



## Forming Independence in Young Children Through The Habituation Method

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### Abstract

This study aims to examine the method of habituation in getting used to the attitude of independence in early childhood in Malahayati Kindergarten, which can be seen in the early days of schooling early childhood in school have behavior that cannot be separated from parents and the existence of bad attitudes that exist in children when children at home, then through this study the researchers wanted to see how the adoption of the habituation method applied in Malahayati Kindergarten in shaping the attitude of independence in children. The type of research used in this study is qualitative research with a descriptive approach. Furthermore, the data collection tools used are interviews aimed at class teachers as those who plan and implement learning activities for children and observations aimed at class B children with documentation as complementary data. The research results show that the formation of independence in children with the habituation method can change children's behavior with the help of teachers who become role models.

**Keywords:** Independence, Young Children, Habituation Method.

### Introduction

Early childhood education is early and fundamental education that is very strategic in shaping every development in children; the age range in early childhood is from birth to children aged six years. This period is very strategic in shaping the world of good education for children, and at this stage, it can also affect the development of children for the next scene. The early age of children is also very strategic in training and teaching various basic abilities or potentials that children have.

School education in early childhood is education designed to develop the abilities that exist in children according to their stage of development. In the preschool period, early childhood is introduced to many things that children do not know before they enter school, both from the introduction of communication and social media, the introduction of learning media, the introduction of learning activities, as well as an introduction to self-understanding, in the process of developing abilities in children at school. The teacher is the leading actor in designing strategies and implementing activities that can develop proficiency in children

according to the objectives of learning; one of the education in schools in introducing children to be able to understand and love themselves is to present an attitude of independence in children.

Independence is an attitude obtained from situations that have been experienced by a person, through the process experienced by an individual can lead to independence because through situations that have been experienced in his social environment; an individual can think and take appropriate action in overcoming every situation that has ever happened. faced (Rika Sa'diyah, n.d.). Independent in Javanese means standing alone or not depending on others (Sukiman, 2017). Independence is synonymous with maturity, where children do things without help and direction from others and can make choices they think are suitable (Sa'ida, 2016). Considering that the form of independence in children has a positive impact on children's daily lives, independence should be taught to children as early as possible and according to their abilities, where everything that is formed at an early age a child will increasingly develop towards perfection. The problem of independence in children requires children to be able to adapt to each of their readiness, both from physical and emotional readiness to organize, manage, and carry out activities on their responsibility without relying too much on others (Miftakhul Jannah, 2000).

Physical independence is very influential on the child's psychological independence; where the independence of the child will be fatal if it is not changed as early as possible because if the child is used to being helped by others, then when he is an adult, he will also need the help of others in solving the problem (Atik Yuliani, Achmad Hufad, 2007). Aspects of independence in children are divided into 3: social, emotional, and intellectual (Ardi, 2019). Factors that can affect independence in children are the daily behavior of parents, teachers, the environment, the media, and the habits of families, schools, and the surrounding community, as well as the experience that children have in making choices and being responsible for their choices (Sukiman, 2017). The role of teachers, parents and the social environment around the child is expected to help and direct and organize the learning process so that children can master and internalize it independently. The attitude of independence in children is formed from a social environment that often frees children to do things alone and independently, one of which is the parent's attitude toward forming independence in children at home. Parents are expected to familiarize children with doing everything themselves; parents only act as a guide and mentor, and motivators for children. It is different when at school, the role of parents in forming independence in children is replaced by the position of teachers in getting used to an attitude of independence in children by providing exciting and unique activities to attract children's learning interest.

The teacher is one of the crucial roles in an educational institution's teaching and learning process. Without a teacher, the teaching and learning process will not follow the learning objectives. Early childhood educators (PAUD) are essential in optimizing children's growth and development, just as teachers are substitutes for children's parents when children are in school (Ardianti, Marmawi R, n.d.). The role of the teacher for children is crucial because the teacher is in charge of every learning activity. The teacher has a role in designing

how learning will be carried out, how learning goes according to the planned goals, and how learning results have been carried out. Teachers also guide children in discovering their potential and teaching children to implement and optimize every potential (Paruha, B.E., Aswandi, Yuniarni, 2011).

