

FACTORS AFFECTING THE DEVELOPMENT OF INDEPENDENCE OF CHILDREN AGED 2-3 YEARS AT TPA X

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Abstract

Early childhood autonomy is a condition where children are ready to do everything without the help of other people, including being able to be left by their parents for a while, choosing their activities, being able to use the toilet but still being helped or reminded, eating and drinking by themselves. Autonomy can be formed from two factors: 1) Internal factors, including physiological and psychological conditions, and 2) External factors, including the environment, feelings of love and affection, parenting patterns in the family, life experiences and habits. Besides being cared for at home, young children are also cared for in Daycare (TPA) because their parents work. This research aims to describe the factors that influence the development of autonomy in children aged 2-3 years in daycare settings. The type of research used is qualitative, using Miles and Huberman data analysis techniques. The stages of data analysis include data reduction, data presentation and conclusion. Data collection techniques include observation, interviews, and documentation. The research subjects are children aged 2-3 years who were entrusted to the TPA. The research results show that the factors that influence the development of independence in children aged 2-3 years at TPA to try it yourself in stages, fulfil feelings of love and affection, encourage children to communicate, and implement a democratic parenting style. Experiences that are influential in developing autonomy are playing and interacting experiences. In TPA, the dominant factors that influence the development of children's independence are habituation accompanied by direction from caregivers and adjusting to the child's character and mood.

Keywords: Autonomy, Early Childhood, Day Care

Abstrak

Kemandirian anak usia dini merupakan keadaan anak untuk siap melakukan segala sesuatu tanpa bantuan orang lain, diantaranya mampu ditinggalkan oleh orang tuanya untuk sementara, memilih kegiatan sendiri, mampu menggunakan toilet (wc) dengan tetapi masih di bantu atau diingatkan, makan dan minum sendiri. Anak usia dini selain diasuh di rumah juga diasuh di Tempat Penitipan Anak (TPA) karena orang tuanya bekerja. Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor yang mempengaruhi perkembangan kemandirian anak usia 2-3 tahun di TPA. Jenis penelitian yang digunakan adalah kualitatif dengan teknik analisis data Miles and Huberman. Tahapan analisis data diantaranya terdiri dari reduksi data, penyajian data dan penarikan kesimpulan. Teknik pengumpulan data diantaranya observasi, wawancara, dan dokumentasi. Subjek penelitian yaitu tiga anak berusia 2-3 tahun yang ditiptkan di TPA. Hasil penelitian menunjukkan bahwa faktor yang mempengaruhi perkembangan kemandirian anak usia 2-3 tahun di TPA X yaitu faktor internal berawal dari kondisi fisik

yang sehat dan kuat, sedangkan faktor eksternal berasal dari lingkungan rumah yang dilakukan oleh orang tua mulai dari melakukan pembiasaan, memberikan kesempatan anak untuk mencoba sendiri secara bertahap, terpenuhinya rasa cinta dan kasih sayang, mengajak anak komunikasi, serta menerapkan pola asuh demokratis. Pengalaman yang berpengaruh dalam mengembangkan kemandirian adalah pengalaman bermain dan berinteraksi. Di TPA, faktor dominan yang mempengaruhi perkembangan kemandirian anak yaitu pembiasaan disertai arahan dari pengasuh, menyesuaikan karakter anak dan suasana hati anak.

Kata kunci: Kemandirian, Anak Usia Dini, Tempat Penitipan Anak

INTRODUCTION

In the early stages of early childhood life, it is different from the adult world (Agustina dkk., 2023; Alfianto, 2020). Early childhood is filled with uniqueness, surprise, dynamics, and a high level of curiosity. Children can fully explore their surroundings, creating a colorful world and distinctive behavior (Sari, 2020) According to Sujiono early childhood is when an individual experiences significant and long-lasting developmental stages, which is crucial for further development (Apriani dkk., 2021) . The development process of a child, especially in the range of birth to six years, takes place quickly and begins to form patterns that tend to be fixed. Therefore, this phase can play a role in determining the next stage of development (Apriani dkk., 2021).

