

# The Influence of Parental Attachment on the Independence of 5-6 Years Old Children

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DOI: 10.26858/tematik.v9i1.46487

Received:  
19 May 2023

Accepted:  
14 June 2023

Published:  
30 June 2023

TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini

ISSN: 2476-9363 (print), 2476-9363 (online)

Volume 9, Nomor 1, Tahun 2023

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## Abstract

*This research is motivated by the problem of low child independence. The purpose of this study was to determine the effect of attachment on the independence of children aged 5-6 years. Using a quantitative research approach with the ex-post facto method. The population used in this study were 176 children aged 5-6 years in RA throughout the District of Jombang - Cilegon, Banten. Sampling using the slovin formula as many as 63 children. Data collection techniques using questionnaires, with data analysis techniques to test the hypothesis t. Based on the findings regarding attachment to the independence of children aged 5-6 years that there are children who have high independence, the attachment of parents is high and vice versa. Children's independence is seen in children's behavior while in the school environment and outside of school. The results of attachment research on the independence of children aged 5-6 years show a significant value of  $0.034 < 0.05$ , so it can be interpreted that there is a significant influence between attachments on the independence of children aged 5-6 years.*

*Keywords: Attachments; independence; early childhood.*

## INTRODUCTION

Early childhood emotional and social development depends on their parents or one of them is called parental attachment (attachment of children to their parents), where children always want to be close to their parents and do not want to be away from their parents, specifically to their mothers. Children feel safe and comfortable close to their parents; if the child is away from their parents, then the child will cry; if the child is left by their parents to go outside the house, then the child will call; if the child wants to play with their friend, then they want to be accompanied or waited for by their parents at the playground.

The term 'attachment' was first coined by a psychologist from England in 1958 named John Bowlby. John Bowlby said that attachment is an emotional bond an individual forms with another individual. Emotional bonds are specific, mutually binding over a long period, and the existence of a relationship is supported by attachment behavior that aims to maintain the relationship. Bowlby created the theory of Ethology with the term "Psychological Bonding," namely the relationship or psychological bond between mother and child, which lasts for a long time and connotes social life (Baskoro in Sari et al., 2020). The need for attachment to the mother is important in an individual's life because it is an early step in the development and socialization (Innamorati et al., 2023). Mothers are the bridge that connects

the family environment with the surrounding environment in the process of children's emotional and social development. The earlier the child, the more dependent his emotions are on his parents, especially his mother. Emotional bonds do not just come in children and parents or other people. Emotional bonds are established through a long process through a sense of comfort, mutual knowledge, mutual understanding, mutual love, and mutual attention between children and parents or other people. Particularly children have an attachment to their mothers because mothers are the first and main people who are closest to children and have a lot of time for children.

According to (Perpétuo et al., 2023), mothers rank first as the child's main attachment figure, mothers usually interact more with children and function as people who meet their needs and provide comfort. Mothers who are good and responsible for their children have a very large attachment to their children or vice versa, attachment is necessary from an early age in order to establish a close emotional relationship between parents and children. Mothers as figures or role models for their children are very important because they can help children grow and develop, connect with the surrounding environment, and solve children's problems.

Secure attachment from parents can provide two important foundations for individuals, namely a sense of trust in the wider environment and the ability to process their emotions. Self-confidence can be obtained through parents' attachment to their children because parents always instill self-confidence in children to believe that children can do well as others. Attachment refers to a special bond established by the unique quality of the relationship between a mother and her child or between a caregiver and her child and often through a slow process (Talty et al., 2022). Attachment between mother and child is a determining element of well-being in children. When mothers are able to act empathically and responsively to a child's needs, they will unwittingly build a basic sense of security. In early childhood, children need an I-You relationship, or called a special relationship by a mother figure in order to fulfill psychological and physical development.

According to (Martinis & Jamilah, 2010) Independence is the main life ability and one of the needs since the beginning of his age. Independence becomes something very important and basic and a necessity that must be possessed by every child for the growth and development of human survival. Independence in intelligence, emotions, and acting in solving life's problems. States that independence is the ability to control and regulate one's own thoughts, feelings, and actions freely and try alone to overcome feelings of shame and indecision. Children can control negative feelings and try to control positive feelings so that children can control themselves well.