The provision of learning and education for early childhood is different from the education given by teachers to children aged over eight years, where in implementing good education for children in kindergarten, the teacher must have a unique way so that children can accept and be caught by them (Maemunawati & Alif, 2020), In designing independence for children, teachers must have exciting strategies or methods that can make children not feel forced, but children will do it with pleasure and happiness.

The formation of an attitude of independence in schools carried out by teachers is not an easy thing; forming independence in children takes a long time; this is because the philosophy of independence is not a skill that will appear suddenly but needs to be trained and guided through a pattern of habituation (Oktaviana, 2022). Habituation is the same as repetition; in other words, habituation is done repeatedly so that, in the end, the child will get used to it (Ema Ambar Sari, 2020). Habits must be applied in everyday life for children to form independence at school; for example, children are accustomed to wearing their shoes, cleaning up their toys, eating alone, putting personal items in their place, and being responsible for their goods. The teacher's job is only to guide and set a good example so that children get used to it.

Habituation carried out in schools can also be done by teachers by providing independence exercises by involving children in their daily activities, such as asking children to take their drinks, opening their drinking bottles, and training children to eat by themselves and others; through this, the same way teachers give opportunities for children to make their own choices. Kindergarten Malabio strives for children to do everything by themselves, such as taking off their shoes, putting their shoes on, and washing their hands without the guidance of others and others; the teacher has familiarized some activities. However, the children are still dependent on the teacher and their parents. Based on this description, the researcher is interested in studying the application of independence in children through the habituation method at the Malahayati Kindergarten school.

## **Literature Review**

A similar study conducted by Anita Oktaviana entitled "Research on early childhood morals through habituation methods in PAUD Rofa Lampung" (Oktaviana, 2022) This study examines instilling religious values in moral learning through the habituation method, with the background of the problem, namely the decline Morality in a generation is caused by a lack of understanding of religious values. The research method used in this study is a descriptive qualitative method with the results found through this research is the application of the habituation method, which includes three stages, namely (1) the preparation phase, (2) the implementation phase, and (3) the evaluation phase. Furthermore, every learning or application of habituation to children in forming morals in children follows the example of the

Prophet Muhammad, and the implications obtained through this method are that children become accustomed to carrying out activities that are applied to children by teachers.

Khalifatul Ulya also researched the habituation method (Khalifatul Ulya, 2020) entitled "implementation of the refraction method in early childhood education for the generation of Tembilahan city," which examines the application of habituation methods in familiarizing children with positive methods in the teaching and learning process, and from the results obtained through data analysis conducted by researchers can be said to be "good" with a presentation of 78.57% which is in the 61% -80% interval.

Furthermore, in research conducted by Brigita Elsa Paruha et al. entitled "the role of the teacher in training independence in children aged 5-6 years (Paruha, B.E., Aswandi, Yuniarni, 2011), where in this study the role of the teacher in shaping the attitude of independence in children through guidance, motivating, and facilitating children, with the research method used is a qualitative method, with the research subjects being teachers and children aged 5-6 years in class B3. From the results of the research conducted, the researchers concluded that teachers play an essential role in shaping the attitude of independence in children by guiding, supervising, motivating, and providing opportunities for children to try to do it themselves.

Through the summary of the previous research above, it can be concluded that forming independence in early childhood will not happen and is easy if it is not carried out continuously for children at school, at school the formation of independence in children is the responsibility of the teacher in providing suitable activities or learning. Moreover, interested in children, one of which is by using the method of habituation. However, the role of the teacher is also supportive to motivate children so that children become better in life to come.

## **Methods**

The research method used in this research is descriptive qualitative research. Qualitative research with a descriptive approach is used to examine the condition of natural objects. The researcher is the key instrument, the data collection technique is carried out by triangulation, and the results emphasize meaning rather than generalization (Sugiyono, 2012). describes how to apply the habituation method to children in forming an attitude of independence. In addition, the researcher will accurately describe the facts in the field during the research so that the research design will be used in descriptive qualitative research.