The main task in developing children at the age of two to three years is the development of independence. Failure to achieve independence in this period can hinder the achievement of maximum independence. Although independence will be achieved at the end of adolescence, if development in the early phases is not given a good foundation, then independence will only be partially or never completed. Independence is not an instant skill but needs to be taught from an early age. Without learning, a child may not understand how to help himself. When a child enters adolescence, the absence of independence training at an early age can lead to dependence on others. If the ability should have been possessed at a certain age, the child is reluctant to do so. The child is considered not independent unless the necessary ability has been possessed at the relevant age (Wiyani, 2013).

Erikson is one of the figures in psychosocial development who divides the stages of human development into eight stages, of the eight stages of the theory, one of which is the stage of independence vs shyness or indecision in children in the age range of 2-3 years. Erikson described the two phases of growth as the autonomy phase and the indecisive phase. Autonomy, also known as independence, where autonomy is built along with the development of mental and motor abilities. In this phase, children are not only able to walk, but they can also climb, open and close, drop, push and pull, and release and hold. Babies are unhappy with all these services and want to do everything independently, whether flushing the toilet, opening a package, or deciding what to eat (Santrock, 1999).

Being independent in early childhood also does not mean living alone. Every individual, especially in early childhood, needs the help of others, the guidance of parents or

caregivers, the need for patience and perseverance, and the realization that the independence children succeed in achieving at each stage of age is different. This cannot be separated from the stimulus parents or caregivers provide (Lismayanti & Adiyanti, 2024). Parents or caregivers need to know what motivates children to do things that can be done according to their abilities. But if the caregiver is impatient and does the actions the child can usually do, then embarrassment and hesitation develop. Whenever a parent makes his child rush to do something, if the parent criticizes a minor incident or constantly shows concern for his child, the child will develop excessive shyness and hesitation in their ability to control themselves and the world. Erikson asserts that the threshold of autonomy vs shyness and hesitation has important implications for individual growth in the long term (Santrock, 2019).

Tassoni in Sa'diyah, (2017) argues that some things need to be done to encourage children to behave independently throughout the day. However, it does not mean we let our children do it independently. Several ways can support the development of children's independence through play activities, such as inviting children to arrange toys after playing, providing opportunities for children to choose their toys, providing attractive clothing stimuli and encouraging children to practice dressing skills independently, inviting children to clean the table if they are dirty, and giving praise when children show efforts to be independent. The form of independence of children aged 2-3 years least that children must show includes being willing and able to be temporarily abandoned by their parents, choosing their activities, starting to be able to use the toilet but still being assisted or reminded, eating and drinking by themselves (Wiyani, 2015).

Antuhar & Musa, (2021) stated that the supporting factors in the development of children's independence are the child's physical readiness, his family and peers, and consistent habits carried out by caregivers and parents at home. The factors that affect children's independence, according to Wiyani, (2015) are internal and external. Internal factors consist of two conditions, namely physiological and psychological conditions, while external factors include the environment, love and affection, family parenting, and life experiences. Regarding the urgency of early childhood independence in the future, in addition to the family, independence can also be formed in landfills (Child Care Centers). TPA is an appropriate environment for developing the character of autonomy in children. Children in landfills are generally entrusted by their parents to their caregivers to be cared for. The existence of landfills is expected to help children become more independent because, in the landfill environment, they do not always depend on the presence of their parents (Widiasih, 2017).

Based on initial observations made at TPA X, the researcher identified 27 children who were being entrusted to them. Of these, the researcher found three children aged 2-3 years who were already independent in terms of preparing and completing an activity, such as being able to decide what to eat, wanting to be abandoned by their parents when entrusted to the landfill, being able to eat by themselves even though it was still messy, and being able to drink by themselves. Among the three children, children with the initials OA want

to be abandoned by their parents, can choose their activities, and eat alone, but they are still messy and sometimes according to their mood. OR includes wanting to be abandoned by his parents, being able to choose his activities, and wanting to eat and drink by himself even though sometimes he is still being helped. In contrast, JA wants to be abandoned by his parents, can choose his activities, and eat and drink alone. Based on the above background, the researcher conducted a study with the title "Factors that affect the development of independence of children aged 2-3 years at TPA X". Referring to the problems that have been explained, the researcher formulates the following issues: What are the factors that affect the development of independence of 2-3-year-old children in TPA X?.

