T11	Kindergarten	12
T12	Kindergarten	13
T13	Kindergarten	5
T14	Kindergarten	7
T15	Kindergarten	33

Description: T = Teacher; 1 = number of interview participants

Before the interview was conducted the researcher asked the willingness of each teacher who had been selected to become a participant by filling out the statement that had been provided and signed by both parties. In the interview process, the researcher first had an introduction to the participants, explained the title and objectives of the research, and asked participants to answer questions honestly according to their experiences while teaching and training the independence of children. The researcher prepared answer sheets to record the answers to each question in the interview so that each participant's answers could be recorded and documented well. After that, the researcher conducted a semi-structured interview. The researcher has made a list or guide to the previous questions. The time needed in the interview is between 30 - 60 minutes for each participant. Within one day, the researcher only interviewed 1 participant. The interview was conducted after the learning activities ended so that it did not disturb the teachers in teaching children. Some of the main questions in the interview with the participants include: How do you identify the independence of children at school? How do you implement self-reliance teaching in children at school? What are the obstacles that you experience in teaching the independence of children at school?

Data Analysis

Quality analysis was used in this study. Qualitative analysis is a relatively systematic process of coding, categorizing, and interpreting data to provide an explanation of an interesting phenomenon (McMillan & Schumacher, 2010). The process of data analysis in this study refers to the data analysis model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). The steps of data analysis carried out by researchers include reducing data obtained from the interviews conducted with 15 participants and looking for the most suitable one for the problems the researchers asked. In this data reduction, there are five focuses of research problems including:

identification of children's independence, learning activities for children's independence at school, independence teaching methods, obstacles and expectations of participants in developing children's independence. To obtain data that is truly appropriate, firstly the researcher confirmed the participants several times because there were unclear answers unclear which did not lead to the problems or research questions. Second, the researcher presented data according to the group of answers from the participants to the sheets of paper that have been given the previous code. The presentation of these data was intended to facilitate the researcher in describing the answers from each participant. Third, the researcher drew conclusions from the participants' answers that have been presented on sheets of paper. In drawing this conclusion, the researcher was very careful not to make mistakes in giving conclusions.

Results

The main question in this study is how the experience of early childhood teachers in teaching and training student independence at school? In this case, the teacher describes what they experience and do in teaching daily independence to students in the classroom. To obtain answers to these questions, the researchers conducted interviews with all teachers who had been selected as participants. From the interview results, it was found three main themes related to the teaching of children's independence at school, namely: (1) identification: the characteristics of early childhood independence; (2) methods: the way the teacher teaches and trains early childhood independence; and (3) barriers: barriers experienced by teachers in teaching and training early childhood independence.

Theme 1. Identification: Characteristics of Children's Independence

The participants explained about how they identified the children's independence at school. According to them the characteristics of children's independence can be identified by paying attention to the habits and daily activities of the child while at school. From the results of interviews with participants, there are three main things related to the characteristics of children's independence, namely: (1) daring to be left by parents; (2) being able to do the task independently; and (3) being able to carry out daily habits.

Daring left by parents. Most of the participants revealed that the children were said to have independence when their parents were not attended to at school. They are able to carry out their own activities without the assistance of parents or teachers. As the following participants T1 and T2 said:

A child is independent if the child is not awaited by parents, able to take off and wear their own shoes, clean stationery after the activity, and work on the worksheets provided by the teacher (T1).

By seeing that the child is not awaited, can do activities well without the help of the teacher, can do any activities at school without the help of the teacher, such as doing their own tasks, throwing out their own garbage, tidying their own toys, etc. (T2).

Correspondingly, T3 also expresses the same statement as T2. "By observing students whether they are willing to separate from their parents or not, are willing to do activities or not, can take off their own shoes or not" (T3).

Being able to do the task independently. The participants revealed that in addition to being brave to be left alone by parents, the characteristics of children's independence can also

be seen through their ability to do the assignments the teacher gives them. When children are able to mobilize their own tasks without the help of their teachers or friends, they are already independent. As expressed by the following participant T5: “Independent children are those who can do assignments without the help of teachers, children can be independent without parents waiting, and can tidy up their own stationery” (T5).

Similarly, T10 and T11 said: “children dare to be left, children are able to complete their own tasks, and dare to go to the bathroom by themselves” (T10); “Children are willing to do their own activities, can be left by their parents, do not depend on others, friends or teachers, can complete their own tasks well, and can wear their own shoes” (T11).

Being able to do daily habits. The participants revealed that the child's independence can be seen through the child's ability to carry out daily activities. They mentioned the daily habits of children in school that are taking, cleaning and returning toys or learning tools to their place, being able to wear their own clothes and shoes, daring to go to bathroom themselves, and daring to socialize with friends. As said by the following participant T4: “By observing daily habits, for example, children of age groups who are 3-4 years old can already eat and drink by themselves without being fed by parents, and in urinating children can already say or do not wet themselves” (T4). Similarly, participants T7 and T14 also mentioned: “children given activities without waiting for the teacher's instructions are able to do well, being able to know their own difficulties, for example cleaning up toys and wearing their own shoes” (T14). “The independence of children is known by looking at the activities of students at school and all the behavior of students at school and the habits that students do” (T7). Although each participant gave different answers, but by substance they have the same intention and mutually reinforce one answer with another answer. The independence of the children stated by the participant is more directed to the daily activities that are done independently by the child. Therefore, children are not dependent on others.

