



# Implementation of Learning Management for Creating Early Childhood Independence Character

**Rosnelli**✉

Pendidikan Teknik Elektro, Universitas Negeri Medan, Indonesia

DOI: [10.31004/obsesi.v7i3.4580](https://doi.org/10.31004/obsesi.v7i3.4580)

## Abstract

Research was conducted to find out learning management function to create the independent character of early childhood at school. The research was carried out in Preschool in Deli Serdang Regency, where the participants were 20 teachers. Data collection through observation, questionnaires and documentation was useful for strengthening the results of research data analysis. This type of research was quantitative descriptive analysis. The learning management functions that must be implemented in the learning process to create the independent character of early childhood in schools are: 1) designing learning, 2) implementing learning designs, 3) controlling the learning process and 4) evaluating learning outcomes. The research suggestion is the need for Preschool teacher training to come up with creative and innovative ideas through learning arts and cultural literacy for problem solving activities and providing challenges through the media of images to facilitate early childhood in an effort to create their independent character.

**Keywords:** *learning management; early childhood; character; Independence.*

Copyright (c) 2023 Rosnelli

---

✉ Corresponding author : Rosnelli

Email Address : [rosnelli@unimed.ac.id](mailto:rosnelli@unimed.ac.id) (Medan, Indonesia)

Received 19 February 2023, Accepted 7 June 2023, Published 7 June 2023

## Introduction

Fostering independence character in early childhood is important for a child's growth and development as it helps them become more independent and confident in their abilities. This independence can be fostered through a variety of activities such as entrepreneurship, play, and learning opportunities. Research shows that teaching children to be independent early has positive outcomes later in life, such as better academic performance, problem-solving skills, and resilience in the face of adversity (Ismayah et al., 2022). Teachers and parents play an essential role in providing children with opportunities for independence and development. This includes creating classroom and home environments conducive to learning and development, setting clear boundaries and expectations, and providing opportunities for exploration and creativity (Ismayah et al., 2022). Overall, fostering independence in early childhood is an essential aspect of a child's growth and development and may positively impact their future success.

There are some concerns about the level of independence of children. Some experts believe that children are losing their independence, which may be responsible for the increase in early mental health problems. This is due to factors such as overprotective parenting, lack of unsupervised play, and increased reliance on technology (Shaw et al., 2013). These trends can limit children's opportunities to develop important skills such as problem-solving,

creativity, and independent decision-making. But there are many way parents and teachers can encourage independence in children and help develop these important skills. It is important to provide children with opportunities to develop independence and autonomy in order to support their overall development and well-being. Encouraging independence in early childhood can help children develop social skills, creativity, curiosity, and self-direction, which can have long-term benefits as they grow and mature.

The level of independence of children has a significant impact on their learning and development. Children who are encouraged to be independent learners are more likely to take ownership of their learning, be self-motivated, and develop problem-solving skills. On the other hand, children who are overly dependent on adults may struggle with decision-making, problem-solving, and critical thinking(Williams, 2003). The level of independence of children has a significant impact on their learning and development. Children who are encouraged to be independent learners are more likely to take ownership of their learning, be self-motivated, and develop problem-solving skills. On the other hand, children who are overly dependent on adults may struggle with decision-making, problem-solving, and critical thinking.

Learning management plays a crucial role in fostering independence in children. By providing children with opportunities to make decisions and solve problems, teachers can help to build their confidence and competence (Ismayah et al., 2022). Teachers can also act as facilitators of independence, providing a supportive and encouraging environment that allows children to learn and grow at their own pace. The teacher's role in facilitating independence is crucial, as they can help to create a safe and supportive learning environment that encourages risk-taking and fosters independence (Darling-Hammond et al., 2020). This can be achieved through providing opportunities for children to take ownership of their own learning, such as setting goals and developing personalized learning plans.

Teacher learning management and student readiness are very important in efforts to achieve learning objectives (Alwiyah & Imaniyati, 2018). Learning management begins with designing learning designs, implementing learning, controlling the learning process and continuing with evaluating student learning outcomes (Hanifa, 2017). The success that students can achieve can be seen from the results of the evaluation carried out by the teacher after the learning process takes place (Limbong et al., 2021).