METHOD

This study uses qualitative research with a case study approach. This approach produces data in the form of words, both in written and oral form, which are then descriptively described. Case studies are a qualitative approach that examines a particular "case" in a contemporary real-life context or setting (Creswell & Creswell, 2018). This study uses a qualitative design with a case study approach. Case study research is qualitative research that seeks to find meaning, investigate the process, and obtain deep understanding from individuals, groups, or situations in the field, namely describing the picture of independence in children in Daycare (Marzuki, 2002) The case study is about the existence of child independence in landfills at the age of 2-3 years. Sometimes, at that age, children are still unable to show autonomy development.

The subjects in this study are three children aged 2-3 years who are entrusted to TPA X. Later, to support the data obtained, the research informants include mothers and child caregivers. Data collection techniques use observation, interviews, and documentation. The observation used is participatory observation, where the researcher is involved in the subject's daily activities being observed or used as a data source (Wahyuni, 2022) The observation method in this study is where the researcher directly observes children's behaviour related to independence. The interviews in this study used semi-structured interviews. Semi-structured interviews are a data collection method that combines planned and unplanned questions. Other data collection uses documentation. Documentation is a record of events that have passed. This type of documentation is in the form of writings, drawings, or monumental works produced by individuals (Abdussamad, 2021) The data analysis method follows the (Huberman, 2014) framework consisting of data reduction, data presentation, and conclusion drawn. The research procedures are in the pre-field stage, the fieldwork stage, and the data analysis stage. Testing the validity of the data using triangulation. This research was conducted at TPA X in Bangkalan, East Java. The selection of this location is based on the researcher's consideration because there are problems in the research context. Researchers say that some children had independent development under their age stage of 2-3 years, even though they were entrusted to landfills. In addition, the researcher considered obtaining research permits from the landfill and parents to support the smooth data collection.

RESULTS AND DISCUSSION

Subject description

There are three research subjects. Based on gender categories, two women and one man. The first subject in this study has the initials OA, a 34-month-old female with short curly black hair, white skin colour, round eyes, height 92 cm and weight 14.4 kg. OA is the third child of IA and UR. Both OA's parents work as civil servants. OA is usually picked up by her mother at Daycare. The second subject in this study has the initials JA, a 34-month-old female with black and slightly long curly hair, white skin colour, round eyes, height 93 cm and weight 11 kg. JA is the second child of ZZ and PDA. JA's father's job is one of the teachers at Banjar Elementary School, and the mother is a civil servant. JA is usually picked up by his mother at the Childcare Center. The third subject in this study has the initials OR, is a male who is 33 months old, has straight black and slightly long hair, white skin colour, round eyes, height 92 cm and weight 13.3 kg. OR is an orphan, the fourth child of AR and LI. Mrs. OR's job is as a teacher in high school. OR is usually picked up by his brother at the Childcare Center.

Overview of the Development of Independence

Referring to the results of observations and interviews that researchers have conducted during the study, it is shown that the development of children's independence is shown in the following table:

Table 1. Summary of Subject Independence Development

NO	INDICATORS INDEPENDENCE DEVELOPMENT	OF ACHIEVED/NOT YET	INFORMATION
1.	Able to be temporarily abandoned by his parents	Reached	The subject was able to be abandoned by his parents, such as when he was entrusted to the landfill and did not look for his mother while in the landfill.
2.	Choose your activities	Reached	Subjects can choose their activities, such as playing activities
3.	Start being able to use the toilet with the help of	Not yet	The subject is not able to use the toilet because when urinating or defecating is still in diapers.
4.	Able to eat on its own	Reached	The subject can eat on his own, such as eating cakes and rice
5.	Able to drink on its own	Reached	The subject can drink on his own

Based on the research results, table 1. shows that of the five indicators of independence of children aged 2-3 years, the three subjects have reached four indicators, and one indicator has not been achieved. Namely, the subject has been unable to use the toilet because urinating or defecating is still diaper.

