



Received: 21-08-2023  
Accepted: 01-10-2023

ISSN: 2583-049X

## **Attachment between Parents and Learning Independence of Grade IV Students**

<sup>1</sup>Susilahati, <sup>2</sup>Laily Nurmalia, <sup>3</sup>Azaria Fidela

<sup>1,2,3</sup>Elementary School Teacher Education, Muhammadiyah University Jakarta, South Jakarta, Indonesia

Corresponding Author: **Susilahati**

### **Abstract**

Background of writing this thesis by many it was found that there was no attachment between parents and fourth-grade students at SDN Kebayoran Lama Selatan 14. This can be seen when taking report cards, represented by brothers, sisters, or others. S student class IV there are 20 out of 42 who do not have independent learning. OK \_ found students who did not have self-learning independence, namely: did not dare to answer questions or answer questions on the blackboard, did not focus during the learning process, cheated during tests because they were not confident in their own answers, and did not do the questions or homework given by Teacher. This study aims to determine whether there is a significant relationship between parental

attachment and student learning independence. The method used is quantitative with the correlation method. The sample of this research was 42 students of class IV. Data collection techniques using a questionnaire. The hypothesis proposed shows that there is a positive and significant relationship between parental attachment and learning independence of fourth-grade students at SDN KLS 14 Pagi and obtained data from SPSS version 25, namely r count 0.297, this is categorized into the strong category. In addition, the significance value obtained is  $<0.05$  ( $0.000 < 0.05$ ). The magnitude of the coefficient of determination in the study of parental attachment to learning independence of fourth-grade students at SDN KLS 14 am is 36.9%.

**Keywords:** Students, Education, Independent Learning, Indonesia

### **1. Introduction**

Education in essence cannot be separated from humans. Everyone needs education to develop the interests and talents they contain so that they can become individuals with character. Education is the only way in which humans share their inherent interests and talents. Through education, humans will be created as educated individuals with intelligence and good character. It can be said that education is very important for humans. (Gunawan Santoso & Murod, 2021a) <sup>[16]</sup>. Education is a process of forming a human being so that a good mind is formed within him so that he can determine a better future in the future and even be able to face the challenges that occur in his life. From year to year, the Indonesian government always strives for the education system in Indonesia so that it can develop and prepare itself for the era of the Industrial Revolution 4.0 because technology and information have too much influence on education in Indonesia. Based on: "The goal of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable and capable, creative, independent, and become citizens democratic and responsible". So, in order to be able to achieve the goals of national education, an educational process is needed which is in tune with the direction of education.

This study has 2 objectives, namely the general objective to understand and add insight to parents and students about parental attachment to the independence of fourth-grade students at Kebayoran Lama Selatan 14 Pagi Public Elementary School, then This research has specific objectives to find out whether there is a significant relationship between parental attachment to student learning independence and to what extent the relationship between parental attachment to the learning independence of grade IV students.

The character possessed by students must be centered on the profile of Pancasila students which is determined by the Ministry of Education and Culture as stated in the. The main characteristics of Pancasila students are Faith, Godhead, Nationality, Global Diversity, Mutual Cooperation, Independence, Critical Reasoning, and Creativity. The formation of character in children must be in accordance with the profile of Pancasila students because in the process of forming character students have their own problems, one of which is in terms of independence, especially independent learning students have not been able to

apply independence in learning because students do not yet have self-awareness of their responsibilities. Efforts to implement learning activities through independent means based on self-motivation to master a certain material later can be applied to solve the problem that is being faced, that way Independent students must be proactive and not depend on the teacher, so it can be expressed as learning independence. Therefore, independent learning such as doing assignments at home or repeating learning at home must be done consciously by oneself without any direction and not relying on other humans. However, this cannot be separated from parents who build independent learning in children. Attachment of parents (father and mother) in the family is really needed to form and develop independent character in children, especially in terms of learning independence. Both father and mother have the same responsibility, therefore father and mother are obliged to collaborate in matters of educating or building independent character, especially in learning so that children do not feel there is a difference between the education provided by fathers and mothers.

