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Building Children's Independence through One Way Communication

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Abstract
This research is a research that combines the learning methods used by teachers, namely the one way communication method and the concept of early childhood independence. This research method is a qualitative type of case study. This research was conducted at the RA Hidayatul Islamiyah institution in Karangbong Village. The sources of information in this study are principals and teacher councils taken with a purposive sampling approach. The results of this study in training early childhood independence through one-way communication are as follows: first, planning for RPP as a reference for early childhood learning, supporting facilities for one-way communication and effective and efficient learning schedules. Furthermore, the implementation includes providing understanding in one-way communication, approaches to early childhood, using habituation techniques and learning media. Finally, evaluate the teacher's strategy in doing one-way communication, the value of independence taught, and early childhood has good independence.

Keywords *: early childhood independence; one way communication; early childhood*

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Introduction
Children as a mandate placed on the shoulders of fathers, mothers and educators. That is the mandate that must be kept from being in vain and never touched by irresponsible hands (Jia, 2021). Her still clean heart is a very precious gem (Macia-Gual & Domingo-Penafiel, 2020). If he is accustomed to doing good, he will undoubtedly grow up to be good and become a happy person in the world and the hereafter (Mustajab et al., 2021).

Character is a way of thinking and behavior that is the hallmark of each individual to live and work together, both within the scope of family, society, nation, and state. An individual with good character is an individual who can make decisions and is ready to take responsibility for any consequences of the decisions he makes. Psychologically, early childhood becomes a momentum to lay the foundation of a child's character (Dewi & Widyasari, 2022). Therefore, through the cultivation of character education a child can learn to become a better and independent person in everything in everyday life (Wangania & Takaliuang, 2021).

The character of independence as a form of confidence in oneself to organize, develop and solve various problems and difficulties that a person faces (Saudah et al., 2022). Independent behavior is a form of behavior that can stand alone without depending on others (Amaliana & Afrianti, 2022). Independence as a form of healthy behavior, which is able to

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actualize itself as a fudamental form (Saleha et al., 2022). Can be said, Children who are not trained independently from an early age will become individuals who are dependent on others until their adulthood(Danauwiyah & Dimyati, 2021). For example, the abilities that should have been mastered by the child, but the child does not want to do it, then it can be said that the child is not yet independent (Purnamasari & Dimyati, 2022).

The reality encountered in the field is that early childhood children are always supervised by parents so that children are not allowed and given the opportunity to do what children want to do on their own but without the help of their parents but cannot be separated from parental supervision. So a one-communication strategy is needed in training children's independence after an early age. Early childhood in the RA Hidayatul Islamiyah institution in Karangbong Village, precisely in group A which is in the age range of 4-5 years. In the National Education System Law No. 20 of 2003, it is explained that early childhood education is coaching given to children from birth to age 6 years. Early childhood is in the golden age. This period is called the golden age because at this age there is a very amazing and best development at an early age. The importance of taking advantage of childhood to instill adab and commendable behavior. Thus it can be said that childhood is an early period in character education. In fact, the cultivation of good character should be given se from an early age.

The aforementioned statement is in accordance with the research Leny (2018) said that the independence that occurs in children is formed and develops inseparable from the role of parents who accompany them. Other studies according to Astutik (2019) said that The learning of early childhood thinking skills involves the development of cognitive, language, and social emotional aspects, this is also in line with the Montessori method which is beneficial for developing various aspects of child development including cognitive, language, social emotional and motor aspects both subtle and gross through the mentosori method.

This research has a uniqueness and novelty in training early childhood independence, namely using one communication. One way communication is carried out in the teacher's way as the center of the message or material conveyed by the teacher only. Early childhood who like to imitate new things are expected to imitate and emulate teachers in an effort to train their independence.

In the management of education, it cannot be separated from the learning methods of a teacher (Risnita & Bashori, 2020). A teacher must have a learning method in delivering each learning material to the child (Munawaroh, 2020). In this case, the method used is the one way communication method. The one-way communication method is communication that is carried out to convey messages or information without requiring feedback, there is no discussion between the communicator and the communicant in one-way communication. Only the communicator plays an active role in conveying the message, while the communicant listens to the content of the message. One-way communication eliminates the opportunity for communicants to obtain explanations as well as confirmations. Because, this form of communication only emphasizes the delivery of messages. Because it goes one way, the communicant can only interpret or guess the meaning of the message it receives. So distortion of messages, hearsay, or rumors is very likely to occur in this form of communication. One-way communication is efficient, faster, but less meticulous. Usually this form of communication is carried out when the communicator does not want his faults to be known to the communicant.