According to (Suyanto, 2005), early childhood independence is the ability to perform daily activities or tasks on their own or with little guidance in accordance with their developmental stages and capacities. Children can perform basic and simple things themselves that can be done by themselves every day, such as eating, drinking, playing, bathing, wearing clothes, pants, shoes, tidying up toys, and others according to their developmental age. Children's independence will help in their learning activities in the learning environment and help achieve good learning outcomes.

Independence in early childhood is an attitude that is obtained cumulatively, cumulatively through the process experienced by a child in every aspect of his development, where in the process towards early childhood independence, they learn to deal with various situations in their social environment until the child is able to think and take appropriate action in overcoming each situation. Judging from the independence of children, children have not been able to solve everyday problems, such as: children have not been able to complete tasks independently, children still need help when wearing socks and shoes,

children also still need help when wearing pants, and children still need help when tidying up the rest of the food that has been eaten by the child.

Independence in early childhood has eight elements, as follows: (1) Ability to make choices (2) Dare to decide on their own choices (3) Responsible for accepting consequences (4) Self-confidence (5) Able to direct themselves (6) Able to develop themselves (7) Adjust to their environment and (8) Dare to take risks for what they have chosen (Novianti, 2021).

Based on the prior research conducted, the condition of children in terms of independence and who were able to be independent and some are still dependent on parents or teachers to carry out activities. Some children at Al-Mukhlisin Kindergarten are accustomed to only being dropped off at school and picked up when they return home from school. There are also children who are still awaited by their parents at school from the start of line activities to learning activities and even children ask for help when doing activities. (Setiawati & Mundasari, 2019). Observations that have been made that the development of independence by children is fairly good in learning and students are independent when playing and taking care of borrowed items and then putting them back, children have begun to be independent when doing tasks in learning, children are also independent in returning items taken and putting them back in place (Silranti & Yaswinda, 2019).

Factors that influence children's independence include attachment or the relationship between parents and children, parenting patterns, gender, and the education system. In the world of psychology in Indonesia, Attachment is often referred to as relationship attachment. (W.E.N., 2020) Attachment is usually realized in the form of parent-child relationships. The role of the mother is very important in this attachment process because the mother is used in a broad context including the consistent caregiver who has the most contact with the baby. Mothers not only fulfill physical needs but also must fulfill psychological needs (affection, love, attention) and be emotionally present when with the child (Akmalia & Rahayuningsih, 2018).

The attachment of children aged 5-6 years is in the stage of friendship behavior (age 3 years to the end of childhood). Before turning 3 years old children only concentrate on their own needs to maintain a certain closeness to caregivers or parents. children cannot yet understand the plans or goals of their caregivers. At the age of 3, the child begins to understand the plan and can imagine what he does when his parents are away so he begins to act like a partner in the relationship with his parents (Cengceng, n.d.).

Based on research that children always want to be accompanied and the lack of a close relationship between children and parents, for example; parents often show inconsistent attitudes in meeting the attachment needs of children, where one time the attachment is well established and at another time the attachment of parents is not well established so that children doubt the attachment that makes them comfortable in their environment (Sari et al., 2020).

The results of research by (Jamil et al., 2020) that 1) Lack of parental understanding of attachment and its urgency, 2) lack of time for children with their mothers and 3) less than optimal coordination between teachers and parents. The effect of this phenomenon tends to make children spoiled, like to refuse parents' requests, like to ask for attention, lack of confidence in doing tasks, like to ask for help from people who are attached to them, making children less independent.