Attachment is a two-way relationship where the process is easy to create intimacy, trust, and comfort. (Hastuti Dwi, 2020: 17) <sup>[4]</sup>. Therefore, every parent must form an attachment with the child if something happens that threatens him, the child will feel safe because he has an attachment relationship with his parents. Special behavior in humans such as the desire and tendency of a person to choose variations of closeness with other people who provide a sense of comfort and choose inner satisfaction in a relationship with the intended person can also be called attachment. (Soetjningsih, 2012: 41) <sup>[19]</sup>.

According to Bowlby (Idham and Lutvi, 2022: 32) <sup>[5]</sup> Attachment is a characteristic of emotional attachment which is characterized by seeking security and comfort, physical closeness, being reciprocal, and feeling uncomfortable when separated. Therefore, the attachment formed by parents does not show rude behavior or children feel insecure when they are with their parents. (S. Imam *et al.*, 2022: 205) <sup>[6]</sup>.

Attachment can also occur between children and parents (*attachment*) which is a process when children seek parental support, trust, protection, and a sense of security that occurs in children. Attachment is the effort made to obtain the goal of closeness of the physical relationship that is coveted by parents such as through giving-comfort, protection, and security. (Musnizar, 2020: 41) <sup>[8]</sup>. In this case (Papalia and Feldman, 2014: 23) <sup>[10]</sup> suggest that attachment is a reciprocal relationship, it can be said to be an emotional connection that takes place in the period between the child and the parent simultaneously where mutual support and realizing the quality of the relationship they have.

Armsden and Greenberg (Fadhillah and Faradina, 2016: 45) <sup>[2]</sup> argue that attachment is a bond of need between two people who have strong conditions. Attachment is a deep emotional connection between a child and his or her parents early in their life that creates a lasting connection. Attachment refers to the behavior between parents and children who understand each other and do many things together to strengthen the relationship. Children who have a sufficient level of attachment from an early age will feel safe.

Based on some of the definitions of attachment above, it can be concluded that attachment is a bond or a two-way

relationship between parents and children whose nature creates comfort, trust, familiarity, and protection felt by the child. Attachment must also be built since the child is born so that the child feels protected and feels comfortable.

Attachment pattern According to Ainsworth in Zusy, (2015: 252) <sup>[21]</sup> attachment patterns are divided into 3, including: first *Secure Attachment*, namely safe attachment which occurs when children gain knowledge from the surrounding environment. In these circumstances, the child develops social skills such as empathy and emotional sensitivity as well as understanding the desires of others. Children will be able to get past trauma the first time they experience it so they will feel safe and protected. Second *Insecure Attachment* (Insecure Attachment) The pattern of insecure attachment is attachment when a child is cared for by a close figure, but that figure does not respond well to the child's needs. Like parents scolding children when they misbehave. Children too often receive poor treatment and these conditions will greatly impact the child's development. The Three Avoidant *Attachments* This attachment can occur if parents do not respond to children's interactions so that children are unable to socialize with other people.

Attachment factors according to Ainsworth in (Pertiwi, 2018: 21) <sup>[12]</sup> events in the family, heredity, and gender. The functions of attachment are the development of communication and emotional expression, a source of security, and emotional control, the basis of exploratory behavior, providing examples of behavior, providing social references, supporting children in building a basic understanding of the world, building the basis of children's language and communication skills, providing suggestions for child development k. (Idham & Lutvi, 2022: 34) <sup>[5]</sup>.

In general, learning independence has the meaning of individual expertise to stand alone in overcoming their tasks. (Syahrizal *et al.*, 2022: 176) <sup>[18]</sup>. Independence at the age of elementary school children appears in their ability and desire to fulfill the basic needs of their life. Independence cannot grow by itself but is controlled by the environment around them, namely parents, teachers, and playmates in their environment. However, "the condition of being able to stand alone without depending on others" is the definition of independence according to the Big Indonesian Dictionary (KBBI). The ability to stand alone can be defined as feeling, thinking, and making your own decisions.

