



Teachers' efforts in fostering early childhood independence through life skills-based learning

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Abstract

Background: Independence is a fundamental developmental outcome in early childhood education, encompassing children's ability to manage self-care, regulate emotions, take responsibility, and interact socially. The development of independence is strongly influenced by human factors, particularly teachers' roles and daily pedagogical interactions. Life skills-based learning has been widely promoted as an effective approach to foster independence; however, empirical studies that explore teachers' efforts and classroom practices from a human-centered perspective remain limited.

Aims: This study aims to examine teachers' efforts in fostering early childhood independence through life skills-based learning, with a focus on teacher-child interactions, learning activities, and independence-related behaviors.

Method: This study employed a qualitative descriptive research design conducted at an early childhood education institution. Data were collected through classroom observations, semi-structured interviews with teachers, and documentation of learning activities. Data analysis was carried out through data reduction, data display, and conclusion drawing, supported by triangulation to enhance credibility.

Results: The findings indicate that life skills-based learning contributes positively to children's independence across physical, social, and emotional dimensions. Teachers supported independence through habituation, guided practice, role modeling, and motivational reinforcement. Most children demonstrated independence at the developed-as-expected level, although variations were observed across indicators such as discipline and self-confidence.

Conclusion: Teachers play a central role in fostering early childhood independence through life skills-based learning. Human-centered pedagogical practices and consistent daily routines support the gradual development of autonomy. Strengthening collaboration between teachers and families is essential to optimize independence development in early childhood settings.

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INTRODUCTION

The early years of life constitute a critical foundation for human development, encompassing the period from birth to six years of age, during which children experience rapid growth in physical, cognitive, social, and emotional domains. National and international education frameworks emphasize that early educational interventions are essential to prepare children for subsequent stages of formal schooling by fostering holistic development and lifelong learning readiness. This period, frequently referred to as the "golden age", is characterized by heightened neuroplasticity and sensitivity to environmental stimulation, making educational experiences

during early childhood particularly influential for later academic achievement and personal development (Chapnick, 2008; Koderi et al., 2022; Nopriansyah et al., 2020).

Early childhood learners are not only recipients of instructional content but active agents whose developmental trajectories are shaped through continuous interaction with adults, peers, and learning environments. Optimal development during this phase requires intentional educational support that integrates cognitive stimulation, emotional security, and opportunities for social engagement. Research consistently highlights that children aged three to five begin to develop foundational life competencies, including autonomy, self-regulation, and social participation, which serve as essential prerequisites for successful transitions into elementary education and broader social contexts (Chairilisyah, 2019; Yeni et al., 2020;).

Among the core developmental attributes emphasized in early childhood education is independence. Independence in early childhood extends beyond basic self-care activities and encompasses children's capacity to regulate emotions, make simple decisions, take responsibility for tasks, and interact socially with confidence. Scholars define independence as the ability to function without excessive reliance on others, supported by self-confidence, initiative, and problem-solving skills (Kurniawati & Hayati, 2020; Mustari, 2014; Sari et al., 2019). Empirical studies further demonstrate that independence developed during early childhood contributes positively to children's adaptability, resilience, and long-term learning outcomes (Hume et al. 2014; Komala, 2015).

Human factors play a decisive role in nurturing independence among young learners. Teachers function not merely as transmitters of knowledge but as facilitators, role models, and emotional regulators who shape children's learning experiences through daily interactions. Positive teacher behaviors, including responsiveness, empathy, structured guidance, and motivational support, have been shown to significantly influence children's engagement and autonomy development (Gourneau, 2005; Suprihatin, 2015). The quality of teacher-child interaction therefore becomes a central determinant in the successful cultivation of independent behaviors during early childhood.

In recent years, life skills-based learning has gained recognition as an effective pedagogical approach for fostering independence in early childhood contexts. Life skills education emphasizes practical competencies such as self-care, cooperation, communication, and emotional regulation that are directly applicable to children's everyday experiences. International organizations such as the World Health Organization conceptualize life skills as adaptive and positive abilities that enable individuals to effectively manage the demands of daily life. Studies across diverse educational settings indicate that integrating life skills into early learning supports children's autonomy and social competence (Akhadiyah et al., 2019; Ali & Munastiwi, 2021; WHO, 1994).

