
An Analysis Self-Reliance of Children Ages 5-6 Years in FKIP Laboratory Kindergarten Universitas Riau

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Abstract: The aspect of self-reliance in early childhood is not only for the life of children at this time but also affects the future of early childhood when they are adults. This research was conducted with quantitative descriptive methods to obtain a description of early childhood self-reliance aged 5-6 years in FKIP Laboratory kindergarten, Universitas Riau with a total of 7 indicators of early childhood self-reliance. The subjects in this research were 42 children aged 5-6 years. The data obtained and analyzed using a descriptive percentage formula. The results showed that the indicators of children's physical self-reliance are in the high category, children's confidence is in the good category, children responsible behaviour is in the good category and the discipline behaviour is in the good category. Furthermore, the indicators of children's sociable behaviour are in the good category, the children's sharing behaviour is in the good category and the ability to control children's emotions is in the good category. In general, it can be concluded that the level of children self-reliance at the age of 5-6 years in FKIP Laboratory Kindergarten is in good category.

Keywords: Self-Reliance, Early Childhood

1. Introduction

Self-reliance is one of the main moral education that must be instilled in children from an early age. Self-reliance training is important to start in children aged 5-6 years (Wiyani, 2012). This is because at this age the child is in a period of maturity in which the child has begun to develop various abilities and skills in taking care of himself. The importance of self-reliance for early childhood is that the child can live a life without dependence on others, prepare children for the future, shape the child into a quality person, and so that children can get along with others (Lie et al., 2004). Besides, the independent child tends to be more positive in the future, tend to excel and can be more confident because children are not dependent on others in completing their assignments (Komala, 2015).

Based on the explanation above, it can be concluded that the impact of self-reliance on children is not only for the lives of early childhood at that time, but also affects the future of children when they are adults. The early childhood self-reliance is different from adolescents or adults self-reliance. Self-reliance according to adults is when able to be responsible for what is done without burdening and involving others. Besides, early childhood self-reliance is the ability that can be done by the task of its development. So, children's self-reliance is focused on the child's ability to serve themselves (El-Khuluqo, 2015).

According to Majid (2012), children self-reliance is the ability of children to carry out daily activities and tasks by themselves or with a little help from others. Self-reliance of children in this phase is the child has been able to apply to things that are prohibited as well as being able to understand the consequences and risks if breaking the rules. Meanwhile, according to Sa'diyah (2017) self-reliance of

early childhood is the ability of children to take care of themselves, such as eating, dressing, going to the toilet and bathing.

The children self-reliance is not only required to be able to do something independently, but the child will be able to go through the process of learning, to deal with various situations in his environment until he can think and be able to take good actions to deal with all situations. Self-reliance in early childhood can be measured through indicators of the achievement of the child's level of independence (Mursid, 2015). According to Yamin and Sanan (2010), there are seven indicators of early childhood self-reliance such as physical self-reliance, confidence, responsible, disciplined, sociable, sharing, and controlling emotions.

Training self-reliance in children is not only the duty of parents or family environment. School is also plays an important role in children's self-reliance. This is in accordance with the stipulation of the achievement standards for early childhood development in the 2013 Curriculum through Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education. It is also certainly a reference for the Kindergarten Laboratory of FKIP Universitas Riau in implementing educational programs related to child development, especially in the aspect of self-reliance in early childhood.

Therefore, based on the above exposure, researchers are interested in researching about children self-reliance aged 5-6 years in FKIP Laboratory Kindergarten, Universitas Riau with indicators namely physical self-reliance, self-confidence, responsibility, discipline, good at socializing, sharing and controlling emotions. This study aims to get a description of the level of self-reliance of students and can be useful for the development of learning programs in schools that can ultimately increase the independence of students.

2. Methodology

This research was conducted with quantitative descriptive methods to obtain a description of the children self-reliance aged 5-6 years in FKIP Laboratory kindergarten, Universitas Riau with a total of 7 indicators to be examined (Yamin, M., Sanan, J, S., 2010). The subjects were children aged 5-6 years in kindergarten B1 and kindergarten B2. The number of subjects in the research were 42 children. The data obtained and analyzed to find out the results of descriptive statistics that illustrate the children self-reliance aged 5-6 years FKIP Laboratory kindergarten, Universitas Riau. Furthermore, to find out the description of the children self-reliance aged 5-6 years in FKIP Laboratory kindergarten, Universitas Riau, the formula is used Sugiyono (2010) are:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of subjects

Based on the formula above, the range percentage is adjusted to the criteria of Arikunto, S. (2009) below:

81% - 100% = High Category

61% - 80% = Good Category

41% - 60% = Mediocre Category

21% - 40% = Low Category

0% - 20% = Very Low Category

3. Result and Discussion

Based on the results of the assessment, then obtained some quantitative research data on children's self-reliance that will be discussed based on their respective indicators.