The target of this study is the classroom teacher who applies the habituation method in teaching and learning activities to children in class B at Malahayati Kindergarten. The data collection techniques were (1) interviews conducted with classroom teachers, (2) the first observation aimed at class teachers regarding the implementation of learning methods, and the second for class B children at Malahayati Kindergarten to see the level of independence in children and (3) documentation in the form of pictures that show an overview of the implementation of self-reliance habituation in children who support this research.

## Result/Findings

The theory of early childhood development is known as the convergence theory, which explains the personality and attitudes of a person that his environment can shape by developing his basic potential. This essential potential can determine behavior obtained from the habituation process. Therefore, the vital prospect of children must always be directed so that educational goals can be adequately achieved. One way to develop this essential potential is through good habits (Syah, 2000).

Ivan Pavlov is a behaviorist figure who carries the habituation method; according to him, the habituation method is the same as classical conditioning behavioral theory, where the principle of this theory is a new reflex that can be formed by bringing in a stimulus before the reflex occurs (Taufik, 2014). Therefore, it can be interpreted that the child's behavior is determined by the response to the given stimulus, creating an attitude of imitation in the child. If children are given training, eating will become a habit because early childhood needs stimulation and encouragement in causing imitate themselves.

Unlike the theory above, Thorndike's theory is known as the theory of connectionism. According to this theory, by giving the stimulation, the child will react with a response through this response will lead to the habituation of the child's series (Omar Hamalik, 2011). Giving stimulus to children can be provided by teachers at school by making themselves role models who can be an example for children.

Habituation is a tool of education that is very important, especially in early childhood, so in educating teachers, it is necessary to provide an exciting method for forming refraction in children. One method that teachers in schools can apply is the method of habituation. Amai Aref in Caliph Ulya explains that the habituation method is a method or strategy that can familiarize students with thinking, acting, and acting by Islamic guidance (Khalifatul Ulya, 2020). The habituation method is closely related to the formation of behavior in children through habituation that is carried out continuously in their daily lives to prepare children as early as possible with an attitude of independence.

Al-Ghazali suggested that the habituation method of educating children by providing examples, training, and habituation, then advice and suggestions that are used as educational tools to foster a child's personality following Islamic law in shaping the child's personality are also carried out gradually and develop up to process to perfection (Ihsan, 2001). In addition to accustoming children without coercion, advice and praise are also very much needed by children in developing independence which is just starting children. These praises can motivate children to be better and put more effort into learning the attitude of independence.

Good habituation that is carried out in children is in the form of character formation, which will be a significant influence in the child's old age. It takes a long time to realize this, and if reasonable goals realize the habit, it will be difficult to change (Ngalim Purwanto, 2007). According to Ahmad Tafsir, the habituation method is perfect for children. It effectively strengthens students' memorization and instills religious attitudes by memorizing prayers and selected verses. In contrast, this habituation method in psychology is known as operant conditioning theory. Familiarize students with commendable behavior, discipline, and

active learning, and work hard and sincerely, honestly, and responsibly for all the tasks that have been done (Khalifatul Ulya, 2020) so that this habituation method needs to be carried out by teachers and applied to students at school in the context of character building to familiarize students with good behavior such as independent behavior that can make an impression in the future.

### **Application Of The Habituation Method To Children In Malahayati Kindergarten**

Teachers at school often apply habituation to help children form good habits to help them live their daily lives. The role of the teacher for children is vital because the teacher is in charge of learning activities about independence in children who are expected to train and familiarize children with independent behavior in each activity (Yamin, 2013). Education in early childhood, in addition to developing every aspect of development that exists in children, also plays a role in shaping good behavior in children to help children adjust to the surrounding environment and solve problems well, which can be obtained through education—independence in children (Pratiwi, 2019).