Independent character, especially in terms of learning, is an important character for a person to make maximum use of all abilities, talents, skills, creativity, and innovation contained within him so that he can achieve his life goals. Independent character in terms of learning can also be defined as a character that is able to support a person to carry out various activities independently, develop various talents and abilities that exist within him, and change in a more positive direction for himself, his family, society, and country. (Rianawati, 2014: 44) <sup>[14]</sup>.

(Gischa, 2020) <sup>[3]</sup> defines independence as an individual who can depend on abilities such as finding solutions without the intervention of others, and taking initiative. If the child has reached this situation, the child will be more responsible and have stable emotions. Independence can also be defined as a child's ability to do something on his own and is accompanied by guidance from parents or educators according to the stage of development. Sa'diyah, (2017: 35) <sup>[15]</sup>.

On independence in the family (*Self-reliance*) father and mother must apply this trait when building a child's character. An independent child is a child who is independent, intelligent, active, innovative and has fast reflexes. If the child already has an active nature, he will get used to applying it at school, such as answering questions from the teacher, not cheating while doing assignments, and doing homework given by educators. This shows that the child has had independent learning that has been instilled by their parents at home. Parents at home should be responsible for their children's education, such as spending more time helping children with their homework. However, it's not the parents who help make it, they only watch their children do their homework and provide assistance if the child has difficulty. Therefore, children will be more disciplined and encourage children to be more independent. (Mustari & Rahman, 2019: 77)<sup>[9]</sup>.

From several senses of did apathy a conclusion that only learning independence is behavior and actions that are difficult to depend on others such as doing their own tasks and being able to control emotions. However, independent learning can be formed and owned by students, that is, it cannot be separated from the support of parents who continue to monitor the development of independent learning in children.

Indicators in independent learning according to Rahmawati, (2016: 25)<sup>[13]</sup> among others: Progressive and Tenacious in Learning, Initiative, Self-Control, Confidence, and Responsibility. The factors for children's learning independence according to, namely parents, parenting patterns, and the education system.

Based on the results of initial observations at SDN Kebayoran Lama Selatan 14 Pagi it was found that there was no attachment between parents and grade IV students. This is indicated by being seen when taking report cards or children's learning outcomes being represented by older siblings, siblings or caregivers, so it can be seen that parents underestimate the learning outcomes and development of children. In addition, parents do not monitor or pay attention to children's development at school through the class teacher, they think that when children go to school it is more than enough, they do not ask how the child's learning process is progressing while at school. The lack of attachment between parents and children is also seen when it is time to go home from school, it is rare to find students who are picked up by their parents because parents work and parents think that grade IV children do not need to be picked up when they come home from school even though there are reports of child abductions.

As well as grade IV students at SDN Kebayoran Lama Selatan 14 Pagi there are 20 out of 42 students who do not yet have independent learning for themselves, this problem is due to having parents who are busy working but some are not working. However, during the learning process in schools the teacher applies learning independence such as when the teacher explains learning in class, asking questions to students so that students are able to be active in the learning process, but many students are found who do not have self-learning independence such as: not daring to answer questions or answer questions on the blackboard, do not focus on during the learning process, cheating during tests because they are not confident in their own answers, and do not do the questions or homework given by the teacher. Even though the class teacher at school has

reminded the homework assignment so that it can be done on time through the parents' *WhatsApp group social media*. In fact, class teachers even send private messages to parents of students who do not yet have independent learning.

Then according to the problem raised, a research will be conducted on "The Relationship between Parental Attachment and Learning Independence of Class IV Students of Kebayoran Lama Selatan State Elementary School 14 Pagi".