The relationship between children`s independence and learning management can be seen in how the best learning management system can promote and support independent learning in children. A well-designed learning management system can provide children with access to learning materials and resources that can be accessed independently, allow children to track their own learning progress, and allow them to have more control over their learning process. This can promote independence and responsibility in children, as well as increase their engagement and motivation with the learning materials. Moreover, independent learning also supports children's critical thinking and problem-solving skills. Therefore, children's independence can be seen as an important aspect of the learning management process, and learning management can serve as a way to support and promote independent learning in children.

The early childhood learning process is influenced by the facilities and infrastructure utilized, which can have a significant impact on learning outcomes (Mundia Sari & Setiawan, 2020). In addition to these physical components, effective learning management is crucial to support young children in their educational journey. Learning management, in this context, refers to the strategies and techniques used by teachers to create a supportive, engaging, and stimulating learning environment for early childhood learners. Teachers play a critical role in this process, as they are responsible for directing, guiding, and training children in an effort to develop their independent character (Cahyati et al., 2022; Qodriyati & Raharjo, 2018; Wahyuningtyas et al., 2023).

While the role of teachers is essential, parental support also plays a significant part in the success of early childhood learners (Arini & Kurniawati, 2020; Rizki Tiara & Pratiwi, 2020; Sum & Taran, 2020; Zubaidi, 2020). Parents can provide a comfortable and encouraging environment for their children to learn, which can accelerate their growth and development. By working collaboratively with teachers and educators, parents can help create a creative and innovative learning process that will ensure optimal development and the acquisition of valuable skills. Moreover, parental support plays a crucial role in developing creative thinking skills in early childhood learners in solving problems in their everyday life (Irfan & Nurfaidah, 2021; Mustika, 2021). Ultimately, by integrating the components of learning management along with parental support, educators can create an environment that fosters the independent character of early childhood learners.

The best learning management can improve early childhood learning activities, through art learning can improve their independent character. In addition, classroom management includes designing learning, its implementation and learning control as well as evaluating learning outcomes. Dewi & Widyasari (2022) emphasized that parental involvement and support can develop the independent character of early childhood.

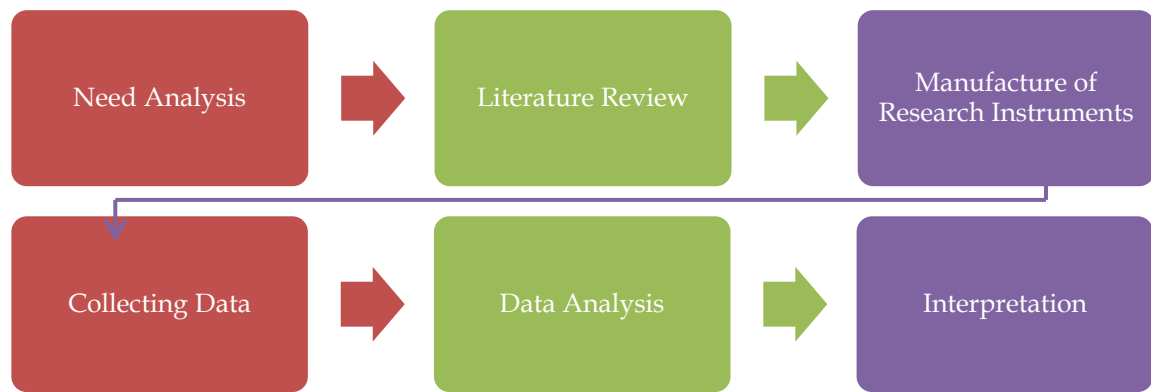
The independence of early childhood can be seen from their ability to do something related to their needs without the help of their parents (Sari & Rasyidah, 2019). In addition, the independence of early childhood can be seen from their ability to help parents and those around them, based on requests or based on their own desires. The independent character of early childhood can be formed through their experiences by looking at the attitudes and behavior of parents and the people around them. When the things that early childhood do get praise from those around them, it will grow self-confidence. This growing self-confidence can accelerate the creation of the formation of an independent character. The independent character of early childhood can also be created through education. Through educational activities, early childhood can see and imitate the good things that teachers and facilitators do as well as the attitudes and behavior of their peers at school (Dewi & Widyasari, 2022; Novianti & Garzia, 2020). The independent character of early childhood can be seen from the can Eat drink alone can wear shoes nor clothes Alone, can nurse self Alone, can comb hair, can use toilet (Aji & Wangid, 2022).