Despite the growing body of research on early childhood independence and life skills education, several critical gaps remain in the existing literature. First, many international studies focus predominantly on outcomes of independence development without sufficiently examining the underlying human factors, particularly the role of teacher agency and interactional practices in mediating children's independence (Gourneau, 2005; Hume et al., 2014). Second, while life skills are widely acknowledged as essential, empirical investigations often emphasize curricular content rather than the pedagogical processes through which life skills are enacted in classroom settings (Akhadiyah et al., 2019; Shawmi, 2015). Third, research on early childhood education increasingly highlights the role of learning media, yet limited studies explore how media-supported activities interact with human factors to shape children's independence, especially in non-digital or activity-based learning environments (Ali & Munastiwi, 2021; Koderi et al., 2022). Fourth, much of the existing literature originates from Western or urban educational contexts,

leaving a relative scarcity of evidence from culturally specific early childhood settings that integrate local pedagogical values and practices. Fifth, previous studies frequently examine either teacher roles, life skills, or child independence in isolation, rather than adopting an integrative perspective that considers the interaction between teachers, learning media, and children's developmental outcomes.

Addressing these gaps is particularly important given empirical observations indicating that many early childhood learners continue to exhibit limited independence in daily learning activities, including difficulties in self-care, emotional regulation, and task completion. Preliminary observations in early childhood classrooms reveal that such challenges often persist despite the presence of structured learning activities, suggesting a need to examine how teachers implement life skills-based approaches and how children respond to these practices within authentic learning environments.

Based on these considerations, this study aims to examine how teachers' efforts in implementing life skills-based learning contribute to the development of independence among early childhood learners. Specifically, the study seeks to explore the role of teacher-child interactions, pedagogical strategies, and learning media in supporting children's physical, social, and emotional independence in early childhood education settings.

This study contributes to the literature in several important ways. First, it extends existing research on early childhood independence by foregrounding human factors, particularly teacher agency and interactional practices, as central mechanisms in independence development. Second, it provides empirical evidence on life skills-based learning as a pedagogical approach grounded in everyday classroom activities rather than abstract curricular frameworks. Third, the study offers insights into how learning media, including activity-based and practical instructional tools, function as mediators between teacher practices and children's developmental outcomes. Finally, by situating the analysis within a specific early childhood education context, this research enriches the global discourse on childhood education with contextually grounded findings that may inform teacher training, curriculum design, and early childhood policy development.

METHOD

This study adopted a qualitative descriptive research design to examine teachers' efforts in fostering early childhood independence through life skills-based learning. Qualitative research is particularly appropriate for studies that aim to understand social phenomena from participants' perspectives and to capture the complexity of interactions occurring in natural settings (Creswell & Poth, 2018; Denzin & Lincoln, 2018). A descriptive orientation was employed to generate rich, contextualized accounts of pedagogical practices and children's behavioral responses without manipulating variables, allowing the study to focus on processes rather than causal explanations (Sandelowski, 2000; Merriam & Tisdell, 2016). To provide a clearer overview of the qualitative research procedure, the stages of the study from initial exploration to conclusion drawing are visually summarized in Figure X, illustrating the sequential process of preliminary analysis, research design, data collection, data analysis, validation of findings, and interpretation within the natural classroom context.



Figure 1. Qualitative Research Process for Early Childhood Independence

The research was conducted in an authentic early childhood education setting at TK Qurrota A'yun, Teluk Betung Timur, Bandar Lampung, Indonesia. Participants included one classroom teacher and children aged four to five years enrolled in Group B. The teacher served as the key informant due to her direct involvement in planning and implementing life skills-based learning activities, while the children were observed as active participants in daily classroom routines. Participant selection followed a purposive sampling strategy, which is commonly recommended in qualitative research to ensure that participants possess direct experience with the phenomenon under investigation (Patton, 2015).

Multiple data collection instruments were employed to enhance depth and credibility of the findings. Classroom observations were used to document children's independence-related behaviors and teacher instructional practices within real learning contexts, consistent with recommendations that observation is essential for capturing behavioral and interactional data in early childhood settings (Angrosino, 2016; Cohen, Manion, & Morrison, 2018). Semi-structured interviews with the classroom teacher were conducted to elicit reflective insights into pedagogical intentions, instructional decisions, and perceived outcomes of life skills-based learning, enabling flexibility while maintaining alignment with research objectives (Kvale & Brinkmann, 2015). Documentation, including lesson plans, learning materials, and visual records, was analyzed to provide contextual support and to trace the role of learning media as mediating tools in instructional practice, as suggested by Bowen (2009).