Overview of Factors Affecting the Development of Children's Independence

Early childhood is a very young child. However, they still need independence as a physical need. Winnicott said that children learn to grow and develop quickly and unexpectedly in early childhood (Wiyani, 2015). Habits learned in early childhood include what they play, what they like to eat, and when they sleep. How important is the development of independence for children? Therefore, parents and caregivers are required to be able to form early childhood independence. They can create children's independence effectively and optimally when they understand what factors can encourage the development of early childhood independence. The following is a description of the factors that can promote the emergence of child independence (Wiyani, 2015). The results of this study show that the factors that affect the development of independence of children aged 2-3 years in TP X can be reviewed from two indicators, namely: 1) internal factors consisting of physiological factors and psychological factors, 2) external factors which include the environment, love and affection, parenting style in the family, experiences in life and habits.

1. Internal factors

a. Physiological Conditions

The researcher obtained the results after researching the factors that affect the development of children's independence. The results are guided by the first factor, namely internal factors, namely physiological conditions. Indicators of physiological conditions are the state of the body and physical health. In this indicator, at the time of observation and interviews with parents and caregivers, it can be concluded that the physiological condition of OA is good, healthy, and strong, even though the sleep pattern is inconsistent. The physiological condition of the OR is good, healthy, sound, strong, and expected, and there are no problems even though the sleep pattern is not consistent. Meanwhile, JA's physiological condition is healthy, good and good, although she is not strong in cold weather, has complex and inconsistent sleep patterns and has a sense of laziness.

b. Psychological conditions

A psychological condition is a state that exists in an individual that can affect the attitude and behavior of the individual. This has to do with a person's intelligence; usually, children who have higher intelligence will be faster at understanding something that requires the ability to think. Intelligence has a close relationship with independence, meaning that the higher a child's intelligence, the higher the level of autonomy (Setiawati dkk., 2019). The second indicator of internal factors is psychological conditions in the form of intelligence. When the researcher conducted observations and interviews with

parents obtained from fourteen indicators of cognitive ability, OA received a BB (Undeveloped) assessment from eight indicators, MB (Starting to Develop) from four indicators, and BSH (Developing as Expected) from two indicators. OR's cognitive ability received a BB score from five indicators, MB from six indicators, and BSH from three. At the same time, JA got a BB value of one indicator, MB from six indicators, and BSH from seven. From the three subjects having different results, it can be concluded that OA cognitive ability has not developed optimally, OR cognitive ability has developed optimally, and JA cognitive ability has developed optimally.

2. External Factors

a. Milieu

The environment is a decisive factor in forming early childhood independence. This is because a good environment can help children achieve independence quickly. Family environmental conditions that provide targeted and regular stimulus will make children more independent faster than children who do not get stimulus. The results of the researcher's observations and interviews with parents can be concluded that the provision of stimulus carried out in OA families is in the form of accustoming children to eat and drink on their own, teaching and giving examples, teaching children to clean up toys, providing video viewing from cellphones and giving children the freedom to explore what they want. The provision of stimulus in the OR family is in the form of offering the child the opportunity to try to eat on his own, giving freedom in playing, teaching, and showing videos from the cellphone because he likes to imitate, even though the stimulus is not consistent and according to his heart's content, while JA is in the form of getting the child used to try on his own such as eating on his own, training and teaching, allowing him to choose play activities with the assistance of his mother. This aligns with the statement that children who get opportunities and consistent stimuli will develop independence faster than children who do not get stimuli. The child's parents or family is the first and main environment that plays an important role in providing the stimulus. This stimulus can be in the form of examples or examples and providing opportunities.

b. Love and affection

The love and affection of parents for their children should be given naturally because it can affect the development of children's independence. These problems can be overcome through the interaction between children and parents running smoothly and well. Good interaction makes children independent. Based on the results of observations and interviews with parents, it can be concluded that parents' love and affection for OA include buying toys, patiently dealing with children's behavior, accompanying them to sleep, kissing, hugging after waking up, always being there for their children, always inviting communication with their children even though their mothers have been angry with their children. However, as much as possible, do not commit violence against children.