The character of independence is an essential part for children to face life's challenges in the future. Cahyati et al. (2022) found that in a supportive environment, children can learn to be responsible for their actions, can manage themselves, and become more independent in life. In line with his opinion. Wahyuningtyas et al. (2023) namely the importance of providing real opportunities for children to take initiative, solve problems, and develop self-confidence. Involving children in decision-making and giving them responsibility will help hone their independence.

However, in this case based on the results of field observations, even though schools have recognized the importance of independence, the implementation is often sporadic and unstructured. In this case the critical role of the teacher as an educator who designs or plans learning activities. Educators must be able to identify children's needs and provide a supportive environment by providing appropriate and constructive stimulation and feedback. Therefore this research aims to find out how the implementation of learning management in forming independent character in early years.

## Metodologi

This research was conducted to determine the function of learning management to create the character of early childhood independence in schools. The type of research that used is a quantitative approach with a quantitative descriptive analysis. The participants in this study included 9 kindergarden and 20 teachers in Deli Serdang, North Sumatera. The data collected by questionnaire and observation. Those be useful for strengthening the results of research data analysis (Figure 1).



**Gambar 1. The Stage of Research**

The questionnaires consist of 4 indicators, there are 1) designing learning, 2) implementation, 3) learning process control, and 4) evaluation of learning outcomes. It has scored on a four-point likert scale. That are often (score 4), sometimes (score 3), rarely (score 2), and never (score 1). After the data was collected, then analyzed with descriptive analysis and explained in two topics (learning management function and early childhood independence).

### Hasil dan Pembahasan

The teacher's strategy to promote early childhood independence in schools includes designing learning to foster independence, implementing learning that facilitates independence, controlling the learning process for proper implementation, and evaluating learning outcomes. These ideas further illustrated in the table 1.

The results of the study confirm that for the success of developing the independent character of early childhood, starting from designing the learning that will be implemented. To design the learning, the teacher must analyze the learning outcomes that are the target to achieve, develop a flow of learning objectives. The flow of learning objectives needs to be synchronized with the planning and implementation of a diagnostic assessment, so that it can be ensured that the flow of learning objectives can be measured. Next is to develop teaching modules, in which the learning steps must be implemented along with the material presented, so that learning outcomes and learning objectives can be achieved optimally, besides that in the learning module there is also a learning evaluation instrument to see the level of achievement of the objectives learning.

At the learning implementation stage, the teacher must be able to ensure that these early childhood children are ready to take part in the learning process, both for receiving information and facing the challenges given for the formation of an independent character; utilization of learning media; utilization of cultural literacy; train early childhood through art learning activities to bring up creative and innovative ideas in solving problems so that a character of independence can be formed.

Controlling the implementation of learning needs to be done, to ensure that the learning design developed can be implemented according to plan. There are three stages that need to be carried out to control the implementation of learning, namely: 1) controlling the opening of learning activities, 2) controlling learning activities and 3) controlling closing learning. The learning control process can support the results of the analysis of the evaluation of learning outcomes.

The final stage of the learning management function that must be mastered by teachers in educating and training early childhood to create an independent character is evaluating learning outcomes. From the results of the learning evaluation it can be seen how much the level of achievement of the learning objectives that have been targeted at the learning design is achieved. Evaluation of learning outcomes in question are: 1) evaluation of opening learning

activities, 2) evaluation of learning activities, 3) evaluation of closing learning and 4) evaluation of early childhood learning outcomes.