## 2. Method

The approach used in this study is a quantitative approach with the correlation method. According to Sugiyono (Gunawan Santoso *et al.*, 2023)<sup>[17]</sup>, quantitative research is a scientific research method that meets concrete, systematic, measurable, and objective principles which emphasizes the analysis of data or numbers that will be processed with statistics k. Correlational research aims to identify the relationship between 2 or more variables. The location of this research is Kebayoran Lama Selatan 14 Pagi Public Elementary School, which is located at Jalan Bungur II RT 2 / RW 12, Kebayoran Lama, City of South Jakarta, Special Capital Region of Jakarta 12240. The time of the research was carried out from December 2022 to June 2023.

The sample of this research was 42 students of class IV. The sampling technique in this study is saturated sampling technique which means that the sample is determined using a system of taking all members of the population. The data collection technique used a questionnaire by distributing questionnaires to all fourth-grade students as samples by visiting the research site directly and documenting in the form of pictures when fourth grade students filled out the questionnaire. The data analysis technique of this research is instrument testing with instrument validation and reliability, then prerequisite analysis tests with normality tests and linearity tests, then hypothesis testing, namely correlation coefficient tests and coefficient determination tests.

## 3. Results and Discussion

Based on the research results obtained, it can be described and presented, namely:

### Validity test

By using the *r* count and *r* table value of 0.2973 (*r* table with  $n = 44 = 0.2973$ ) the results of the instrument validity in this study were found. It can be argued that the instrument is declared valid if *the r* count is greater than *r* table, then vice versa, the instrument item is declared invalid if *the r* count is less than *r* table. The results of the acquisition of the validity test carried out through SPSS, namely, there is a conclusion that from the 25 item item statements tested on 44 respondents regarding parental attachment (X) it can be shown that there are 21 item statement items which are declared valid, namely at numbers P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21. This can be declared valid because the *r value* counts parental attachment > the *r* table value at a significant level of 5% or 0.05 then there are 4 item statement items namely P22, P23, P24, P25 which are shown to be invalid because the *r value* counts parental attachment < *r* table value at a significant level of 5% or 0.05.

Variable Y has the conclusion that a total of 25 item statement items that were tested on 44 respondents

regarding the learning independence of class IV (Y) students can show that there are 20 item statement items that are recognized as valid, namely numbers P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P17, P18, P19, P20, P25. This can be declared valid because the *r* count value of fourth grade student learning independence > *r* table value at a significant level of 5% or 0.05 then there are 5 item statement items namely P16, P21, P22, P23, P24 are said to be invalid because the value of *r* count fourth grade student learning independence < *r* table value at a significant level of 5% or 0.05.

**Reliability Tests**

**Table 1:** Reliability Test of Variable X (Parent Attachment)

Reliability Statistics	
Cronbach's Alpha	N of Items
.776	21

**Table 2:** Reliability Test of Variable Y (Independence of Learning for Grade IV Students)

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	20

Source: SPSS Output 25

Based on the data above, reliability test decisions can be said to be consistent because:

- $\alpha > 0.6 =$  reliable
- $\alpha < 0.6 =$  unreliable

It can be seen from the table above that the value of  $\alpha$  in the

variable parental attachment (X) is  $0.776 >$  the value of  $\alpha$  is 0.6 and the value of  $\alpha$  in class IV student learning independence (Y) is  $0.837 >$  the value of  $\alpha$  is 0.6, so the questionnaire in this study can be said reliable or consistent.

**Normality Test**

**Table 3:** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Parent Attachment	.097	42	.200 *	.965	42	.217
Learning Independence of Grade IV Students	.117	42	.161	.969	42	.304

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

The data normality test in this study was carried out to find out whether the research data sourced from respondents based on the sample were normal or not. This research confirms that the data is normal by applying *Shapiro-Wilk* with the support of *Microsoft Excel 2021* and *Statistical Package for the Social Science (SPSS)* version 25. The significance if the data is said to be normal, that is, if  $> 0.05$  with a sample of 42 respondents. With the provisions of the calculations that have been obtained, namely the research data is said to be normal if the significance value is  $> 0.05$ .