Furthermore, information was obtained which explained that the habituation of children's independence experienced obstacles. Some children's activities actually rely on help from their parents. Children are still assisted by parents in carrying out their own tasks

and some children aged 5-6 years have not achieved the expected results, so there are some children who have a strong attachment to parents (mothers), making children less independent. (Fadillah et al., 2021, p. 158)

Based on observations, the phenomenon obtained in the RA area in Jombang Cilegon Banten through interviews with parents and teachers that there are several parents who have careers so the lack of attachment of children to parents and eventually children want to be more cared for and accompanied by their mothers when participating in teaching and learning activities until the child returns home from school, besides that children have not been able to complete tasks independently, children also cannot manage themselves in every activity at school, children also still need help when doing an activity whether it is wearing pants, socks, shoes, and buttoning clothes.

According to the National Association for the Education of Young Children (NAEYC), which says that children are those in the age range of 0-8 years, which are covered by educational programs in daycare centers, family childcare homes, preschool education both private and public, kindergarten, and elementary school (Amini, n.d.). Meanwhile, according to Montessori in (Yus, 2014 p. 8) Education begins at birth. The first years of a child's life are the most important period both physically and mentally. Education in children starts from birth because this period is a golden period in which all aspects of child development must be optimally stimulated so that children can prepare themselves. Heredity and environment are no exception.

Some characteristics of children aged 5-6 years that distinguish them from the characteristics of children aged below, namely: First, at the age of 6 years, emotions are unstable at the age of 5 years, they show tension, make sensations by promoting conflict, for example, a study strike against the teacher. Second, children seek independence from adults, but still want to seek their warmth and security (Andiprastowo, n.d.). A slightly different opinion was expressed by Masitoh et al in (Fitrianti & Eliza, 2019, p. 2) The characteristics of kindergarten children are as follows: (1) Children are unique. (2) Children express their behavior relatively spontaneously. (3) Children are active and energetic. (4) The child is egocentric. (5) Children have a strong curiosity and enthusiasm for many things. (6) Children are explorative and adventurous. (7) Children are generally rich in fantasy. (8) Children are still easily frustrated. (9) Children still lack judgment in acting. (10) Children have short attention spans. (11) Childhood is the most potential learning period. (12) Children are increasingly showing interest in friends. The last opinion, which is almost similar is also according to Piaget (Asih & Susanto, 2017, p. 35). At around the age of 6 years children can already use various mental operations, such as reasoning, and solving concrete (real) problems.

Mercer (Satriani, 2021) wrote five preconditions that affect bounding attachment: Parents' emotional health (including the ability to trust others). (2) A social support system that includes life partners, friends, and family. (3) A level of skill in communication and in providing competent care. (4) The parent's closeness to the child. (5) Parent-child compatibility (including temperament and gender of the infant). Based on the background of the problem above, the research focus is whether there is an influence of parental attachment on the independence of children aged 5-6 years in RA in Jombang-Cilegon, Banten. This study aims to determine the effect of attachment on the independence of children aged 5-6 years in RA in Jombang-Cilegon, Banten.

## **METHOD**

This study was conducted in RA in Jombang sub - district - Cilegon, Banten. This study employed quantitative methods with an ex-post facto type. Ex-post facto research aims to

find the cause of possible changes in behavior, symptoms, or phenomena caused by an event, behavior, or things that cause changes in the independent variable which as a whole has already occurred. The population in this study were all students aged 5-6 years in RA in Jombang District - Cilegon, Banten which amounted to 176 children. Sampling in this study used the Slovin formula to determine the number of research samples. The results of the calculation of the Slovin formula obtained the number of respondents who could be used as research samples as many as 63 children. The data collection technique in this study was a questionnaire using a questionnaire sheet research instrument. The research instrument used to collect data by giving a series of written questions to respondents, before being used for research the instrument was first tested at another school or sample. The instrument was tested at a school that has the same characteristics, namely children aged 5-6 years and totaling 30 children. From the validity test results, 30 valid items were obtained from 42 items of questioning. The data analysis technique in this study uses descriptive statistical analysis, simple linear regression test, and hypothesis testing with the help of SPSS version 26.0 to facilitate researchers in data processing and analysis.