Table 1. Physical self-reliance Indicator

No	Sub Indicator	Percentage	Category
1	Children take off and wear their own shoes.	81.50%	High
2	Children put their own school bags.	83.00%	High
3	Children eat their own lunch.	83.00%	High
4	Children take their own drink.	83.00%	High
5	Children go to toilet alone.	83.00%	High
6	Children choose their own toys at rest.	83.00%	High
Total		82.75%	High

Based on table 1., the data obtained in the sub-indicator of children can take off and wear their shoes, it is in the high category. The same like another sub-indicators such as children put their own school bags, children eat their own lunch, children take their own drink, children go to toilet alone, and children choose their own toys at rest are in the level of high category as well.

Table 2. Self-confidence Indicators

No	Sub Indicator	Percentage	Category
1	Children can be abandoned by parents at school.	83.00%	High
2	Children dare to introduce themselves in front of the class.	81.00%	High
3	Children dare to sing in front of the class.	81.4 0%	High
4	Children dare to lead prayers.	82.00%	High
5	Children doing their own tasks.	78.00%	Good
6	Children dare to explain the results of his work.	78.00%	Good
Total		80.48 %	Good

Table 2. show that the children behavior sub-indicator can be abandoned by parents at school, dare to introduce themselves in front of the class, dare to sing in front of the class, and dare to lead prayers are in the high category. However, Sub indicators of children doing their own tasks and dare to explain the results of their work is the category of good.

Table 3. Responsibility Indicators

No	Sub Indicator	Percentage	Category
1	Children put the school equipment in its place.	82.50%	High
2	Children are able to tidy up their own toys.	78.00%	Good
3	Children are able to tidy their own books.	83.00%	High
4	Children throw trash in its place.	79.50%	Good
5	Children help to clean the class after eating together.	78.00%	Good
6	Children remind their friend who does not keep the class clean.	78.00%	Good
Total		79.83%	Good

Table 3. show that the children behavior to put the school equipment in its place and to tidy their own books are in the high category. However, to tidy up their own toys, to throw trash in its place, help to clean the class after eating together, and to remind their friend who does not keep the class clean, the children responsibility are still in the category of good.

Table 4. Discipline Indicators

No	Sub Indicator	Percentage	Category
1	Children come to school on time.	63.00%	Good
2	Children wear uniforms according to school rules.	83.00%	High
3	Children participate in learning activities according to school rules.	77.00%	Good
4	Children always follow the marching activities before entering class.	83.00%	High
5	Children attend learning activities outside of school .	82.00%	High
Total		77.60%	Good

Table 4. above show that the behavior of the indicators as children come to school on time and participate in learning activities according to school rules are still in the category of good. However, the children behaviour of wearing uniforms according to school rules, following the marching activities before entering class, and attending the learning activities outside of school are already in the high category.

Table 5. Socializing Indicators

No	Sub Indicator	Percentage	Category
1	Children begin to get acquainted with friends in different classes.	78.00%	Good
2	Children do not choose to make friends at school.	70.50%	Good
3	Children join together with friends at school.	73.00%	Good
4	Children do not interfere friends while playing.	75.50%	Good
5	Children love to help their friends.	75.50%	Good
Total		74.50%	Good

Table 5. shows that the behavior of sub-indicator of children begin to get acquainted with a friend in a different class is in the category of good. Sub-indicator of children do not choose to make friends at school, children join together with friends at school, children do not interfere friends while playing, and children love to help their friends are in the category good.

Table 6. Sharing Indicators

No	Sub Indicator	Percentage	Category
1	Children love to share food with friends.	79.50%	Good
2	Children want to lend stationery to their friends.	75.50%	Good
3	Children want to share school food with their friends .	73.00%	Good
4	Children want to share toys brought from home with friends.	78.00%	Good
Total		76.50%	Good

Table 6. shows that the behavior of sub-indicator of children like to share food with their friends is in the good category. The same like another sub-indicator such as children want to lend stationery to their friends, children want to share school food with their friends, children want to share toys brought from home with friends, they are all at the same category level which is good category.

Table 7. Controlling Indicators

No	Sub Indicator	Percentage	Category
1	Children express their anger naturally (not screaming, crying hysterically, throwing, or saying bad words).	70.50%	Good
2	Children don't hit their friends who bother them.	73.00%	Good
3	Children express their happiness in moderation.	78.00%	Good
4	Children don't cry when parents leave school.	83.00%	High
5	Children patiently wait for their turn in activities at school.	78.00%	Good
Total		76.50%	Good

Table 7. shows that the behaviour of sub-indicator of children to express anger appropriately, don't hit their friends who bother them, to express their happiness in moderation, and patiently wait for their turn in activities at school are in the good category. However, the behaviour of sub-indicator of children to not cry when parents leave school is in the high category.