Based on these data, it was found to be convincing that the calculation of the normality test with the help of SPSS Version 25 obtained a significance value of 0.217 and 0.304  $> 0.05$ , so the data obtained was normally distributed.

**Linearity Test**

**Table 4:** ANOVA Table

		Sum of Squares	Df	MeanSquare	F	Sig.	
Learning Independence of Grade IV Students * Parental Attachment	Between Groups	(Combined)	1553,950	22	70,634	2,966	010
		Linearity	739,446	1	739,446	31045	.000
		Deviation from Linearity	814,504	21	38,786	1628	.145
	Within Groups	452,550	19	23,818			
	Total	2006.500	41				

To find out whether the variable data obtained from the study has a linear relationship or bond or not, this research requires a linearity test. The variable stated is linear if the significance value is  $> 0.05$ . Based on the linearity test table, it can be seen based on the test using SPSS, the F Deviation from Linearity value is 1.628 and the multiple significance

value is 0.145. Therefore, it can be obtained based on data using SPSS version 25, namely a significance value of  $> 0.05$ , it is found that the 2 variables in this study have a linear relationship.

**Correlation Coefficient Test**

**Table 5:** Correlations

		Parent Attachment	Learning Independence of Grade IV Students
Parent Attachment	Pearson Correlation	1	.607 **
	Sig. (2-tailed)		.000
	N	42	42
Learning Independence of Grade IV Students	Pearson Correlation	.607 **	1
	Sig. (2-tailed)	.000	
	N	42	42

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The purpose of this correlation coefficient test is to determine the relationship between 2 or more variables. This study applies *the product moment of pearson*. Based on the total *correlation* table analysis above, a correlation was found between parental attachment variable X and the

learning independence of grade IV elementary school students variable Y, namely 0.607 with a value of 0.000 less than 0.05. Parents with learning independence of fourth grade students of the Kebayoran Lama Selatan public elementary school 14 am.

### Determination Coefficient Test

In order to get the value of how much the relationship between the changes in variable X and variable Y is applied to test the coefficient of determination. Based on the results of the SPSS version 25 *Model Summary output table*, the coefficient of determination value or called R Square is 0.369, the R square value is obtained from the squaring between the correlation coefficient values or R, which is  $0.607 \times 0.607 = 0.369$ . The R square value or the coefficient of determination is 0.369, which can be interpreted in terms of the percent value, which is 36.9%, which means that the parental attachment variable (X) to the learning independence of class IV students (Y) is 36.9%, then the remainder is  $(100\%) - 36.9\% = 63.1\%$  affected by additional variables that have not been discussed in this study.

Interpretation this research was conducted at Kebayoran Lama Selatan Public Elementary School 14 Pagi, located at Jalan Bungur II RT 2 RW 12, Kebayoran Lama Selatan Village, Kebayoran Lama District, South Jakarta City (12240) with the number of class IV respondents, namely 42 students. This study obtained data through distributing questionnaires, before the questionnaire was distributed it was first tested on students at grade IV level but different from the school where the research was to be held, the number of respondents to the questionnaire instrument trial was 44 students who aimed to complete the instrument requirements sufficient. The questionnaire instrument that was distributed was 2 variables consisting of the variable (X) parental attachment and the variable (Y) learning independence of class IV students which originally included 25 number of statement items between variables (x) and 25 number of statement items on variable (Y). The total number of item statement items for the 2 variables in this study was 50 statement items.

Prior to conducting the research, this study conducted instrument trials first, then after conducting trials to look for instrument item items which were declared valid and invalid using SPSS version 25 it was found in variable X parental attachment there were 21 valid statement item items and 4 item statement items found to be invalid, then the Y variable found 20 valid statement item items and 5 statement item items found to be invalid, after successfully getting the results of the instrument trial and found invalid statement item items, then the statement item items on the questionnaire are not used to conduct research.