**Table 1. Mean and Standard Deviation (SD) of Teacher Responses to Learning Management Functions for Creating the Character of Early Childhood Independence.**

| rank                                   | Number |    |    | Implementation of the Learning Management Function to Create the Character of Early Childhood Independence   | M    | SD   | Levels |
|--|--------|----|----|--|------|------|--------|
| <b>Designing Learning</b>              |        |    |    |  |      |      |        |
| 1                                      | 1      | 25 | 40 | Analyze learning outcomes  | 3.73 | .774 | high   |
| 2                                      | 51     | 2  | 52 | Develop learning objectives  | 3.57 | .779 | high   |
| 3                                      | 4      | 41 | 28 | Developing a Flow of Learning Objectives   | 3,22 | .897 | high   |
| 4                                      | 54     | 6  | 53 | Planning and conducting diagnostic assessments   | 2.95 | .898 | Medium |
| 5                                      | 27     | 42 | 3  | Develop Teaching Modules   | 2.88 | .846 | Medium |
| 6                                      | 5      | 26 | 39 | Adjustment of learning with the stages of learning outcomes  | 2.71 | .967 | Medium |
| <b>Implementation</b>                  |        |    |    |  |      |      |        |
| 1                                      | 58     | 7  | 29 | Prepare students to be ready to follow the learning process  | 3.78 | .755 | high   |
| 2                                      | 8      | 30 | 43 | Prepare students to face challenges according to the changing demands of their lives                         | 3.57 | .763 | high   |
| 3                                      | 16     | 31 | 36 | Utilizing learning media to facilitate students in an effort to realize the character of independence        | 2.89 | .879 | Medium |
| 4                                      | 20     | 37 | 9  | Planting cultural literacy during the learning process   | 2.77 | .881 | Medium |
| 5                                      | 57     | 10 | 44 | The art learning process directs early childhood to come up with creative ideas                              | 2.81 | .857 | Medium |
| 6                                      | 35     | 34 | 19 | Early childhood creative thinking training through problem solving activities in the process of learning art | 2.00 | .947 | Low    |
| <b>Learning Process Control</b>        |        |    |    |  |      |      |        |
| 1                                      | 11     | 49 | 56 | Controlling the opening process of learning  | 3,42 | .867 | high   |
| 2                                      | 55     | 15 | 45 | Control of learning activities   | 2.77 | .892 | Medium |
| 3                                      | 38     | 50 | 17 | Control of learning Closing  | 2.89 | .854 | Medium |
| <b>Evaluation of Learning Outcomes</b> |        |    |    |  |      |      |        |
| 1                                      | 24     | 33 | 12 | Evaluation of the opening learning process   | 3,28 | .867 | high   |
| 2                                      | 48     | 18 | 47 | Evaluation of learning activities  | 2.97 | .896 | Medium |
| 3                                      | 23     | 14 | 32 | Evaluation Closure of learning   | 2.80 | .856 | Medium |
| 4                                      | 13     | 46 | 22 | Evaluation of early childhood learning outcomes  | 2.76 | .957 | Medium |

The results of interviews, questionnaires and observations in the field are mutually supportive, namely learning management, which must first be considered by teachers in an effort to create early childhood independence, at the learning design stage is to analyze learning outcomes. From the analysis of learning outcomes, it produces learning outcomes that are truly directed at creating the independent character of early childhood. If there are learning outcomes that early childhood has, then these learning outcomes are no longer a target to be achieved in the planned learning activities.

The preparation of learning objectives refers to learning outcomes. Learning objectives are carried out after completing the analysis of learning outcomes. Field conditions indicate that the preparation of learning objectives and the development of learning objectives flow is in high condition. This shows that the teacher already understands and understands to analyze learning objectives and develop the flow of learning objectives.

