

The Effect of Parenting Patterns and Birth Order towards the Independent Social Behavior of Kindergarten Children in Gugus Anggrek, East Banjarmasin District

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ARTICLE INFO	ABSTRACT
<p>Article history</p> <p>Submission: November 2019</p> <p>Revised: February 2020</p> <p>Accepted: March 2020</p> <p>Keywords: Influence, Parenting pattern, Birth order of the child, Social behavior, Childs' Independence</p>	<p>The problems that occur at this time are many children who are still dependent on their parents to do every activity. Independent attitude is very dependent on parents, often children cry when they stay for a while by their mother or caregiver. This study describes the influence of parenting on the birth order of children towards independent social behavior using a quantitative and path analysis. The research sample was obtained from 214 children aged 5-6 years using the simple random sampling technique and the Slovin formula from a population of 445 Kindergarten children in Gugus Anggrek, East Banjarmasin District. Also, data were collected through questionnaires, documentation, and observation. The results showed that parenting patterns affect the birth order of children towards their independent social behavior.</p> <p> © 2019 The Authors. Journal of K6, Education, and Management (j-K6EM). ISSN: 2580-2135. Published by Graduate Program of Educational Management, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia. This is an open-access article under the CC-BY-SA license.</p>

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I. Introduction

Every human being acquires knowledge from childhood to adulthood through education. Teachers and students, make up the educational system and both are important to ensure the learning process is properly conducted. It is also a medium for everyone to obtain learning at each point in life, therefore, it can produce emotional, intellectual, and spiritual intelligence of those engaged in the process.

Furthermore, its associated relationship with human resources is an important aspect of every organization or institution. It consists of teachers who are essential commodities to the proper running of an institution. A teacher is required to be creative and initiative with adequate knowledge of the rapidly developing scientific and technological advances, as well as high professional experience in transferring knowledge to students (Hamdanah, 2017).

According to Law Number 14 of 2005 concerning Teachers and Lecturers, "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students through formal, basic education, and advanced education from early childhood to adulthood. They play important roles in the formation of children's character at an early stage. Similarly, parents also play the same role as the first people to educate children. Educational institutions also consist of people with PAUD also known as the highest qualification. The strategies undertaken by parents and the community in creating student character are effective reciprocal communication with the school and effective and mutually beneficial partnerships (Suriansyah and Aslamiah, 2015).

The education obtained by children from parents is commonly referred to as informal which proceeds to in schools, where they are taught to form a better personality. This early childhood education institution is contained in Law no. 20 article 28 paragraph 3, which states that "Early childhood education consists of formal channels in the form of kindergarten (TK), Raudatul Athfal (RA), or another equivalent which helps to form their character. With the presence of educational institutions such as PAUD, independent child character and personality of students are formed as they age.

The purpose of early education aims to embed the social aspects of children's behavior which reflects their independence at an early age through primary school education (Safitri et al., 2018).

Early childhood is a golden age, where development greatly determines a Child's future personal character. It is presently a process of growth in various aspects of human life in the age range of one to five years (Susanto, 2017). At the level of children's education found in Indonesia, ideally formal is that students enter the PAUD education phase, this phase of the child is proceeding to his development and potential.

It aims to develop potential aspects in children (Zain et al., 2018). Furthermore, growth and development need to be directed to lay proper foundations for physical, creative, emotional, social, language, and balanced growth, thereby, realizing quality in children at an early age.

Early childhood education is the provision of efforts to stimulate, guide, nurture, and provide learning activities that produce children's abilities and skills. It covers all the efforts and actions taken by educators and parents in the process of care and providing education to children by creating an environment, where they explore experiences that provide an opportunity for them to understand experiences acquired in the environment, through observation, imitation, and experimenting.

Children are also taught to learn independently, to assist them conduct activities independently when they become adults without having to depend on others. The role of the family is very necessary to establish early independence. Parenting conducted at home tends to determine a child's social behavior and independence.

In kindergarten children between the ages of 4-5 years, the development of independence is marked by being happy and assisting their mothers with home chores such as sweeping, cooking, watering plants, etc. Similarly, they tend to show signs of being able to bath, brush their teeth, wear dress up (Susanto, 2017).