## RESULTS AND DISCUSSION

Children's independence is seen in children's behavior while in the school environment, including children still accompanied by their mothers when participating in teaching and learning activities until the children go home from school, children cannot complete tasks independently, children cannot do it themselves want to be accompanied by teachers or friends in every activity at school, and children still need help when doing an activity whether it is wearing pants, socks, shoes, and buttoning clothes. This can be used as research by distributing questionnaires to teachers in RA in the Jombang sub-district, Cilegon, Banten.

The description of this study is described descriptively in this section about attachment to children's independence before and after treatment based on predetermined indicators. The results of the data are described in the following table:

Table 1. Descriptive Statistics

	<b>N</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
<i>Attachment</i>	63	31	44	75	58.83	7.755	60.146
Independence	63	39	32	71	56.86	8.615	74.221
Valid N (listwise)	63						

From the results of descriptive statistical data processing on attachment using the SPSS application, the average value (mean) has a score of 58.83, the lowest value (minimum) has a score of 44 and the highest value (maximum) with a score of 75, for the standard deviation (standard deviation) has a value of 7.755, then the variance value (variance) has a score of 60.146 and the range value (range) has a score of 31. As for independence, the average value (mean) has a score of 56.86, the lowest value (minimum) has a score of 32 and the highest value (maximum) with a score of 71, for the standard deviation (standard deviation) has a value of 8.615, then the variance value (variance) has a score of 74.221 and the range value (range) has a score of 39.

Based on the results of calculating the average direction of answers from respondents on the attachment variable measured using five indicators, namely parental emotional health, social support system, level of skill in communication, closeness of parents to children, and parent-child compatibility, the results are as follows:

Table 2. Average tendency score of attachment in 5-6-year-old children

No	Indicator	No Item	Mean	Category
1	Emotional health of parents	1	3.95	High
		2	4.12	Very High
<b>Average Indicator</b>			<b>4.03</b>	<b>Very High</b>
2	Social support system	3	3.92	High
		4	4.07	High
		5	3.92	High
		6	3.80	High
<b>Average Indicator</b>			<b>3.93</b>	<b>High</b>
3	A level of skill in communicating	7	3.58	High
		8	3.76	High
<b>Average Indicator</b>			<b>3.67</b>	<b>High</b>
4	Proximity of parents to children	9	3.79	High
<b>Average Indicator</b>			<b>3.79</b>	<b>High</b>
5	Parent-child compatibility (including temperament state, and baby type)	10	3.61	High
		11	4.14	High
		12	3.90	High
		13	4.03	Very High
		14	4.27	Very High
		15	4.11	Very High
<b>Average Indicator</b>			<b>4.01</b>	<b>Very High</b>
<b>Average of Variable X</b>			<b>3.89</b>	<b>High</b>

Based on the results obtained, the average general trend of respondents' answers to variable x (attachment in children aged 5-6 years) is 3.89. This value when consulted with the WMS table, then attachment in children aged 5-6 years as a whole is in the high category.

## ATTACHMENT

■ Emotional health of parents   ■ Social support system   ■ A level of skill in communicating  
 ■ Proximity of parents to children   ■ Parent-child compatibility

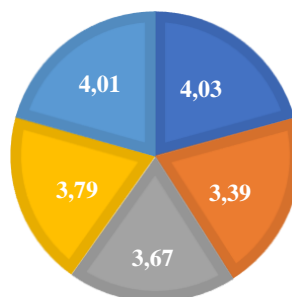


Figure 1.  
Diagram of Attachment Score Criteria in 5 - 6-Year-Old Children

Based on the graph, it can be seen that the largest average score on the variable attachment in children aged 5-6 years is on the indicator of the emotional health of parents with an average value of 4.03. Thus, based on the WMS table, a very high category is obtained.