Based on the above analysis, the research resulted in the finding that children's independence can be taught and trained by teachers in schools. If so far there is still a view that children's independence can only be done by parents at home, through the results of this research it shows that children's independence can be done by anyone and anywhere. Instilling children's independence will be far more effective if there is collaboration between teachers and parents.

Theme 2. Methods of Teaching and Practicing Children's Independence

The participants explained about the way they taught and practiced student independence at school. From the interviews, it was obtained that there are three methods of teaching and training children's independence, including: (1) habituation method; (2) the exemplary method; and (3) story telling methods.

Habituation method. The majority of participants revealed that the method most often used in teaching and training children's independence is habituation. 11 out of 15 participants used the habituation method. They accustom children to do their daily activities independently. As stated by participant T6 below: “What I often do is provide habituation activities directly to children. For example, tidying the items used, giving assignments, and toilet training” (T1). Participant T8 also said something similar to T1: “In the classroom, children are accustomed to doing daily activities to get used to it. Activities to be followed by children include: toilet training, eating and drinking themselves, and wearing and removing their own shoes.”

Exemplary method. There are not many participants who use the method of teaching and training independence. Based on the interview there were three participants who used it namely T2, T6, and T7. As they have said: “In teaching the independence of children in the

beginning we give an example first. We can also give a group assignment and henceforth we give an independent assignment” (T2). “Children before doing activities are often exemplified by the teacher. Then, they practice on their own, such as toilet training, wearing shoes, and washing hands. If not, the children often do what they want” (T6). Participant T7 also revealed: “Children must be given an example first so they can and must be supervised every time they do activities, such as toilet training, eating together, wearing and removing their own shoes” (T7).

Storytelling method. There was one participant who revealed that in teaching and practicing children's independence they also use the method of storytelling, in addition to engaging in habituation activities. He explained that stories that are usually read to children are stories of independence. As said by participant T2: “In addition to familiarizing children with daily activities, sometimes I also read stories about independence through picture story books and convey lessons of independence that can be taken” (T2).

Theme 3. Barriers in Teaching and Practicing Children's Independence

The participants explained that the obstacles they experienced in teaching and practicing early childhood independence in school were very diverse. Starting from the factors of parents, children, and school conditions. Based on the results of interviews with participants mentioned that there are four obstacles in teaching and training the independence of children, namely: (1) parents are too pampering children; (2) the child is very quiet; (3) media limitations; and (4) there is no collaboration between school and parents.

Parents always pamper children. Some participants explained that one of the main obstacles in training and teaching children's independence is that there are still parents who like to wait and accompany their children when at school. Children tend to be fussy, cry, and always want to be close to parents. Finally, children are not willing to separate and always depend on their parents every time they do activities. As expressed by participant T2:

The obstacle is that parents are too excessive for their children, parents sometimes still like to spoil their children. The children who should be independent cannot be independent, because their parents still cannot bear to let go of their children. Then, we have to be firm to the guardians of students to be able to bear to his children (T2).

T8, T9, and T10 also revealed similar ideas: “Parents find it hard to leave their children, in return children want to be close to their parents” (T8). “Parents love their children too much, so they are not willing to be left alone and parents cannot bear to see their child cry” (T9). “Parents do not have the heart to leave their children and children like to cry and fuss when left by parents” (T10).

A very quiet child. Some participants explained that it was difficult to teach and practice the independence of a quiet child. According to them quiet children are very difficult to direct and complete the tasks given by the teacher so that their independence becomes very low. As stated by participant T4: “If children are quiet and lazy to move, it is difficult to be asked to do activities, so they lack the enthusiasm to follow the habituation activities which we instruct” (T4).

Media limitations. Some participants revealed that their obstacle in teaching and practicing children's independence was the lack of media owned by schools. According to them, the media is very important to facilitate the teaching of independence. As participant T5 said: “The obstacle in this school is that the tools or media used in learning independence are still limited” (T5).

There is no collaboration between school and parents. Some participants complained about the activities programs in schools that children did not practice when they were at home. According to them, parents are sometimes not in line with what the teacher wants. That is, between schools and people there is no synchronization program. As participants T7 and T12 said: "Often children have no motivation and encouragement from parents and not practiced at home" (T7). "Our obstacle in practicing children's independence is if there is no synchronization or compatibility between the school and the guardians of students in educating children" (T12).

Discussion

Exploring the experiences of teachers in teaching and training the independence of early childhood at school is very interesting. Each teacher has different experiences in developing children's independence. Indeed, it cannot be denied that teachers have a vital function and role in shaping children's independence as revealed that the teacher acts as a guide, caregiver, instructor, facilitator and role model (Biddle, Nevarez, Henderson, & Kerrick, 2014). In addition, the teacher is the second parent of children at school so that the teacher is also responsible for the development of children's independence.