According to Erikson, the critical period for the development of independence takes place at the ages of 2-3 years. At that age, assuming independence is not developed, delays occur. Therefore, your child tends to keep depending on

others as a teenager, and an adult later in life (Rakhma, 2017). Daily activities such as eating, bathing, clothing, etc, help to make a child independent.

Nowadays, parents easily surrender to children's education at school. Furthermore, a western culture that is very close to children also affects their lives from various aspects such as how to dress, get along with others, behavior, and mindset. A good education is realized when it is based on a strong religious foundation and supported by the existence of a balance of education in school and at home (cooperation) (Afifah et al., 2019).

Independence is conducting an activity based on one's motivation. Therefore, when children insist on brushing their teeth, combing their hair, pouring water into a glass, or even feeding themselves, give them a chance. At the age of 3-4 years, they want to conduct everything on their own accord. This behavior which occurs due to their motor skills and curiosity makes them stand out.

Many studies show that children, especially in Indonesia, often experience delays in independence because their parents assist them in conducting all activities (Fadillah and Khorida, 2016). Various observations found that Indonesia children are in the category of slow in terms of independence due to parents' selfless awareness in practicing independence (Latifah and Metroyadi, 2019).

Independence makes children capable of being responsible for themselves. Criteria used to identify them as independent, including the ability to be left alone for 2-3 hours, use the toilet by themselves, excited to go to school, have an adequate idea of the items they carry, able to wear their clothes, know their gender, brush their teeth, know their parent's names, phone numbers, understand traffic signs, able to carry plates, control themselves, play with their friends, talk easily and, carry out simple tasks, carry out activities on their own, etc (Wiyani, 2015). An Independent attitude depends on parents. Children tend to cry having stayed for a while with their mother or caregiver, to obtain attention and help of those around them. In general, this attitude is formed due to excessive spending on adults by serving them past the age limit required for them to start conducting their activities. Children allowed to develop independently tend

to become more confident in carrying out activities at later stages in life (Wahdini, 2019).

Independence in children becomes the target of parents, therefore, each learning phase familiarizes them with their environment. This is also achieved through parental guidance and examples. When an adult or family member provides opportunities for children to conduct their activities, they grow to possess high self-confidence which makes them dare to make correct decisions, get acquainted with their abilities, and accept their uniqueness. Independent children work hard in achieving academic success, and conduct tasks independently.

In families, parents are required to possess managerial and technical skills. They are also required to possess several good leadership skills with the ability to win the hearts of children, foster harmonious relationships, master their technical skills, provide good examples, and training (Nur and Karismatika, 2019).

Parenting patterns in the family appear in various styles as follows authoritarian, democratic, laicizes-faire, paternalistic, charismatic, self-fusion, pioneer, manipulation, transaction, origin, survival, role transfer, selflessness, consultant and militaristic (Djamarah, 2014). Types of parenting affect the social behavior of children because parents or family is the first environment that gives influence to various aspects of child development, including social. Parenting patterns applied by parents at home will influence how the child's social behavior and children's independence at school. According to Pintrich, independent children are children who can combine motivation and cognitive as well (Susanto, 2017). That is, it can be said that being an independent child depends on self-confidence and motivation. Each child tends to be independent or have independent potential.

Closely monitored children find it difficult to obtain independence. However, a wise attitude and proper treatment tend to trigger their independence. Overprotective parents are too watch over their children, owing to fear of being dirty, damage, and an accident, which tends to be fatal. Sylvia Rim stated that to foster a child's confident attitude means being happy to see them succeed and disappointed at their bad attitude (Susanto, 2017).

Similarly, the birth order of children in the family, such as first, middle, or last also affects

their independence, because of the habits which occur in society. Birth order is a potentially important variable that implies physical and cognitive differences between siblings and differential access to parental resources during childhood (Courtiol et al., 2009). For example, parents tend to treat an only child is special which leaves them less independent, because their wishes are always fulfilled. For instance, when such children are always assisted to put on their clothes or shoes, they end up seeking assistance from others in society.