Meanwhile, from the results of calculating the average direction of answers from respondents on the independence variable measured using three indicators, namely children's

initiative brings them into contact with many new experiences, children direct energy towards mastering knowledge and intellectual skills, and children become more enthusiastic about learning compared to the end of the early childhood period which is full of imagination, the results are as follows:

Table 3. Average Tendency Score of Independence in 5 - 6-Year-Old Children

No	Indicator	No Item	Mean	Category
1	Children's initiative brings them into contact with many new experiences	1	4.06	Very High
		2	3.98	High
		3	4.34	Very High
		4	3.63	High
		5	4.09	Very High
		6	3.12	High
<b>Average Indicator</b>			<b>3.87</b>	<b>High</b>
2	The child directs energy towards mastering intellectual knowledge and skills	7	3.54	High
		8	3.84	High
		9	4.01	Very High
		10	4.36	Very High
		11	4.41	Very High
<b>Average Indicator</b>			<b>4.03</b>	<b>Very High</b>
3	The child becomes more enthusiastic about learning compared to the end of the early childhood period which is full of imagination	12	4.30	Very High
		13	3.82	High
		14	2.62	Medium
		15	2.68	Medium
<b>Average Indicator</b>			<b>3.35</b>	<b>High</b>
<b>Y Variable Average</b>			<b>3.75</b>	<b>High</b>

Based on the results, the average general trend of respondents' answers to the independence variable (Independence in children aged 5-6 years) is 3.75. This value when consulted with the WMS table, then independence in children aged 5-6 years as a whole is in the high category.

### INDEPENDENCE

- Initiative brings them into contact with many new experiences
- Directs energy towards mastering intellectual knowledge and skills
- Enthusiastic about learning compared

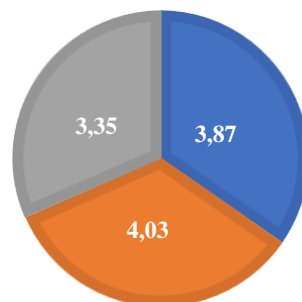


Figure 2  
Diagram of Criteria Score for Independence in Children Aged 5 - 6-Year-Old Children

The largest average score on the independence variable in children aged 5-6 years is on the indicator of children directing energy towards mastering knowledge and intellectual skills with an average value of 4.03. Thus, based on the WMS table, a very high category is obtained. Based on the research and calculations that have been carried out, it can be seen from the results of the Weight Mean Score (Average Value) based on the variable attachment in children aged 5 - 6 years of 4.03 for the independent variable in children aged 5 - 6 years with an average score of 4.03. This is based on the consultation table calculation of Weight Mean Score (WMS) each variable is included in the very high category.

Table 4. Simple Linear Regression Test Results

No.	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	330.063	1	330.063	4.713	.034 <sup>b</sup>
2	Residual	4271.651	61	70.027		
<b>Total</b>		<b>4601.714</b>	<b>62</b>			

The calculated F value is 4.713 with a significance of 0.034 <0.05, so the regression model can be used to predict the participation variable, or in other words, there is an influence of the attachment variable (X) on the independence variable (Y).

Table 5. Results of the T-test

No.	Model	B	Std.Error	Beta	T	Sig.
1	(Constant)	39.356	8.130		4.841	.000
2	Attachment	.298	.137	.268	2.171	.034

The t value of the variable attachment is 4.841 > 1.670 which means t count > t table then H<sub>0</sub> is rejected H<sub>1</sub> is accepted. And get the conclusion there is a significant influence between attachment on the independence of children aged 5-6 years. The findings in this study are that there is a significant influence between Attachment on the Independence of 5-6-Year-Old Children. Based on the data processing above, it can be concluded that the results show that seen from the results of simple linear regression Attachment on the Independence of Children 5-6 Years of Age shows the value of F count of 4.713 with a significance of 0.034 <0.05 while the results of the t-test obtained a value of 4.841 > 1.670 which means t count > t table then H<sub>0</sub> is rejected H<sub>1</sub> is accepted so it can be interpreted that there is a significant influence between attachment on the independence of children aged 5-6 years.

Attachment is a kinship relationship between a parent, family, or caregiver and a child until a peaceful and comfortable atmosphere is created for the child. Attachment is a close bond formed by a child with a guardian or person who cares for the child through affection so that the child feels comfortable. Mercer in (Satriani, 2021) wrote five preconditions that affect attachment: (1) Parents' emotional health (including the ability to trust others). (2) A social support system that includes life partners, friends, and family. (3) A level of skill in communication and in providing competent care. (4) The parent's closeness to the child. (5) Parent-child compatibility (including temperament and gender of the infant).