Based on the results of quantitative descriptive data, the results of the level of achievement of children self-reliance aged 5-6 years in TK FKIP UNRI Laboratory is obtained. The explanation of quantitative data that has been done can be explained in detail as follows. The indicators of physical self-reliance obtained data that the behaviour of children is able to take off and wear their shoes, able to put their school bags, able to eat their supplies, able to take their drink, able to go to school themselves, and able to choose their toys at rest, children's self-reliance are in the high category. This indicator of physical self-reliance is necessary for early childhood as a basic behaviour to carry out daily activities and is also an activity that can fulfil their daily needs such as eating and drinking. The ability to master physical self-reliance will also make the individual not a burden to others, even they will feel like an independent person who is happy because they do not depend anymore physically with parents and teachers in conducting basic activities and daily activities (Aji, A.B., et al., 2011).

On the indicator of self-confidence of obtained results that the behaviour of children can be abandoned by parents at school, dare to introduce themselves in front of the class, dare to sing in front of the class, dare to lead prayer, do their own tasks, dare to explain the results of his work, the level of Children's self-reliance is in the good category. This level of confidence is important for young children so they can start interacting with people other than their parents at home. Great self-confidence will make children feel able to do school activities and socialize with teachers, friends and other people in their environment (Hasnida, 2004).

On the indicator of responsible behavior, it is obtained that the behavior of the children to put school equipment in its place, tidy up their own toys, tidy up their own books, throw away the trash in its place, help clean the class after eating together, remind their friends who do not keep the class clean, the level of self-reliance of the children is in the category good. Responsible behavior if done from an early age will be a good habit for children in the future. Children will try to always live clean and will be an agent to remind others around them the need for responsible behavior and take responsibility for the behavior they have done when guilty (Idris, S.R., et al., 2014).

Then, on the disciplinary behavior indicator, it is obtained that the behaviour of coming to school on time, wearing uniforms in accordance with school rules, following learning activities according to school rules, following marching activities before entering class, following learning activities outside of school, children's self-reliance is generally in the category of high. Discipline from an early age will make a child automatically follow and run the rules that apply in the environment later, both at school, at home, in the community and where he works when he is an adult (Sudarna, 2014).

The indicator of sociable behaviour shows that the behaviour of children begins to get acquainted with friends in different classes, do not choose to make friends at school, join together with friends at school, do not interfere with friends when playing, happy to help their friends. It is all are at the level of good categories. In line with this, the indicator of sharing behaviour, such as children happy to share food with friends, want to lend stationery with their friends, want to share toys belonging to the school with friends, want to share toys that are brought from home with friends are also at the level of good category. Thus, social behaviour needs to be taught and familiarized from an early age. Children who are good at getting along will get a lot of friends and also gain wider knowledge when compared to children who are difficult to start social relations (Yusriana, 2012).

The last, on the emotional behaviour control indicator, the results show that the children behaviour express their anger naturally, do not hit their friends who bother, express their happiness in moderation, do not cry when left by parents at school, patiently wait for a turn in activities at school generally are at the level of good category. Emotional expressions are traits that can be learned and can be taught to children from an early age. Expression of emotions by environmental stimuli and emotional expressions that are displayed properly will make children become emotionally mature individuals so that it will make it more rational, logical, and use their common sense when faced with problems or when making decisions later (Suyadi, 2014).

Based on the seven behavioural indicators that can measure the level of self-reliance of children aged 5-6 years in general, it can be concluded that the level of self-reliance of children aged 5-6 years in FKIP Laboratory kindergarten is in a good category. This is a good achievement by students and teachers who have been able to provide a strong foundation by providing learning programs that have been able to make their students have independence with a goodly good level. However, it is necessary for teachers and schools to further increase the level of independence of their students so that they reach a higher level. This is very necessary so that students in Kindergarten B will be ready to face the elementary school level. Various programs to improve learning activities, learning methods, learning media and learning models need to be done so that students in FKIP Laboratory Kindergarten, Universitas Riau can further increase their level of independence.

4. Conclusion

Based on the results of research and discussion in the previous section, some conclusions are drawn. In the indicators of physical self-reliance of children aged 5-6 years at FKIP laboratory kindergarten, Universitas Riau, the level of self-reliance of children is in the high category. In the indicator of self-confidence of children aged 5-6 years at FKIP laboratory kindergarten, the level of self-reliance of children is in the good category. In the indicator of responsible behavior of children aged 5-6 years at FKIP laboratory kindergarten is in the level of good category .

In the indicators of disciplinary behavior of children self-reliance is in the level of good category. Furthermore, the indicators of sociable behavior of children aged 5-6 years at FKIP laboratory kindergarten is in the level of good category. In the indicators of sharing behavior of children aged 5-6 years at FKIP laboratory kindergarten are at the level of good category. In the indicator of controlling

emotions of children aged 5-6 years at FKIP laboratory kindergarten is in the level of good category. In general it can be concluded that the level of self-reliance of children aged 5-6 years in FKIP laboratory kindergarten is in the good category.

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