Parenting and birth order of children in the family determine their social behavior. Also, parental socialization is important for children, because they are young without the right experience to guide their development towards maturity. Ambron interpreted that socialization as a learning process that guides children towards the development of social personality thereby, making them become responsible and effective community members (Suryana, 2016). The association of social relationships, parents' family members, and peers, helps to develop children's social behavior.

Based on the above problems, this study aims to describe and analyze the influence of parenting on the birth order of children towards the social behavior, of kindergarten children.

2. Methodology

The research design used is descriptive quantitative and path analysis. While, the path analysis is used to analyze the pattern of relationships between variables to determine the direct or indirect influence of a set of exogenous on the endogenous (Riduwan, 2004).

The samples of this study were 214 children aged 5-6 years randomly selected using the Slovin formula from a population of 445 Kindergarten children in Gugus Anggrek, East Banjarmasin District. Data collection using a questionnaire consisted of parenting variables, with documented birth sequences, while observing

the social behavior and children's independence variables. This is following the conceptual relationship model between variables as shown in the following research model:

By the conceptual model, path analysis was used to answer seven research hypotheses, namely: H1: there is a positive and significant influence between parenting patterns and social behavior; H2: there is a positive and significant influence between the birth order of children and social behavior; H3: there is a positive and significant influence between parenting parents and children's independence; H4: there is a positive and significant effect between the birth order of children and the independence of children; H5: there is a positive and significant influence between social behavior and children's independence; H6: social behavior is an intermediary between parents' parenting style and children's independence; H7: social behavior is an intermediary between the birth order of children and the child's independence.

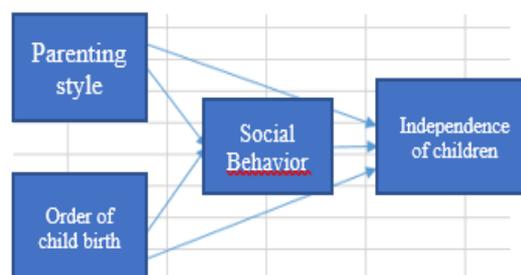


Figure 1. The conceptual relationship between variable models

3. Result and Discussion

The results of the descriptive statistical analysis of respondents on the research variables are as follows parenting, birth order of children, social behavior, and independence. Table I is the frequency distribution of respondents based on parenting patterns.

Table I. Frequency distribution of respondents based on parenting patterns.

Category	Frequency	Percent
Authoritarian	36	16.8%
Democratic	149	69.6%
Permissive	29	13.6%
Total	214	100

Table 2. Frequency distribution of child birth sequences

Category	Frequency	Percent
Firstborn child	54	25.2%
Middle child	55	25.7%
Youngest child	85	39.7%
Only child	20	9.3%
Total	214	100

Category	Frequency	Percent
Not yet developed	3	1.4%
Start to develop	53	24.8%
Develop according to expectations	97	45.3%
Very well developed	61	28.5%
Total	214	100

Table 3 Frequency distribution of social behavior

Table 4. Distribution of children's independence frequencies

Category	Frequency	Percent
Not yet developed	4	1.9%
Start to develop	24	11.2%
Develop according to expectations	109	50.9%
Very well developed	77	36.0%
Total	214	100

In the next stage, the interpretation path analysis with multiple regression tests is carried out for each equation using structural models I and II. The summary of the results is in table 5 as follows:

Table 5. Summary of path analysis results

Structure Model I

Parenting, Order of Child Birth to Social Behavior

Variable	Path coefficient	T	p	R ²
Parenting	0.203	3.049	.003	0.069
Order of Child Birth	0.171	2.572	.011	

Structure Model II

Parenting order of Child Birth and Social Behavior towards Children's Independence.