Parents' love and affection for OR is to giving kisses and hugs, inviting play, trying to fulfill their wishes, and always inviting communication with their children, even though the mother is sometimes irritated and angry with her child, while love and affection for JA is to pay attention to the child's activities, give kisses and hugs, be patient in dealing with JA's behavior, buy toys, listen and invite communication. However, his mother was once angry when JA was disobedient. The parent's employment status also influences the giving of parental love and affection to children. Based on the data of parents and the work status of the parents, the subjects are teachers and civil servants. Still, even though parents are busy daily, it does not mean the child lacks affection. As a form of parental affection for their child, the child is entrusted to the TPA (Child Care Center).

c. Parenting in the family

Parenting in the family plays a vital role in shaping children's independence. Parenting pattern refers to the method parents use to control and carry out children's socialization process (Setiawati dkk., 2019). The process of forming children's independence is greatly influenced by the role and parenting method provided by parents. If children have been trained to be independent since childhood, they will not feel afraid when they have to be independent after leaving parental care. Based on the results of the researcher's observations and interviews with OA parents, it can be concluded that the parenting style of parents in the family, such as providing various games, guiding the reading of basmalah before eating, fulfilling children's wishes, teaching how to hold a dipper when bathing, providing eating and drinking utensils and spoons in their place, directing them to go out to play alone, giving freedom to children in activities, provide examples of what children cannot do yet even though Parenting is carried out according to those who do not have a busy schedule.

The results of the observation and interviews of parents on OR such as giving freedom in activities, getting used to eating on their own, teaching what children are not able to do and giving examples of how to eat well and take a bath properly, giving attention, hugs and kisses when they first wake up. Parenting in the OR family is carried out according to who does not have a busy schedule. JA's family parenting style includes paying attention and giving JA freedom in choosing activities, giving kisses and hugs, getting JA used to eating alone, giving examples of doing things, teaching small things, and giving directions and examples. Parenting in the JA family is carried out according to who does not have a busy schedule.

The conclusion of the three subjects above states that the parenting style applied by parents is democratic. This is in line with the opinion Ayun, (2017), who stated that democratic Parenting is characterized by parental recognition of children's abilities and the provision of opportunities to be independent without excessive dependence on parents. Children can make the best choices for themselves and be listened to. They also engage in discussions, especially regarding their own lives. In this way, the child can gradually develop internal control and learn to be responsible. Democratic Parenting

emphasizes the balance between rights and obligations and allows children to be individualistic. Parents are patient, understand children's behavior, and involve them in decision-making. Supervision is carried out strictly but not restrictively, aiming to increase children's responsibility and independence. Antuhar & Musa, (2021) state that parental Parenting significantly impacts the training of children to be independent. If parental Parenting does not support the development of children's independence, children will find it difficult to become independent. On the other hand, if Parenting supports children by allowing them to try until they succeed and setting an example in terms of independence, children will be more likely to develop independence.

d. Experience in life

Experiences in life include experiences in the school environment and the community. The school environment affects the formation of independence through relationships with friends and teachers (Wiyani, 2015). The community environment is generally the closest for children aged 2-3 years. In the community environment, children interact with their peers and children who are older than them, even with adults. This interaction is then called social interaction (Wiyani, 2014). So, it can be concluded that children's life experiences can be obtained through social interaction. Based on the results of observations and interviews conducted by researchers at home and the landfill, it can be concluded that the experience in OA's life is in the form of playing and interacting with friends, brothers and aunts according to their mood through their movements and language because they speak late and are not understood by their friends. She also appeared to have twice asked *for snacks* with her friend and slept with her friend, and the caregiver seemed to give freedom to OA in play activities. Experiences in OR's life include playing OR activities according to his wishes, compatibility with his friends, understanding the language, and understanding what he sees because he likes to imitate. However, he often played with friends older than his age OR was not invited to join his friends and only laughed, snatching toys because he was late to speak.

It differs from JA's life experiences, such as playing and interacting with nearby friends he knows, because he prefers to be alone and quiet. The relationship between the three subjects, their peers, and their caregivers is good, which can be seen when they play activities. The subjects want to mingle with their peers and even younger and older friends in the landfill. The relationship with the caregiver is also good, and this can be seen when the child wants to ask the caregiver for help in doing something that cannot be done by himself, such as asking for help to make milk, asking for help to open the lunch box, this is done with the subject's body movements because some subjects are still unable to speak. It is not uncommon for the caregiver to ask subjects about him, such as whether he wants to BAK/defecate, whether he wants to drink milk or not, whether he wants to eat or not.