The conditions for planning and implementing diagnostic assessments, developing teaching modules, and adapting learning to the stages of learning outcomes are in an intermediate condition. These conditions indicate that the teacher's competency in this matter is in the sufficient category. Even so, some teachers stated that assistance was still needed for the development of teaching modules related to the learning objectives that had been achieved by some early childhood students. In addition, when carrying out diagnostic assessments, guidelines are still needed for carrying out diagnostic assessments that can generate creative and innovative ideas in an effort to help early childhood so that they can develop more optimally in terms of building an independent character (Qodriyati & Raharjo, 2018).

The learning conditions when implementing designs that have been well designed are still needed to prepare early childhood for the learning process. Guidance is needed so that early childhood can really focus on carrying out the learning process in comfortable and pleasant conditions (Novianti & Garzia, 2020). To achieve these comfortable and enjoyable conditions, it can be done by providing games or singing together, so that it creates a sense of fun in the learning process. Through play activities, early childhood can focus on the learning process. In addition, challenges are also given so that they can come up with creative ideas in solving problems encountered in their daily lives, so that gradually the character of independence can be created in early childhood.

Utilization of fun learning media can also be used as a challenge and learning facility for early childhood. Learning that uses the right media can bring up creative ideas in early childhood. In addition, learning is also given in groups, so that early childhood can learn to collaborate with peers, as well as to foster mutual sharing and caring for fellow friends, so as to foster self-confidence that will support the formation of the independent character of early childhood in their lives (Ilsa & Nurhafizah, 2020). Besides that the learning that is carried out also trains and instills a culture to be happy doing literacy in the learning process. Cultivating a culture of literacy also needs to be trained in early childhood to generate creative ideas in an effort to establish independence. For instilling a literacy culture, the teacher can do it by showing photos in which there are descriptions that early childhood can tell, to come up with creative and innovative ideas, as well as exercises aimed at developing their independent character. In addition, training through art learning can be used to generate creative ideas in an effort to solve problems in everyday life (Michalopoulou, 2014), so that the independent character of early childhood can characterize itself.

Certainty about the learning design can be implemented perfectly, then control of the implementation of learning is carried out. So that in the future we can design better learning in an effort to develop the independent character of early childhood. The steps taken to control the implementation of learning are controlling the opening learning activities, controlling learning activities and controlling learning closing. The learning control process can support the results of the analysis of the evaluation of learning outcomes. At the stage of controlling learning activities, it is necessary to control each learning activity in detail and in detail so that when closing activities, early childhood learning can communicate their opinions about the conclusions of information that can be absorbed after learning activities in an effort to develop their independent character (Wahyuningtyas et al., 2023; Zakiyah, 2020).

The evaluation stage is very important to ensure the achievement of the learning objectives that have been set. The achievement of learning objectives can be seen from the evaluation of learning opening activities, evaluation of learning activities, evaluation of closing learning and evaluation of early childhood learning outcomes (Junanto & Kusna, 2018; Safitri et al., 2020). The results of the study confirm that there is still a need for creative thinking training from learning arts and cultural literacy which can direct young children to problem solving activities in the learning process by providing challenges through the media of images.

The results of the study confirm that the influence of parents and the environment at home influences the development of early childhood independence. Parents' attitudes and behavior are examples that can be imitated for early childhood character development. Even though in the world of education, these early childhood children have received education, guidance, direction, training, motivation, praise and giving gifts when doing or showing good character and behavior at school. All of these activities are an effort to develop the independent character of these early childhood children, but the teachers still reveal that the influence and support of parents and the surrounding environment still has a major influence on the development of the independent character of these early childhood.

The development of the independent character of early childhood in the world of education can be formed through involvement in learning activities, for example playing in activities using learning media as well as in simulation activities and art education and

activating a culture of literacy through translating pictures given by the teacher. In addition, the development of independent character at school is also obtained through activities when studying with peers, or when playing with peers who always behave and behave well. The results of the study also showed that peers in their class also gave praise and encouragement when other friends were able to carry out the activities requested by the teacher during learning. This can motivate other early childhood children to feel confident in doing good things, and the things they have to do at school, so as to accelerate the creation of an independent character in these early childhood children.