There must be factors that can affect the attachment that parents have with their children. Factors that can influence include emotional health of parents, (2) Social support system, (3) A level of skill in communication, (4) Proximity of parents to children, (5) Parent-child compatibility (including temperament and type of baby. (Research synthesis from Satriani, 2021, p. 4).

Independence is a child's attitude or intelligence possessed by children about self-dependence with others (can manage themselves), for example, having initiative in dealing



with problems, completing tasks according to their own answers, and always being responsible for everything that is being done / done. The independence of children aged 5-6 years is in the stage of hard work versus inferiority (industry versus inferiority) is a stage of development that occurs in elementary school age. Children's initiative brings them into contact with many new experiences. As children move into middle and late childhood, they direct their energies towards mastering knowledge and intellectual skills. At the same time, children become more enthusiastic about learning than at the end of the imaginative early childhood period (Rahman, 2009).

Independence is a person's attitude and behavior that reflects actions that tend to be individual (independent), without help and help from others. (Novianti, 2021) The above opinion can also be interpreted as independence, namely the attitude of children who describe non-dependence on others. A fairly detailed explanation is also put forward by Kartini and Dali, defining (Daviq, 2019) independence is: The desire to do everything for oneself can be briefly concluded that independence contains understanding: A situation where a person who has a competitive desire to move forward for his own good, is able to make decisions and initiatives to overcome the problems faced, has confidence in doing his tasks, is responsible for what he does.

Independent children are children with high self-confidence and motivation that they do not depend on others, particularly on their parents. Children with less independence always want to be accompanied or waited on by their parents both at school and at play or everywhere. In contrast to children who have independence, they dare to decide on their own choices, their level of self-confidence is more visible, and easily adjust to the environment and playmates and strangers they have just met.

Parents have a very important role in guiding and fostering independence in children, the following forms of parental guidance to foster children's independence (Susanti, 2020), namely: Provide choices. Independence is the ability to make choices and accept the consequences that accompany their choices. This ability grows and develops optimally. So parents need to provide alternatives or options to him. For example, parents ask their children to choose books or stationery of more than one type that has been provided. (2) Support. In developing children's independence, parents need to support their children. (3) Sincere praise. When the child has a good achievement, parents need to sincerely praise and appreciate the child. (4) Good communication/dialogic. Good communication shows that parents care about the activities carried out by their children. (5) Setting an example. The example given by parents in developing children's independence is by showing good attitudes, speech, and behavior that children can emulate. (6) Problem solving. The obstacles faced by children are very different from one another. For example, learning problems, playing difficulties, and so on. (7) Understanding the child. Parents have a role in the family as role models for their children. Therefore, parents should understand their children's habits, characters, pleasures, and displeasures. (8) Habituation. Parents should create good practices in the family for their children, train children to get used to doing things independently without having to be helped continuously, and involve children in making decisions so that children feel responsible and valued.

The form of independence in kindergarten is more related to physical and psychological ones, where these activities are the daily needs of personal children, so children can do it themselves (Eka & Munda, 2019) based on some of the above opinions, it can be concluded that the independence of children aged 5-6 years is that children can carry out daily activities

on their own and no longer need to be helped, at this time children also get more new information or new knowledge from children's efforts to do things on their own.

## CONCLUSION

Based on data processing and analysis, the research results show that there is a significant influence between Attachment on the Independence of 5 – 6 -year-old Children in RA in Jombang District - Cilegon, Banten. This is indicated by obtaining the t value of the variable attachment of  $4.841 > 1.670$  which means  $t \text{ count} > t \text{ table}$  then  $H_0$  is rejected  $H_1$  is accepted. It can be concluded that there is a significant influence between attachment on the independence of children aged 5-6 years. And the results showed that seen from the results of simple linear regression Attachment on the Independence of Children 5-6 Years of Age showed the value of F count of 4.713 with a significance of  $0.034 < 0.05$ , it can be interpreted that there is a significant influence between attachment on the independence of children aged 5-6 years.

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