Based on the observations at home, it was also revealed that the relationship between the three subjects and their parents was good. This can be seen when the subject always talks to his parents to improve his speech development. Some subjects are always spoken to

before bed. As for the play activities, the subject is always accompanied by his family and is also delivered to play with his friends in the play environment. The subject likes to imitate what his friends do. Based on the researcher's interviews with caregivers and parents, it can be concluded that the relationship between the three subjects and their themes is influenced by how the subjects play with their friends and how the interactions with their friends are carried out. In TPA, OA wants to mingle and play only with friends his age, unlike OR, who wants to mingle with friends his age and older ones, while JA wants to socialize and play with friends who are nearby.

This is because JA is quiet and does not get along much. It is different when they are in the community. These results show that they want to mingle and play with anyone, especially older people. This can be seen when children play with older children who like to imitate and do more activities outside the home, such as catching dragonflies and playing in game venues and madrasas. In each of these play activities, there is an interaction between the three subjects and their friends. In contrast, subjects who are not fluent in speech can only do with body movements or laughing expressions, while subjects who can speak only want to talk to nearby friends and depend on their wishes. This is in line with the opinion of Wiyani, (2014), who stated that social interaction carried out by children aged 2-3 years can make them feel close to their friends and feel together, or conversely, it can make them feel isolated and excluded. 2-3-year-olds will be closer to their friends if they can play well together and feel happy.

e. Habituation

Habituation can be included in the context of behaving, behaving, and thinking correctly. Teachers and parents must accustom children to positive behaviors, including independence, in early childhood education. Regular behaviors eventually stick to children and become automatic behavior patterns and habits (Kadi & Diyah Hariyanti, 2023). Based on the results of observations and interviews at home and landfills, it can be concluded that the habits given to caregivers and mothers OA are in the form of being free in carrying out activities, throwing garbage, taking and putting down their bags, taking food and drinks and eating and drinking by themselves, opening their veils and putting them in their bags, taking and putting their milk bottles, giving examples before eating and opening their pants and diapers according to the child's wishes. OA wants to do what he is told when he is in a good mood, even though he looks disgusted when he holds it. The habits given to OR are in the form of providing freedom in play activities, throwing garbage, taking and putting down drink bottles and bags, taking towels, taking their bags and provisions, eating and drinking by themselves, and cleaning up after finishing eating. OR is willing to do what the caregiver tells him to do and does it faster than others.

The habits carried out by JA are in the form of throwing garbage, taking the bag, putting down their things, eating and drinking by themselves, training children to tell when they want to urination/defecate and giving directions before doing activities. Took the drink

bottle and bag. Could you pick up and put down his provisions? Giving JA freedom to participate in play activities with adult assistance. JA wants to do it as he wishes and when in a good mood. However, he still finds it difficult to do so.

Table 2. Summary Results of Subject Data Collection

NO.	INDICATOR	OA	OR	JA
1.	Physiological Conditions	Children are good, healthy, and strong, even though their sleep patterns are less consistent and their language development is delayed.	The child is good, healthy, sound, strong, and regular, and there are no problems even if the sleep pattern is inconsistent and the language development is delayed.	THE CHILD IS HEALTHY, REASONABLE, AND SOUND, ALTHOUGH HE IS NOT STRONG IN COLD WEATHER, HAS COMPLEX AND INCONSISTENT SLEEP PATTERNS, AND HAS A SENSE OF LAZINESS.
2.	Psychological Conditions	Children's cognitive abilities are still not developing optimally	Children's cognitive skills are sufficiently developed optimally	CHILDREN'S COGNITIVE ABILITIES HAVE DEVELOPED OPTIMALLY
3.	Lingkungan	Providing stimulus in the family is in the form of getting children used to eating and drinking on their own, teaching and giving examples of cleaning up toys, and giving children the freedom to explore what they want.	The provision of stimulus in the family gives children the opportunity to try to eat on their own, providing freedom in play, even though the provision of stimulus is inconsistent, adjusting the child's mood.	THE PROVISION OF STIMULUS IN THE FAMILY IS IN THE FORM OF ACCUSTOMING CHILDREN TO TRY ON THEIR OWN, SUCH AS EATING BY THEMSELVE