The teacher can make a habit of independence in children at school from a minor thing to something difficult for children but is given stages with little by little help. The application of the habituation method to children can be made repeatedly and gradually, such as independent habituation of children before learning, when children are studying, when children are in break time, and when children come home from school. Through this habit, it can form a habit that is carried out continuously until it becomes a habit without the child realizing it. The role of schools, especially teachers, before applying the habituation method to children, first understand how suitable part is for teachers for children, such as teachers must be able to set themselves as examples and role models for students, so in applying habituation, the teacher must first familiarize himself with being independent before implementing independence in early childhood.

Familiarizing children to be independent in every activity done by children can be done by the teacher either directly or together, and habituation of independence in children can be done both in teaching and learning activities and outside learning hours. Joint activities help children to instill ways of thinking and behaving in society and help them solve their problems with the stimuli provided by the teacher to form independence in children (Rika Sa'diyah, n.d.). Suppose the independence bias is carried out outside of learning hours. In that case, the teacher can apply it through the habits that the child does by helping the child to change for the better, like a child who is usually put on shoes at home by his parents. When the child is at school, the teacher provides motivation and opportunities for the children to try. Change these habits into better habits, such as children being able to wear their shoes without help from others. Independence also requires a child to be ready to achieve his future, so the child must be physically and emotionally prepared to organize, take care of, and carry out activities on his responsibility without being dependent on others (Miftakhul Jannah, 2000).



*Fig. 1* child wears own shoes

Habituation usually done by children at home will differ when the child is at school, whereas education occurs at the child's school. One of the differences in habits between home and school is the habit of independence in children. Suppose at home the child is entirely assisted by parents in eating, dressing, and other than at school. In that case, the teacher provides activities that can stimulate children to change this behavior, such as teachers giving learning using collage media to help children tie shoes. On their own, the teacher provides various cooking games so children can eat independently. In this case, the teacher must also guide the children so they can do it well and perfectly.



*Fig.* child eats alone

The guidance process carried out by the teacher to the child in accustoming the child to be independent for himself is carried out gradually. Without any element of coercion, such as when the child is difficulty opening a drinking bottle, the teacher opens it for the child but does not open it directly; for example, the teacher opens a little bottle drink in a loose state, then the teacher gives the child the opportunity to try to open the bottle by himself by providing motivation and praise if the child can open the bottle by himself—giving praise and motivation.

## **Discussion**

The method of habituation of independence carried out in Malahayati Kindergarten is the responsibility of the educators. Where educators have several essential points that can help the formation of children's independence, including the following:

### **Be A Role Model Or Example For Children**

As a teacher before educating, early childhood, is expected to be an early example for children, such as if you want to grow an attitude of independence in children, the teacher first forms an attitude of independence in themselves; for example, the teacher is accustomed to taking out his trash, the teacher removes the blackboard when he is finished teaching and other.

### **Appreciating Children's Effort**

If in carrying out various activities and without help from others, the teacher gives appreciation to the child to appreciate the efforts that the child has made.

### **Forming Assertiveness in Familiarizing Children with Independence**

A firm sense of self and children is one of the critical points in forming an attitude of independence in children, such as teachers must be firm with themselves by avoiding attitudes that always help children out of pity, and vice versa teachers also need a firm mindset to children by forming rules.

### **Instilling an Attitude of Continuous Independence**

Instilling an attitude of independence in children is not as easy as turning the palm. In other words, the need for the continuous application becomes a good habit in children. Based on the description above, it can be seen that independence needs to be taught and trained as early as possible in children because the purpose of child independence can help children socialize with new people, and forming an attitude of independence requires stages and habits that are carried out continuously.

## **Conclusion**

Independence is an ability for every child to do everything independently, related to their activities and activities in their daily lives, without having to depend entirely on others. With high independence, the child will be more flexible and more accessible in carrying out life later in life because the independent attitude that the child already owns, it will make the child more independent in doing everything.

The teacher forms an attitude of independence through the habituation method to get children to be independent in doing everything both in learning activities and outside of learning activities and is done continuously with the assertiveness between the teacher and himself and the teacher with others. So that through this habituation, children can change



attitudes or behaviors that often get help from others, which can be replaced with independent behavior for themselves.

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