A teacher in the one way communication method has a very important role in shaping the personality or character of students, because a teacher is an example for students (AlAhmad, 2021). Therefore, teachers must have good personality and independent character so that they can be role models for their students (Toharudin et al., 2021). Thus teachers are required to have broad insights with the right strategy so that the objectives of education itself can be realized (Koyuncu & Kilic, 2021).

This research is a study that seeks to combine the learning methods used by teachers, namely the one-way communication method and the concept of AUD independence which is

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part of the discipline of psychology, so that this is the uniqueness of two different concepts and is used as one to create children who have character resilience in the future.

Methodology

This research was conducted at the RA Hidayatul Islamiyah institute in Karangbong Village using a qualitative method of case study type, which was carried out in a planned and systematic manner for one month. The researcher chose the Raudlatul Athfal institute because based on the results of preliminary observations of the study, the institute prioritizes teaching religious and moral values, to arouse children's motivation and interest in learning.

The informants in this study were principals and teacher councils taken with a purposive sampling approach. To get an idea of training aud independence through the on-way communication method at the institute, researchers used in-depth interviews about learning activities through the on way communication method. Then, researchers also make observations and documentation. The data analysis is carried out in a circular manner, which starts from the overall display data from the results of interviews, observations and documentation obtained while in the field. Then the researcher conducts data reduction, namely sorting and selecting the data that has been collected according to a predetermined theme, so that a data will be obtained that is systematically arranged according to the research focus. From the findings of the interim study, it then ends with the drawing of research conclusions, as a research finding.

Results and Discussion

The learning process carried out has an overview of training independence that can be instilled and applied to early childhood, one of which is through the method of on-way communication (Figure 1)

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Figure 1. Stages of training early childhood independence through on-way communication methods

Planning

According to RH as the principal of RA Hidayatul islamiyah, he said that planning in training the independence of the first child uses rpp as a reference, supporting facilities and making an effective and efficient learning schedule.

Planning trains aud independence through the following on-way communication methods, First, using rpp as a learning reference. One of the plans carried out at RA Hidayatul Islamiyah Karangbong Village is by making an RPP. RPP (Learning Implementation Plan) is

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one of the learning references that must be made by school institutions to facilitate teachers in implementing learning. The types of RPPs that must be made at RA Hidayatulislamiya are RPPM (Weekly Learning Implementation Plan) and RPPH (Daily Learning Implementation Plan). Rpp is one of the very important things that must be planned and compiled, because without rpp teachers will find it difficult to carry out the learning process, especially in terms of instilling independent character in early childhood.

The lesson plan compiled by teachers during the pandemic is designed to be very simple in contrast to the rpp which is designed for normal situations when children come to school. The RPP to be made must be adjusted to the level of achievement of the child's development and according to his age. In addition, activities must be in accordance with the theme every week and cover 6 aspects of child development, so in order to achieve optimal learning goals, careful planning from a teacher is needed. This has become the task of a teacher so that the material and learning conveyed by the teacher can be accepted and understood by children easily in one way, namely one way comunication.

The results of this study are in accordance with LI's opinion that teachers need to plan what students will do so that learning objectives can be achieved optimally, besides that teachers must also plan what should be played by themselves as learning managers. In addition, according to the Minister of Education and Culture No. 81A of 2013 concerning the implementation of the General Learning Guidelines Curriculum, that the first stage in learning according to process standards is learning planning which is realized by preparing a Learning Implementation Plan.

What is meant by RPP is a learning plan that is developed in detail from a certain subject matter or theme that refers to the syllabus. In the book Preparation of Early Childhood Education Learning Implementation Plans issued by the Directorate General of Early Childhood Education and Community Education, it is written that what is meant by the learning implementation plan is a design for teachers to carry out play activities that facilitate children in the learning process. A lesson implementation plan must be made before the learning activity is carried out. The lesson plan should refer to the characteristics (age, socio-cultural and individual needs) of the child.

The Learning Implementation Plan (RPP) is a design for teachers to carry out play activities that support children in the learning process. The rpp contains concrete steps taken by the teacher so that the learning process takes place properly. The learning implementation plan that is prepared must refer to characteristics such as age, ability, and needs of each child. If the plan is adjusted to the characteristics of each child, it is certain that the learning process will interest the child and help improve all aspects of his development. So that in the RPP planning process, teachers have a reference in training early childhood independence using one-way communication techniques.

Second, supporting facilities in one-way communication learning. The provision of facilities that can support learning, especially can instill independence in early childhood. The facilities in question are convenient locations for face-to-face learning activities. Provision of supporting facilities in the learning process where teachers become role models for early childhood. Training to teach personal hygiene, washing hands before or after learning activities is carried out to accustom children to live independently in maintaining personal health until the child grows up.