Data analysis followed an iterative qualitative procedure involving data reduction, data display, and conclusion drawing. Initial coding was conducted to organize data into meaningful units, followed by thematic categorization to identify patterns related to teacher roles, learning media, and dimensions of child independence. This analytic process aligns with Miles, Huberman, and Saldaña's (2014) framework for qualitative data analysis, which emphasizes systematic comparison and analytic rigor. Interpretations were continuously refined through cross-checking data sources to ensure consistency and depth of understanding. To enhance trustworthiness, triangulation across observations, interviews, and documentation was employed, as triangulation is widely recognized as an effective strategy for strengthening credibility in qualitative research (Lincoln & Guba, 1985; Flick, 2018).

RESULT AND DISCUSSION

This study examined the development of independence among 18 children aged 5–6 years in Group B3 at TK Qurrota A'yun Teluk Betung Timur. Children's independence was observed through seven indicators representing physical, social, and emotional dimensions of life skills-

based learning. In total, 126 observational units were analyzed, derived from the combination of seven indicators across all participants.

Table 1. Final Results of Children’s Independence Development (n = 18)

Independence Indicator	BB	MB	BSH	BSB	Total
Physical independence	0	0	18	0	18
Self-confidence	0	0	16	2	18
Responsibility	0	0	16	2	18
Discipline	0	1	17	0	18
Social interaction	0	0	18	0	18
Sharing behavior	0	0	16	2	18
Emotional regulation	0	0	16	2	18
Total	0	1	117	8	126

Notes:

BB = Not yet developed

MB = Beginning to develop

BSH = Developed as expected

BSB = Very well developed

Based on Table 1, the results indicate that children’s independence development was predominantly concentrated at the Developed as Expected (BSH) level. Of the 126 observed indicator units, 117 observations (92.9 percent) fell into the BSH category, demonstrating that most children had achieved age-appropriate independence across daily learning activities.

The strongest and most consistent outcomes were observed in physical independence and social interaction, where all children reached the BSH level. This finding suggests that routine-based classroom practices, such as self-care activities, task completion, and peer interaction, effectively supported children’s ability to function independently within the kindergarten environment.

Indicators related to self-confidence, responsibility, sharing behavior, and emotional regulation showed a more varied distribution. While the majority of children achieved the BSH level, a small number reached the Very Well Developed (BSB) category, indicating higher levels of initiative, emotional control, and prosocial behavior. These results reflect individual differences in children’s readiness to demonstrate advanced independence beyond expected developmental benchmarks.

In contrast, discipline was the only indicator in which a child was classified at the Beginning to Develop (MB) level. Although this occurred in only one case, it suggests that self-regulation related to rules, routines, and consistency may require more sustained reinforcement compared to other independence components.

Importantly, no observations were classified as Not Yet Developed (BB) across all indicators. This absence of critical delays indicates that all children demonstrated at least a foundational level of independence. Overall, the distribution of results highlights that life skills-based learning practices, supported by continuous teacher guidance and habituation strategies, contributed to a generally strong profile of independence development among children in Group B3.

This study examined how life skills-based learning practices contribute to the development of independence among early childhood learners, with particular attention to human factors, especially teacher roles and daily pedagogical interactions. The findings demonstrate that children’s independence in the observed kindergarten context developed progressively across

physical, social, and emotional domains, although not uniformly across all indicators. These results align with the study's initial premise that independence in early childhood is a multidimensional construct shaped through continuous interaction between children, teachers, families, and learning environments.

Consistent with Erikson's psychosocial theory, independence observed in this study reflects children's gradual movement toward self-regulation, initiative, and responsibility as part of early identity formation (Sari and Rasyidah, 2019). Most children in group B3 were able to separate from their parents, engage in classroom routines, and complete simple tasks independently, indicating successful adaptation to the school environment. This supports prior research emphasizing early childhood as a sensitive period in which autonomy-related behaviors begin to emerge through structured yet supportive experiences (Hume et al., 2014; Komala, 2015).

