

---

**AUTONOMY IN THE EARLY CHILDHOOD**

---

**Elly Chandra Dewi**

Sekolah Mutiara Nusantara

ellyphandradewi032@gmail.com

**ABSTRACT**

This research based on the big pictures of how much children shown the autonomy during school time as well during class time. The population of the children in this school are 30 students. Through observation as well questionnaire shown that most of the students are in the middle level of autonomy. Through the observation as well in the data questionnaire shown that most of the children have their own nanny that helps them to do many things that actually able to be done by themselves. This nanny's roles took greater impact to the children.

**Keywords:** Autonomy, Early Childhood

**INTRODUCTION**

Children autonomy especially during the early years is important parts of their development. During their early years, children are expected to build their independence apart from their need to be help by parents and adults around them. Most of the time they still need more attention as well attachment from their parents or people around them to give them safety and comfort. However when they join preschool in Mutiara Nusantara, they are expected to be able to build certain autonomy to be able to join each activities in the classroom and able to socialized with other students.

Definition of autonomy for early childhood is more about how they are able to take care or serve themselves for example, get up again when they fall down, take their own toys without asking for help from adults, take and drink by themselves, approaching their parents or their classmates. (Latifah, 2016). Parents role as well took the importance part for their level of autonomy. (Effendi, Mursilah, & Mujiono, 2018)

Children growth and development of early childhood is always simulant and holistic. The implementation of child's learning is integrated in a certain manner. The methods and strategies during teaching for early childhood also really important, because either success or fail is depend on how the educators apply their strategy. (Gunarso, 2006 : 56). Autonomy is take an important role start from beginning of their early childhood to build them into a person that have self esteem, confidence and able to cope their problems. (Mardiana & Ai, 2014)

**METHOD**

The methods and analysis data basedn on quantitative research. This study is using a quantitative approach with inferential statistical analysis. The sampling are 330

students as a population. With 2 methods which is questionnaire through the teacher as well with observation of each students. The questionnaire is closed, means that each teacher need to put on a check list on each answer that related to the students condition that they see everyday. After all the data is completed, then continue to the data analysis.

## RESULTS AND DISCUSSION

### Results

Based on the questionnaire and the data analysis through observation, the data collected are :

**Table 1. Students Autonomy**

| Autonomy | KGB |
|----------|-----|
| High     | 8   |
| Middle   | 15  |
| Low      | 7   |
| Total    | 30  |

From the data we are able to see that most of the students in the school have middle level of autonomy.

### Discussion

Based on the data given from table 1. is known that most of the students are have middle level of autonomy. If we concern of what happened during the observation is clear that most of the student have their own helper that keeps involves in their life. Starts early in the morning until they were sleep at night. Even the parents did not encourage the students to be able to do things by themselves. As example, their nanny will bring their back and put their snack on the snack box, serve them and carried their water bottle even some of the student not even holding their own water bottle. For another cases, most of the nanny will the students eventhough actually the students are able to hold a spoon and fork. Through the observation is clear that the role of the nanny takes most of the importance task so each student did not get an opportunity to be able to build their autonomy. There are two factor that build the autonomy in the early childhood which is internal and external factors. (Heni I, 2011)

## CONCLUSION

Based on the data and the observation the student in the Mutiara Nusantara School is in the middle level of autonomy. Through the observation given, each students are have their own nanny that always helping them even for little things that actually able to be done by themselves. This habit impact to their self esteem which is they are not willing to try to do things by themselves, instead they keeps asking help from adult or their teachers.

---

**REFERENCES**

- Akhyadi, A. S., & Mulyono, D. (2018). PROGRAM PARENTING DALAM MENINGKATKAN KUALITAS PENDIDIKAN KELUARGA. *ABDIMAS SILIWANGI*, 1(1), 1-8.
- Effendi, E., Mursilah, M., & Mujiono, M. (2018). Korelasi Tingkat Perhatian Orang Tua dan Kemandirian Belajar dengan Prestasi Belajar Siswa. *Titian Ilmu: Jurnal Ilmiah Multi Sciences*, 10(1), 17–23. <https://doi.org/10.30599/jti.v10i1.131>
- Latifah, E. W. (2016). Pengaruh pengasuhan ibu dan nenek terhadap perkembangan kemandirian dan kognitif anak usia prasekolah. *Departemen Ilmu Keluarga Dan Konsumen, Fakultas Ekologi Manusia, Institusi Pertanian Bogor*, 9(1), 21–32.
- Mardiana, A., & Ai, N. P. M. (2014). Kemandirian Anak Di Sekolah Kelompok a Paud Pertiwi 1 Kemandirian Anak Di Sekolah Kelompok a Paud Pertiwi 1.
- Heni I, N. (2011). Studi Komparasi Tingkat Kemandirian Anak Pola Asuh Orang Tua Di Desa.