Third, the creation of an effective and efficient learning schedule. The preparation of a learning schedule is indeed very much needed so that learning goes as planned. The preparation of lesson schedules is also adjusted to educators and also pay attention to effectiveness in learning. The learning schedule itself is in order to make it easier for teachers in the learning process, when children should participate in learning and when children are given the opportunity to increase their independence with teachers as examples and role models.

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Implementation

There is a part of the implementation of LI as a teacher at RA RA Hidayatul Islamiyah said that in its implementation there are several stages that are carried out, including providing understanding, using approaches, using habituation methods and using learning media. RH explained that in its implementation, collaborating with parents of students is also an important thing in implementing in training early childhood independence through one-way communication.

Training early childhood independence through one way communication, namely using understanding, approach and teachers as role models. First, it provides understanding. Providing an understanding of the independent character given at RA Hidayatul Islamiyah, namely through activities by modeling teachers. Understanding is very important to be given to children because without understanding, children will not understand what is good and not good or what can and cannot be done. One of the strategies of teachers to promote independence is to provide understanding through lectures and stories, where teachers provide material and explanations about independence through lectures given before learning takes place besides that the teacher also provides understanding through stories told to students, it aims to make children able to understand and accept what the teacher has said.

One way communication carried out by teachers, one of which is telling stories. Every story that the teacher reads or conveys has a message that the child can accept. Not only teachers, children are also given the opportunity to come forward to retell what has been conveyed by the teacher's mother according to their understanding. Every day they ask and invite teachers to tell stories, from there the method of telling stories becomes alternativ which is used by teachers to instill independence or convey learning materials to children. Usually teachers can tell stories using dolls, hand puppets, finger puppets, picture card puppets, picture story books, pop up books, videos or without media(Ansyah et al., 2021).

Second, use the Approach. Many strategies are used in training early childhood independence. One of them uses an exemplary approach. Approaches with exemplary examples are also shown by teachers directly to students so that children better understand and understand how independent character is implemented in everyday life. The approach with exemplary examples is very good because basically children are active imitators, so what is exemplified by the teacher will definitely be easy for children to tain, including in terms of independence that should be taught to children from an early age. It is important for teachers to set a commendable example for their students, both in saying, doing and in daily behavior wherever the time is. This is all necessary because the character of the child will wake up from the best example given by the lamp in the dark (Anak Agung Istri Rita Santi Kusuma et al., 2020).

Thirdly, using the method of habituation. This habituation is considered very effective, if this habituation is carried out continuously so that the child will get used to doing it in everyday life. So it can be concluded that habituation is very important to be given to students. The habituation carried out by RA Hidayatul Islamiyah teachers is carried out according to the schedule that has been given from the school, namely children come and wash their hands first before entering the classroom and are ready to take part in learning. In addition, habituation is also carried out through examples carried out by teachers so that children get a good role model, namely the teacher.

The habituation that children do every day includes washing their hands before and after activities, putting shoes in place, sitting in their respective places, praying before studying, tidying up their own books and stationery, then children playing and tidying up toys after being used back in place. Teachers also teach ethics when speaking to their elders, ethics when eating and drinking, ethics when entering the classroom such as saying greetings, patiently waiting for their turn and various kinds of children's activities while at school.

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Fourth, using learning media. There are many ways that teachers instill independent character in children, one of which is using learning media. the media used at RA Hidayatul Islamiyah to instill independent character in children is a children's worksheet book that is done every day, hand puppets, Labtop to play videos, storybooks or media made by teachers to support independent character education learning in students. These various media are used to support children's learning and are carried out so that the activities carried out are not monotonous so that it makes children feel bored in participating in learning.

In addition, teachers also use hand puppets to tell stories to children to provide an understanding of independent characters. In addition to being interesting for children, learning media also functions to make it easier for teachers to convey learning materials to students so that they are easy to receive.

Fifth, cooperate with parents. The strategy of planting independent character carried out by RA Hidayatul Islamiyah is not only to be applied in schools but teachers also work with parents to produce optimal results according to expectations from both parents and teachers. Family is a consideration because the family has a very important role because the family is a place to build the first and main foundation for children's learning. In addition, parents as one of the responsible parties in education have a very large influence on the development of children's education.

Parents in carrying out their role in education, need to constantly encourage, guide, motivate and facilitate the achievement of a good child's education. Independence must be introduced to children from an early age because with independence children will avoid an attitude of dependence on others. In this case, parents and teachers should cooperate with each other in developing an attitude of independence of the child. Therefore, parents and teachers must know the right and appropriate way to develop children's independence, so that children's growth and development can develop optimally. Successful education in schools requires support and cooperation with parents or guardians who take care of children at home, because considering that children spend more time at home with their families. Thus, RA teacher Hidayatul Islamiyah created a special group with parents as a forum to provide information related to children's activities at school.