				S, AND ALLOWING THEM TO CHOOSE PLAY ACTIVITIES WITH THE ASSISTANCE OF THEIR MOTHERS.
4.	Love affection and	<p>Buying toys, being patient with children's behaviour, accompanying sleep,</p> <p>kissing and hugging after waking up is always there for the child, always inviting</p> <p>children's communication, as much as possible, not to commit violence</p>	Giving kisses and hugs, inviting play, trying to fulfil his wishes, always inviting children to communicate	PAY ATTENTION TO CHILDREN'S ACTIVITIES, GIVE KISSES AND HUGS, BE PATIENT IN DEALING WITH CHILDREN'S BEHAVIOUR, BUY TOYS, LISTEN AND INVITE CHILDREN'S COMMUNICATION
5.	Parenting in the family	<p>Parenting styles in the family, such as meeting the wishes and needs of children,</p> <p>teaching children various ways that hone independence,</p> <p>directing them to go out to play alone, as well as giving freedom to children in activities.</p> <p>Parenting is</p>	<p>Parenting styles in the family include giving freedom in activities, getting used to eating on their own,</p> <p>teaching children what they cannot do, giving examples of how to eat well and take a bath properly, and giving attention, hugs and kisses when they first wake up.</p>	PARENTING IN THE FAMILY INCLUDES PAYING ATTENTION AND GIVING CHILDREN FREEDOM IN CHOOSING ACTIVITIES, GIVING KISSES AND HUGS, GETTING USED TO EATING

		carried out according to those who are not busy.	Parenting is carried out according to those who do not have busyness.	ALONE, AND PROVIDING EXAMPLES AND DIRECTIONS IN DOING SOMETHING.
6.	Experience in life	Playing and interacting with his friends, brother, and aunt was according to his mood through his movements and language because he spoke late and was not understood by his friends.	The play activity is according to his wishes, compatibility with his friends, and who understands the language. What to see Because he likes to imitate and plays with older ones more often.	HE PLAYS AND INTERACTS WITH NEARBY FRIENDS AND THOSE HE KNOWS BECAUSE HE PREFERS TO BE ALONE AND QUIET.
7.	HABITUATION	THE HABITS GIVEN TO OA ARE TO PROVIDE FREEDOM IN PLAY ACTIVITIES, THROW OUT THE GARBAGE, TAKE AND PUT DOWN THE BAG, TAKE THE FOOD AND DRINKS, EAT AND DRINK BY YOURSELF, OPEN THE VEIL AND PUT IT IN THE BAG, TAKE AND	THE HABITUATION GIVEN TO OR IS IN THE FORM OF PROVIDING FREEDOM IN PLAY ACTIVITIES, THROWING GARBAGE, TAKING AND PUTTING DOWN DRINK BOTTLES AND BAGS, TAKING TOWELS, TAKING THEIR BAGS AND PROVISIONS, EATING AND	THE HABITS GIVEN TO JA ARE IN THE FORM OF THROWING GARBAGE, TAKING THE BAG, PUTTING DOWN THEIR THINGS, EATING AND DRINKING BY THEMSELVES, TRAINING CHILDREN TO TELL WHEN THEY WANT TO URINATE/DE FECATE AND