Variable	Path coefficient	T	p	R ²
Parenting	0.144	2.438	0.016	0.301
Order of Child Birth	0.146	2.498	0.013	
Social Behavior	0.459	7.666	0.000	

Table 6. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, and H₅

Hypothesis	p	Decisions
H ₁ There is a positive and significant influence between parenting and social behavior	0.003	Accepted
H ₂ There is a positive and significant influence between the birth order of children and social behavior	0.011	Accepted
H ₃ There is a positive and significant influence between parenting and children's independence	0.016	Accepted
H ₄ There is a positive and significant influence between the order of childbirth and independence	0.013	Accepted
H ₅ There is a positive and significant influence between social behavior and independence	0.000	Accepted

Table 7. Summary of Hypothesis Testing Decision H₆ and H₇

Hypothesis	Coefficient of Effect		Decisions
	Direct	Indirect	
H ₆ Social behavior is an intermediary which influences parenting and independence	0.144	0.093	Not accepted
H ₇ Social behavior is an intermediary which influences the birth order of children and their independence	0.146	0.078	Not accepted

Descriptive analysis of frequencies in tables I-4 answers the first hypothesis on the description of parenting, childbirth order, social behavior, and independence using the research hypothesis formulated with the decisions in Tables 6 and 7. Table 6 summarizes the decisions of H₁, H₂, H₃, H₄, and H₅ with an accepted criterion significance value of less than 0.05. Table 7 summarizes the decision of testing the hypothesis H₆ and H₇ with the provisions that when the coefficient of indirect effect is greater than 0.05, then the hypothesis is not accepted. Based on the description of parenting analysis in tables I to 4, democracy consists of 149 people and 69.6%. While the birth order of most children is in the position of the youngest child with a total of 85 people and 39.7%. The social behavior in the category of developing according to expectations had several 97 people with a percentage of 45.3%, while the independence of children for the development category consists of 109 people and 50.9%.

There is an Influence of Parenting and Social Behavior

The structural model in table 5, found that both have a direct influence on parental care and

social behavior with the calculated result 0.003 < 0.05. Also, the magnitude of the correlation coefficient pathway regarding parents and social behavior was 0.203.

According to the finding, the application of parenting determines a child's behavior in the social environment. Wood and Zoo stated that parenting is a pattern of interaction relationships between parents and children, following their attitudes, or behaviors including how to apply rules, teach values, provide attention, and affection for their children (Madyawati, 2016).

The role of the family is very important in the formation of children's character because parents are a strong foundation for character development in early childhood, primary, secondary, and higher educations (Andriyani et al., 2018). It is important to understand child socialization values not only as individual parents' preference in child rearing but also as societal norms and expectations that define national culture (Su -Yun and Min Jung, 2015).

This shows that parenting plays an important role in the attitudes and behaviors displayed by children. The findings of this study also support that each parent is the main support that each parent is the main education for their children, with the ability to care, provide education, and guide them from

birth. It means that education in the family is and cannot be replaced by any institution. A harmonious and peaceful family is reflected in the psychological condition and character of their children and vice versa. (Wibowo, 2017).

Parenting plays an important role in fostering the social behavior of children, with the ability to shape, protect and guide them towards maturity (Putri et al., 2019).

Increasingly complex and reciprocal interactions that occur between children and parents when children develop directly shape the experiences of their children based on their interactions (Park and Lau, 2015).

There is an Influence of Child Birth Order and Social Behavior

The structural model in table 5, found a direct influence on the birth order of children and social behavior with a result of $0.011 < 0.05$, with a correlation coefficient path of 0.171. These findings stated that the birth order of children contributes to their social behavior. According to Freud, the influence of family environment on children's development is a starting point for the development of their social abilities. This in line with the opinion of other experts, which stated that the relationship between humans in the family influences the social development of a child, such as a relationship between parents and siblings. Also, the position of children in the family and the number of members affect their social development (Soemantri, 2012).

According to Desmita (2015), parents have attitudes, treatments and provide specific roles to single children, the eldest, middle, or youngest, which influences their personality and formation toward themselves and others.

Alfred Adler alludes to the influence of the birth order of children on the formation of the nature of a person which determines their fate later in life. According to Adler, "an only child has difficulty in carrying out free activities related to others and tends to be worthless to the society" (Hadibroto et al., 2002).