## Simpulan

The learning process in schools encompasses several essential functions aimed at cultivating the independence of early childhood. These functions include designing learning activities, implementing designs, monitoring the learning process, and evaluating. Effective implementation of these functions fosters independence by enabling young children to fulfill their needs without relying on others. They learn to assist others willingly, manage tasks like feeding, dressing, and personal hygiene independently, and devise creative solutions to life's challenges. Moreover, they develop a caring nature towards those around them. These learning functions are pivotal in nurturing early childhood independence by promoting self-reliance and compassion in young learners.

## Acknowledgements

We express our gratitude to all participants who have agreed to be involved in this research. We also thank the Baitul Aziz Education Foundation in Deli Serdang for facilitating community service so that it contributes to the success of community service and the implementation of this research.

## References

- Aji, A. P., & Wangid, M. N. (2022). Kontribusi Pola Asuh Orang Tua pada Penanaman Karakter Cinta Tanah Air Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2718–2724. <https://doi.org/10.31004/obsesi.v6i4.1135>
- Alwiyah, D., & Imaniyati, N. (2018). Keterampilan Mengajar Guru Dan Kesiapan Belajar Siswa Sebagai Determinan Terhadap Hasil Belajar Siswa. *Jurnal MANAJERIAL*, 17(1), 95. <https://doi.org/10.17509/manajerial.v17i1.9767>
- Arini, S., & Kurniawati, F. (2020). Sikap Guru terhadap Anak Usia Dini dengan Autism Spectrum Disorder. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 639. <https://doi.org/10.31004/obsesi.v4i2.410>
- Cahyati, S. S., Tukiyo, T., Saputra, N., Julyanthry, J., & Herman, H. (2022). How to Improve the Quality of Learning for Early Childhood? An Implementation of Education Management in the Industrial Revolution Era 4.0. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 5437–5446. <https://doi.org/10.31004/obsesi.v6i5.2979>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dewi, T. A., & Widayari, C. (2022). Keterlibatan Orang Tua dalam Mengembangkan Karakter Kemandirian Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 5691–5701. <https://doi.org/10.31004/obsesi.v6i6.3121>
- Hanifa, H. (2017). Meningkatkan Kemampuan Guru dalam Menyusun Perencanaan Pembelajaran Melalui Pembinaan Kolaboratif Bagi Guru Kelas V di Dabin II Unit Pendidikan Kecamatan Gedangan. *Pedagogia : Jurnal Pendidikan*, 6(2), 195–211. <https://doi.org/10.21070/pedagogia.v6i2.939>
- Ilsa, F. N., & Nurhafizah. (2020). Penggunaan Metode Bermain Peran dalam Pengembangan Kemampuan Sosial Anak Usia Dini. *Jurnal Pendidikan*, 4(2), 1080–1090. <https://jptam.org/index.php/jptam/article/view/571>
- Irfan, I., & Nurfaidah, N. (2021). Peran Orang Tua Dalam Pendidikan Anak Di Masa Pandemi Covid 19