	<p>PUT THE MILK BOTTLE, AND GIVE AN EXAMPLE BEFORE EATING. OA IS USED TO OPEN PANTS AND <i>DIAPERS</i>. HOWEVER, IT IS STILL DONE ACCORDING TO THE CHILD'S WISHES. OA WANTS TO DO WHAT THE CAREGIVER TELLS HIM TO DO WHEN HE IS IN A GOOD MOOD, EVEN THOUGH HE LOOKS DISGUSTED WHEN HOLDING HIM.</p>	<p>DRINKING BY THEMSELVES, AND CLEANING UP AFTER FINISHING EATING. OR IS WILLING TO DO WHAT THE CAREGIVER TELLS HIM TO DO AND DOES IT FASTER THAN OTHERS.</p>	<p>GIVING DIRECTIONS BEFORE DOING ACTIVITIES. IN ADDITION, CHILDREN ARE GIVEN THE FREEDOM TO CHOOSE THEIR PLAY ACTIVITIES BUT ARE ACCOMPANIED BY ADULT ASSISTANCE. JA IS WILLING TO PROVIDE INSTRUCTIONS WHEN GIVEN REPEATEDLY, ACCORDING TO HIS WISHES, AND IN A GOOD MOOD.</p>
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Based on the results of the summary above, the physiological condition of the three subjects is good, namely physically healthy, but psychologically, their cognitive development is diverse, and their language development is late. In addition, environmental factors provide stimulus, where the form of OA stimulus is in the form of habituation, OR offers opportunities to try on their own, and JA delivers opportunities to try themselves to do habituation gradually. Parents' love and affection for OA is in the form of attention to children's needs, and non-violence OR is in the form of fulfilling desires and inviting communication, while JA is in the form of paying attention to children's activities and needs, listening and inviting communication. The parenting style of parents in the OA family is to provide and fulfil the wishes and activities of the child, directing the child to also go out on his own and give an example and guide with the care of both parents. The parenting style of parents in the OR family is to provide freedom habituation by teaching examples, and mothers and brothers play a role.

In contrast, the JA family provides attention freedom in choosing activities, habituation, and giving direction and teaching examples. The life experience factor of the three

subjects is both playing and interacting. The difference between the three is the interaction pattern. OA interacts with various ages, OR with older ones, while JA tends to interact only with those who are nearby. The last factor is habituation. Of the three subjects, the caregiver directs the habituation in the landfill. Still, OA wants to do it when he is in a good mood OR is more deftly in doing directions, while JA intends to do it when given directions repeatedly.

The results of the above description show that the three subjects' physiological conditions are good, but development variations cause psychological differences. Environmental factors affect the provision of stimulus: OA receives stimulus through habituation OR is allowed to try on its own, and JA gets the opportunity and gradual habituation. Parental affection is also different for each subject: OA gets attention to needs and non-violence, OR fulfils desires and communication, while JA receives attention to every activity, is allowed to be listened to, and prioritizes communication. Parenting styles are also different: OA gets the provision of desires and activities and guidance from both parents OR is given freedom, examples, and accompanied by the role of mother and sister, while JA receives attention, freedom to choose activities, and gradual direction. The gaming experience is also different, where OA interacts with various ages, OR with older ones, and JA with friends who are nearby. In TPA, OA tends to carry out activities when the mood is good OR is faster in following directions, and JA needs repeated instructions.

CONCLUSION

Based on the results of the research and discussion that have been described in the previous chapters, it is concluded that the factors that affect the development of independence of 2-3-year-old children at TPA X are influenced by internal factors starting from a healthy and strong physical condition, while judging from external factors coming from the home environment starting from habituation, providing children with the opportunity to try themselves gradually. Children are also given a sense of love and affection that is fulfilled, such as attention, fulfillment of needs, non-violence against children, and inviting communication. Both parents and family members are involved in the parenting process by applying a democratic parenting style. Influential experiences in developing independence are the experience of playing and interacting with peers and elders. The dominant factor affecting children's independence in Daycare is habituation accompanied by direction from the caregiver. When giving briefings, it is also adjusted to the child's character and follows the child's mood.

The suggestions given by the researcher from the results of the research include 1) Caregivers it is expected to continue to optimize good habits that are carried out consistently on child development, especially independence in every daily activity at the TPA (Child Care Place) by adjusting the child's developmental stage, mood and character. In addition, there needs to be cooperation with parents regarding good habits that have been carried out in child care centers, which should also be habituated at home and vice versa; 2) Parents should optimize developmental stimulation to support children's development. From the results of this study, it was found that there is a link between

independence and social development. Another development that supports independence but has not been proven to have a strong link in this study is cognitive and language development. In addition, parents should implement a consistent democratic parenting style and involve family members to form children's independence; and 3) the next researcher is expected to be able to conduct research related to the relationship between autonomy, parental interaction, peer environment, and developmental stimulation.

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