There is an Influence of Parenting and Children's Independence

Based on the results of the research findings in table 5, there is an influence of parenting on children's independence with a

significance of $0.016 < 0.05$. Also, the magnitude of the correlation coefficient between parents on children's independence is 0.144. Wibowo (2017), stated that parenting style is one of the factors which significantly or fundamentally helps to shape the character of children.

Parental involvement in the development of early childhood character is through building positive communication (Maimunah, Aslamiah, & Ahmad Suriansyah, 2018) which is defined as an activity that is always carried out by everyone irrespective of their location (Suriansyah A., 2014).

Meanwhile, Hurlock, 2004, explained that parents with the best cultural values in treating their children democratically pay attention to their activity and needs in the family and school environment. Similarly, Helmawati (2014) stated that children tend to be independent when parents educate and train them properly with good faith, and morals.

Furthermore, supports from parents, qualified teachers, and the environment helps in processing character education (Cinantya et al., 2018).

Lestari (2014), stated that democratic, permissive and authoritarian parenting influences early childhood independence. Children with high, low and no independence tend to experience democratic, authoritarian and permissive parenting.

There is an Influence of Child Birth Order and Child Independence

The structural model II in table 5, influence childbirth order and independence with a significance value of $0.016 < 0.05$ and 0.144 correlation coefficient. The findings of this study are following Soetjningsih (2014) which stated that the birth order can affect environment treatment, relationships with other members, and the specific role of children. This affects the attitudes, behavioral patterns, and types of personal/social adjustments performed by individuals. Every child in the family has a position with different responsibilities and consequences. This is due to the culture and attitudes of different parents, that recognize the existence of first, middle, youngest, an only child.

According to Hurlock (2004), the eldest child has the characteristics of mature behavior because it deals with adults and is expected to

assume responsibility, less aggressive and courageous due to excessive parental protection. The middle children tend to possess independent learning and adventure due to greater freedom, while the youngest child has greater security.

Also, it is in line with the fact that an only child is usually close to their parent, resulting in maturity behavior which has a good effect on their relationships with peers. Excessive protection from parents, lack of envy and competition between siblings, given by parents to children leads to high academic, sports, and social achievements, (Hurlock, 2015). Muchsinati (2007) stated that firstborns are more independent than the middle, while the youngest child is more independent than the middle.

There is an Influence between Social Behavior and Children's Independence

Based on the results of the research findings in table 5, the structural model II influences the social need and independence of children with a significance value of $0,000 < 0,05$ and a correlation coefficient of 0.459.

The findings of this study confirm with Somantri (2012) research on social behavior which is reflected in an attitude shown voluntarily by children, through help, and donations. Also, groups of friends in the same age, help children gain independence, with the ability to think, and air their opinions.

According to Hurlock (2014) children help themselves to achieve independence from parents through relationships with peers. This is divided into two aspects, namely internal and external relationships. The internal consists of activities carried out in the family which need to be conducted independently at home.

Zimmerman stated that an independent child has high self-confidence and intrinsic motivation. These are the main keys to independence, and with such confidence, children dare to appear and express themselves in public, without looking shy, rigid, or awkward (Susanto, 2017).

There is an indirect effect between Parenting and Children's Independence through Social Behavior.

The calculation results of table 7, produces a direct effect of 0.093, which is greater than the indirect, therefore H_0 is not accepted.

The results of this study indirectly indicate that parenting through social behavior has no significant effect on children's independence, because the result of the direct effect is greater than the indirect.

There are indirect effects between childbirth order and independence through social behavior

The calculation result on table 7, has a direct influence of 0.078, which means it is greater than the indirect effect and not accepted.

The results of this study indirectly indicate that there is no significant effect on the order of birth of children through social behavior.

4. Conclusion and Recommendation

It is concluded that there is a significant influence between parenting patterns of social behavior, with a significant influence between the birth order, social behavior, and independence of children. Furthermore, there is an indirect effect between parenting patterns on the social behavior of children's independence and childbirth. Education stakeholders are recommended to strengthen cooperation between parents and the Department of Education in making parenting programs and improving communication to foster better child development.

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