- (Studi Di Desa Sai Kecamatan Soromandi Kabupaten Bima). *Edu Sociata ( Jurnal Pendidikan Sosiologi )*, 4(2), 47–54. <https://doi.org/10.33627/es.v4i2.660>
- Ismaiyah, N., Suyadi, S., Nadlifah, N., Putro, K. Z., & Astuti, R. (2022). Edupreneurship in Stimulating the Independence of Early Childhood. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 7(3), 143–150. <https://doi.org/10.14421/jga.2022.73-04>
- Junanto, S., & Kusna, N. A. A. (2018). Evaluasi Program Pembelajaran di PAUD Inklusi dengan Model Context, Input, Process, and Product (CIPP). *Inklusi: Journal of Disability Studies*, 5(2), 179–194. <https://doi.org/10.14421/ijds.050202>
- Limbong, O. P., Tambunan, W., & Limbong, M. (2021). Kesiapan Pelaksanaan Pembelajaran Tatap Muka Di Smk Negeri 2 Toraja Utara Pada Masa Pandemi. *Jurnal Manajemen Pendidikan*, 10(1), 37–45. <https://doi.org/10.33541/jmp.v10i1.3265>
- Maryastuti, A. S. (2015). Peran Orang Tua Dalam Meningkatkan Kemandirian Belajar Anak Taman Kanak-Kanak Kecamatan Karangpandan Kabupaten Karanganyar Tahun Pelajaran 2013/2014. *Jurnal Pendidikan*, 2(01), 1–13.
- Michalopoulou, A. (2014). Inquiry-Based Learning through the Creative Thinking and Expression in Early Years Education. *Creative Education*, 05(06), 377–385. <https://doi.org/10.4236/ce.2014.56047>
- Muliati, S. (2020). *Peran Guru Dan Orangtua Dalam Membangun Kemandirian Anak Di Ra Thariqul Izzah Mataram*. Universitas Islam Negeri Mataram.
- Mundia Sari, K., & Setiawan, H. (2020). Kompetensi Pedagogik Guru dalam Melaksanakan Penilaian Pembelajaran Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 900. <https://doi.org/10.31004/obsesi.v4i2.478>
- Mustika, D. (2021). Peran Orangtua dalam Memotivasi Belajar Peserta Didik di Masa Pembelajaran Daring. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 1(2), 361–372. <https://doi.org/10.53299/jppi.v1i2.105>
- Novianti, R., & Garzia, M. (2020). Parental Engagement in Children's Online Learning During COVID-19 Pandemic. *Journal of Teaching and Learning in Elementary Education (Jtle)*, 3(2), 117. <https://doi.org/10.33578/jtle.v3i2.7845>
- Qodriyati, T. U., & Raharjo, T. J. (2018). Learning Management of Early Childhood Education at Mentari Kids. *Journal of Nonformal Education*, 4(1), 57–68.
- Rizki Tiara, D., & Pratiwi, E. (2020). Mengukur Kesiapan Guru Sebagai Dasar Pembelajaran Daring Di Lembaga PAUD. *Jurnal Golden Age*, 4(02), 362–368. <https://doi.org/10.29408/jga.v4i02.2624>
- Safitri, A., Kabiba, K., Nasir, N., & Nurlina, N. (2020). Manajemen Pembelajaran bagi Anak Usia Dini dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1209–1220. <https://doi.org/10.31004/obsesi.v5i2.811>
- Sari, D. R., & Rasyidah, A. Z. (2019). Peran Orang Tua Pada Kemandirian Anak Usia Dini. *Early Childhood: Jurnal Pendidikan*, 3(1), 45–57. <https://doi.org/10.35568/earlychildhood.v3i1.441>
- Shaw, B., Watson, B., Frauendienst, B., Redecker, A., Jones, T., & Hillman, M. (2013). *Children's independent mobility: a comparative study in England and Germany (1971-2010)*. Policy Studies Institute.
- Sum, T. A., & Taran, E. G. M. (2020). Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 543. <https://doi.org/10.31004/obsesi.v4i2.287>
- Susanti, D. A. (2020). Bimbingan orang tua dalam mengembangkan perilaku kemandirian anak usia dini. 01, 35–56. <http://ejournal.kopertais4.or.id/mataraman/index.php/alibtida/article/view/4464>
- Wahyuningtyas, D. P., Solong, N. P., Hs, N., & Lahiya, A. (2023). The significance of teachers' learning management skills for successfull early childhood education. *Jurnal Scientia*, 12(1), 126–131. <https://infor.seaninstitute.org/index.php/pendidikan/article/view/1056>
- Williams, J. (2003). *Promoting independent learning in the primary classroom*. McGraw-Hill Education (UK).
- Zakiah, U. N. (2020). *Peran orangtua dalam meningkatkan kemandirian belajar anak usia dini di RA Sunan Giri Lembah Dolopo Madiun*. Institut Agama Islam Negeri Ponogoro.
- Zubaidi, M. (2020). Profesionalisme Guru dan Efektivitas Pembelajaran pada Pendidikan Anak Usia Dini Abstrak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 1060–1067. <https://doi.org/10.31004/obsesi.v4i2.505>