Based on the results of calculations with the help of SPSS version 25 by looking for the normality test, the results of the normality test significance values (sig) were found to be 0.217 and 0.304 which had a meaning  $> 0.05$ , in this case it can be said that the normality test results for the residual data values are normally distributed. Furthermore, based on the results of the data linearity test in this study, it was found that the significance value (sig) was 0.145, which means  $> 0.05$  where the researcher concluded that the two variables in the study of attachment between parents and learning independence of fourth grade students of Kebayoran Lama Selatan State Elementary School 14 Pagi have a linear relationship.

Based on the calculation of the hypothesis test in this study, it was found that there was a significant relationship between parental attachment and fourth grade student learning independence. In the calculation of the Pearson correlation test with the help of SPSS version 25, the value of *r* is found 0.607 which is categorized as a correlation

coefficient value has a strong relationship, a significance value of 0.000 is smaller than 0.05 and it is found that the conclusion  $H_0$  is rejected and  $H_a$  is accepted which means that this statement has a relationship between the two variables, namely parental attachment to class student learning independence IV State Elementary School Kebayoran Lama Selatan 14 AM.

In the test of the coefficient of determination based on calculations using the help of SPSS version 25, it was obtained regarding the relationship between parental attachment and learning independence of class IV students of the Kebayoran Lama Selatan state elementary school 14 am with a value of 0.369 or in percent 36.9% with this stated that there is a relationship between the two variables.

### 4. Conclusion

There is a significant relationship between parental attachment and learning independence of fourth grade students at Kebayoran Lama Selatan 14 Pagi Elementary School. Obtained from the output data of SPSS version 25, namely *r* count  $>$  *r* table ( $0.607 > 0.297$ ) it was found that the correlation coefficient value was categorized into the strong category. In addition, the significance value obtained is  $< 0.05$  ( $0.000 < 0.05$ ) and it is concluded that  $H_0$  is rejected, in this case if  $H_0$  is rejected then  $H_a$  is accepted and means that there is a relationship between the two variables in this study. The data of this study shows the magnitude of the correlation between the attachment of parents to the learning independence of fourth grade students of Kebayoran Lama Selatan Public Elementary School 14 Pagi with the coefficient of determination test it can be seen that the *r* square value is 0.369 as well as in the form of the percentage of attachment relationship between parent attachment and learning independence of fourth grade students of Kebayoran Lama public elementary school south 14 am at 36.9% meaning that in this case there is a degree of relationship between the two variables in this study. Suggestions that can be put forward are based on the results obtained from research on the relationship between parental attachment and learning independence for fourth grade students of Kebayoran Lama Selatan 14 am elementary school, namely as follows:

#### 1. For Parents

After finding the results of research regarding the relationship between parental attachment and learning independence of fourth grade students of public elementary school Kebayoran Lama Selatan 14 am, it is better if the parents or guardians of fourth grade students carry out a relationship of more attachment to children, especially in terms of learning, if children have not applied themselves regarding the character of learning independence, this is one of the main factors found in their parents. Parents should pay more attention to their children's learning, as one example, when a child comes home from school, ask what learning has been done at school, then ask if there are any assignments that need to be done at home, then accompany the child in doing the task, not the parents who do it, but the parents. play a role in accompanying and helping when children experience difficulties, then take an approach more like when a child gets a bad grade at school and don't get scolded but is encouraged and invites the child to review the learning, give the child praise or reward.

## 2. For student

For students should be more enthusiastic in learning, especially grade IV students who occupy high grades who were previously in low grades. In this case, if students have a passion for learning and are responsible for learning both at school and at home, they will be able to carry out their learning responsibilities as when students are at school and do assignments given commensurate with existing rules, are active in learning, express themselves, do not shy when coming to the front of the class, proud of the work they have, discussing with friends when there is group work. Then when at home, for example, doing homework, you don't have to be told by your parents, but ask your parents to accompany you. That is, if students already feel they have a responsibility in learning, students will have independence in learning on their own.