Teachers know the independence of children at school by looking at children's daily habits carried out. Each teacher stated that children are independent if the child is no longer awaited at school, children can wear their own clothes, children are able to wear and take off his own shoes, clean up and return the toys independently, and do their own tasks. In other words, children are not dependent on others in daily activities. The explanation of the teachers is in line with the opinion of Einon and Lapsin. According to Einom (2006), the independence of early childhood is the ability of children to take care of themselves, such as eating, dressing, going to the toilet, and bathing. The children's independence is shown in the activities such as washing hands for lunch, putting off their shoes, and putting off their jackets (Lapsin, 2017).

Implementation of learning that could develop the independence of early childhood at school was done by teachers by providing examples and habituation to daily activities. In addition, the teacher used demonstration methods, storytelling, and various forms of assignments. These methods are mostly carried out by teachers in playgroups and kindergartens. However, the method most often done and considered effective is exemplary. Teacher is someone who becomes a model for early childhood. Therefore, early childhood education teachers must provide positive examples and encourage children to carry out activities independently (Biddle, Nevarez, Henderson, & Kerrick, 2014).

The forms of activities or learning materials provided by the teacher are very diverse. They choose and determine material based on the learning theme. However, in general the materials provided are in the form of habituation activities. Some of the material provided included having meals together, wearing clothes, putting off their shoes, cleaning up toys, and having toilet training. As revealed in training the independence of early childhood teachers can encourage children to clean up their own toys, encourage children to choose their own toys, allow children to practice wearing clothes by providing clothes that are attractive for children to wear, encourage children to clean table when dirty, and praise the child if they have tried to be independent (Tassoni, 2002).

The teacher's most important attitude in teaching and practicing independence is fostering confidence and responsibility in children. For example, children are given the opportunity to carry out their own activities without assistance. When the children finish playing, they are asked to be responsible for cleaning up and returning the toys to their place. There are some things that teachers do to foster children's independence, including: treating children with love and respect, showing confidence in children's abilities, teaching children to control themselves

and make their own decisions, and teaching children about responsibilities (Taylor, 2010). Another way to develop independence is to provide real tasks and challenges that allow children to try difficult and challenging jobs (Touhill, 2013).

Early childhood education teachers revealed that in teaching and training the independence of children in school there were several obstacles faced. The main obstacle was the difficulty of controlling the children's independence behavior when at home. Most teachers mentioned that the average parent was too affectionate and pampered children excessively so parents found it difficult to give their children confidence and always waited for their children when at school. There should be collaboration between teachers and parents in developing children's independence (Lapsin, 2017). This collaboration will provide programs that are in harmony between children's activities at school and at home. Another obstacle found by teachers was the lack of learning media to stimulate children's independence. The limitation of media will be children learning with simple tools and having to take turns with other friends.

Conclusions

Research on the experiences of early childhood teachers in teaching and training student independence at school can be concluded that there are three main themes produced, namely: (1) identification of children's independence; (2) methods of teaching and training children's independence; and (3) the obstacles experienced by teachers in teaching and practicing independence. Identification of children independence was carried out by the teacher by looking at children's activities, such as: children dare to be left by their parents when they are in school, are able to do their tasks independently, and are able to make daily habits. The methods of teaching and practicing independence were done by the teacher through habituation, example, and storytelling. As for the obstacles experienced by the teacher included parents still spoil children, children are very quiet, lack of media, and the absence of cooperation between schools and parents.

Research Limitations

The limitation of this research is that it cannot directly see the teaching of independence conducted by each participant in the school. This is because the data collection was done by using interview techniques. For this reason, further research should also use observation techniques so that the data are more complete and obtain a complete picture of the practice in schools. In addition, another limitation is that the results of this research cannot be generalized to all conditions, because they are qualitative research. The results of this research are only as input and reference material in teaching and training student independence at school. Further research is needed on this topic, specifically the effect of daily habits in school on children's independence at home.

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Rochmat Wahab and Yulia Ayriza are lecturers and researchers at Universitas Negeri Yogyakarta. They are experts in the fields of developmental psychology, counseling guidance, and education science. They have a role as a guide and companion in this research and assist in conducting data analysis in this research.

Acknowledgement: On this occasion, the researcher thanked the Education Fund Management Institute (LPDP), the Ministry of Finance of the Republic of Indonesia, that has been willing to grant the overall cost of this research. Thanks also to Universitas Muhammadiyah Ponorogo that has provided research facilities and infrastructure. We also thank to the resource persons who have helped in the process of extracting the research data.

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Article Citation

Fadlillah, M., Wahab, R., & Ayriza, Y. (2020). Understanding the experience of early childhood education teachers in teaching and training student independence at school. *The Qualitative Report*, 25(6), 1461-1472. <https://nsuworks.nova.edu/tqr/vol25/iss6/3>