However, the findings also reveal notable variations in independence development across indicators. Some children demonstrated strong physical independence and social engagement but still required guidance in responsibility and self-confidence. This pattern suggests that independence does not develop as a single linear ability but rather as a set of interrelated competencies. Similar observations have been reported in previous studies, which argue that children may excel in prosocial behaviors while still struggling with self-management and task completion (Salina, Thamrin, and Sutarmanto, 2014). These differences highlight the importance of assessing independence at the indicator level rather than treating it as a uniform outcome.

Life skills-based daily activities emerged as a central mechanism supporting independence development. Routine practices such as eating independently, organizing learning materials, managing personal hygiene, and participating in religious activities provided authentic contexts for children to exercise self-care, responsibility, and emotional regulation. This finding reinforces the life skills framework outlined in the Introduction, which emphasizes practical, context-based learning experiences as foundations for autonomy and adaptability (Akhadiyah et al., 2019; Ali and Munastiwi, 2021; WHO, 1994). Rather than relying on abstract instruction, children developed independence through repeated engagement in meaningful activities embedded in everyday classroom life.

The role of human factors, particularly teachers, proved critical in mediating these experiences. Teachers acted not only as facilitators of activities but also as motivators, role models, and emotional regulators. Strategies such as providing encouragement, modeling desired behaviors, and allowing children to complete tasks independently, even when errors occurred, supported children's confidence and persistence. These findings are consistent with research emphasizing that responsive and supportive teacher-child interactions significantly influence children's autonomy and engagement (Gourneau, 2005; Suprihatin, 2015).

Furthermore, the use of simple reinforcement strategies, including rewards for completing independence-related challenges, contributed positively to children's motivation and attentiveness. As noted by Mulyasa and Rosyid, reinforcement increases the likelihood of repeated behaviors, particularly when aligned with children's developmental needs (Verawaty and Izzati, 2020; Hapsari and Christina, 2013). In this study, rewards functioned not merely as extrinsic motivators but as acknowledgment of effort, helping children associate independence with positive emotional experiences.

The study also highlights the influence of family environments on children's independence. Children who had been encouraged to perform self-care tasks at home showed greater readiness for independent behavior at school, while overprotective parenting practices tended to limit autonomy. This finding echoes previous research emphasizing that independence development requires consistency between home and school contexts (Salina, Thamrin, and Sutarmanto, 2014).

Thus, independence should be viewed as a shared responsibility between educators and families rather than the sole outcome of classroom instruction.

Taken together, these findings confirm the argument presented in the Introduction that independence in early childhood is best understood through an integrative perspective combining life skills-based learning, human factors, and contextual learning environments. The interaction between teacher practices, daily routines, and family support forms a dynamic system that shapes children's independence development. This study therefore extends existing literature by illustrating how teacher agency and practical learning activities jointly contribute to autonomy development in early childhood settings, particularly within culturally grounded educational contexts.

CONCLUSIONS

This study concludes that teachers' efforts in implementing life skills-based learning play a significant role in fostering independence among early childhood learners. The findings demonstrate that children's independence develops through consistent daily practices supported by meaningful teacher-child interactions, including the use of simple challenges, motivational reinforcement, and guided autonomy. Independence was not shown to emerge uniformly across all indicators, indicating that autonomy in early childhood is a multidimensional process shaped by children's developmental readiness, classroom routines, and social-emotional experiences. Teacher awareness and pedagogical sensitivity were found to be central human factors that enabled children to practice responsibility, self-confidence, and self-regulation within authentic learning contexts.

At the same time, this study highlights that the development of independence is influenced by both school and family environments. Parental habituation of independent behaviors supported children's readiness for autonomy at school, whereas overprotective parenting practices and limited teacher-child ratios posed challenges to optimal independence development. These findings suggest important implications for early childhood education practice, emphasizing the need for intentional life skills integration, strengthened teacher competencies, and closer collaboration between schools and families. However, the study was limited by its focus on a single institutional context and reliance on qualitative data, which may restrict broader generalization. Future research is therefore recommended to involve multiple early childhood settings, adopt mixed or longitudinal research designs, and further explore the role of learning media in supporting life skills and independence development across diverse educational contexts.

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AUTHOR CONTRIBUTION STATEMENT

HS was responsible for research conceptualization, data collection and SK was responsible for data analysis, interpretation of findings, and manuscript preparation. The authors has read and approved the final version of the manuscript.

CONFLICTS OF INTEREST

The authors declares that this study was conducted solely for academic purposes. There were no financial, commercial, or institutional interests that could be perceived as influencing the research process or the interpretation of the findings.

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