## 3. Further Researcher

For future researchers, this study uses the subject of fourth grade students in high grades where there is a transition from low to high grades. Future researchers are advised to look for different research subjects and are also advised to use different research approaches, such as qualitative methods, for example by interviewing parents so that they can find out more about children who have not implemented independent learning related to parents who are only at home. and did not work which were not examined in this study.

## 5. References

1. Ambiyar A, Aziz I, *et al.* Differences in Student Learning Independence During the Pandemic at SMAN Lembah Melintang and SMAN Lembah Gumanti. *Scholar's Journal: Journal of Mathematics Education.* 2020; 4(2):1246-1258.
2. Fadhillah N, Faradina S. The Relationship between Parental Attachment and the Independence of High School Adolescents in Banda Aceh No Title. 2016; 1:p45.
3. Gischa S. Definition of Independence, Stages of Development and Factors, 2020. Kompas.com. <https://www.kompas.com/skola/read/2020/03/02/190000869/pengertian-kemandirian-juangan-dan-factornya?page=all>
4. Hastuti Dwi A. Compilation of Measurements and Assessments of Parenting and Child Quality. IPB Press Publisher PT, 2020, p220.
5. Idham G, Lutvi YB (Ed). *Child Psychological Development: A Practical Guide to Parenting and Child Education from a Psychological Perspective.* PT Human Pesona Indonesia, 2022.
6. Imam S, Hamid P, *et al.* Anthology Analysis of Legal Policy and Child Protection. CV Jejak, member of IKAPI, 2022, p354.
7. Musbikin I. Strengthening the Character of Independence, Responsibility and Love for the Motherland. NusaMedia, 2021.
8. Musnizar S. Psychology of Early Childhood Education (R. Faza'ur (ed.). DOTPLUS Publishers, 2020.
9. Mustari M, Rahman MT. Reflection Character Values for Education. PT RajaGrafindo Persada, 2019, p234.
10. Papalia DE, Feldman RD. Exploring Human Development. Salemba Humanika, 2014, p558.
11. Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture.
12. Pertiwi AB. The Relationship between Parental Attachment and Adolescent Independence in MTs. 'Al-Amin Malang Students. State Islamic University of Maulana Malik Ibrahim Malang. 2018; 1(1).
13. Rahmawati D. The Correlation between Independent Learning and Student Learning Outcomes at SD Negeri Purwoyoso 06 Semarang in Thesis. Semarang State University, 2016.
14. Rianawati. Implementation of Character Values in Islamic Religious Education Subjects in Schools and Madrasas. IAIN Pontianak Press, 2014, p313.
15. Sa'diyah R. The Importance of Training Children's Independence. *Coordinates: Journal of Islamic Inter-Higher Education Communication.* 2017; 16(1):31-46.
16. Santoso, Gunawan, Murod M. Comparison of the Contents of Pancasila Education and Citizenship from 1975-2013 Curriculum in Indonesian at the 21st Century. *Journal of Economics.* 2021a; 21(2):65-71. Doi: <https://doi.org/10.29138/je.v21i2.148>
17. Santoso, Gunawan, Susilahati, Yusuf N, Rantina M, Rahmatunisa S, *et al.* Socialization and Training in the Software of Google Applications at Muhammadiyah Tajurhalang MTS in 2022. *Journal of Community Service and Engagement (JOCOSAE).* 2023; 3(1):64-76.
18. Syahrizal I, Tumiye, *et al.* Elementary School Educational Psychology (A. SY (ed.). GetPress, 2022, p247.
19. Soetjningsih C. *Child Development: From conception to late childhood.* Prenada Media Group, 2012.
20. Law Number 20 of 2003 Concerning National Education Goals, 2003.
21. Zusy A. Attachment in Child Development. *Tarbawiyah.* 2015; 12(2):245-258.