Evaluation

In every learning, the educator must try to know the results of the learning process that he does. The results in question are good, not good, useful, or not useful, etc. RH said it is important to know these results because he can be one of the patrons for educators to know the extent to which the learning process he does can develop the potential of students. That is, if the learning he does achieves good results, the educator can certainly be said to be successful in the learning process and vice versa. One way that can be done to find out the results that have been achieved by educators in the learning process is through evaluation. In evaluation activities to train early childhood independence through one way communication, among others, as follows:

First, the teacher's strategy in training early childhood independence. The strategies carried out are understanding strategies, strategies through approaches and strategies through habituation methods. This strategy is very effectively applied in early childhood. It can be seen from the changes in the behavior of children who are increasingly active and independent. At the beginning of the study, it was seen that children who were busy playing alone, can now be more organized in following learning. Children naturally get used to what they do every day while at school. This shows that the strategies implemented by teachers can be well received by students.

Second, Children Have Good Independence. Good independent character values are shown by children in their daily lives, especially when they are in school. Children can already understand their duties and responsibilities. They can already distinguish between good and bad, which deeds should be done and which should not be done. Third, the value of self-

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reliance is taught. One of the strategies carried out by RA Hidayatul Islamiyah teachers is to familiarize children with behaving well and being independent in everything. Some forms of independent character values that become a routine for children when they are at school are always reading prayers before doing activities, eating alone without feeding using the right hand, washing hands before eating, and returning toys after use, using their own shoes and so on.

Fourth, the child has good social independence. Social independence is also shown by children during research at RA Hidayatul Islamiyah, children always help their friends with each other when tidying up toys. Distributing food to their friends, in addition, the children also offered food and drinks to researchers during the study. The children of RA Hidayatul Islamiyah also invited researchers to play when the teacher invited them to play. Social independence to others begins to grow well in the child.

Quotations and References

Early childhood belongs to a unique category because they differ from one another, so they require different stimulation according to their character (Toto Haryadi, 2015). during the child's development period, there is a decisive period which is often referred to as the golden age; this period is classified as a period that requires guidance and fostering self-development in order to train independence (Rozi et al., 2022) (Zamroni et al., 2021). However, practising independence in early childhood must be done appropriately and start small.

RA Hidayatul Islamiyah has made plans to form children's independence which is contained in daily activities in the form of lesson plans; the independence of children in early childhood varies; some of them have natural independence without training, but some need training or stimulation to develop their independence. (Pangestu et al., 2017) In forming children's independence, so they are right on target, parents and teachers as educators must be creative and innovative in implementing learning to stimulate children to be more independent (Ulya & Diana, 2021) (Widat et al., 2022).

Independence in social-emotional development functions to encourage children to achieve success, which is formed through the learning process by interacting with the environment (Gulö et al., 2021). Programs that are packaged with the proper methods will foster children's independence in carrying out these programs without having to be forced (Tanjung & Amelia, 2017) (Nofitasari & Maryani, 2018). Independence is a positive habit that can form social life skills, namely the essential abilities that children must have in order to be able to adapt to their social environment (Pangestu et al., 2017).

From an early age, children already can develop independence. Therefore, parents and teachers must provide opportunities for children to develop independence with proper stimulation as implemented in RA Hidayatul Islamiyah, which applies one-way communication to students who can show and direct students to be more independent. The teacher is a role model besides parents; some children admire their teacher more than their parents, so it is no doubt that information from a teacher is more accessible for children to accept (Siti Sholichah & Ayuningrum, 2021).

One way communication is instilled in RA Hidayatul Islamiyah is by giving children the opportunity to clean up their play equipment, open food packages, put on their socks and shoes, appear in front of teachers and friends, leave school unattended and so on. So the habituation that is instilled gradually forms the independence and character of the child. By providing specific opportunities or beliefs

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where development is possible and being able to sort and choose their desires, they will be motivated to learn various skills when given the opportunity (Lasaiba, 2016).

Conclusion

Based on the data from the research and discussions that have been carried out, it can be concluded that; First, planning the teacher's strategy in forming an independent character in early childhood group A at RA Hidayatul Islamiyah, namely by making a lesson plan that will be used as a teacher's guide in carrying out daily learning activities. Planning learning facilities and media that can help and make it easier for teachers to optimize the learning process. Second, the implementation of the teacher's strategy in instilling independent character in early childhood group A at RA Hidayatul Islamiyah, namely by using the strategy of understanding independent character to children through the method of lectures and stories so that they are easily accepted and understood by children.

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