

The Role of the Habituation Method in Developing Children's Independent Behavior

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Abstract

Independence in early childhood serves as a fundamental pillar in character formation, yet this attribute is increasingly undermined by the rise of individualistic tendencies in the era of globalization. This study investigates the role of the habituation method in fostering independent behavior among young children at Kusuma Mulia Nambaan school. Employing a descriptive qualitative research design, data were gathered through direct observation, in-depth interviews with educators and caregivers, and the analysis of institutional documentation. Findings reveal that consistent implementation of habituation through routine activities, such as arranging footwear, returning toys, and completing assigned tasks without external assistance, significantly enhances children's self-reliance. These practices cultivated decision-making confidence and task completion autonomy in participants. The research underscores the critical role of structured habituation in promoting not only independence but also the broader development of social-emotional competencies. The study offers empirical support for integrating habituation-based strategies in early childhood education settings as a means of strengthening foundational character traits in an increasingly complex social landscape.

Keywords: *Child Independence, Habituation, Character Development, Social Skills.*

1. Introduction

Executive skills, which include independent behavior, are a key component of child development. A continuous learning process and repeated practice in social contexts play an important role in shaping these skills, especially in preschool age, which is recognized as a critical phase in the development of independence (Mezzacappa, 2017). Effective establishment of independent behaviors at this age not only affects children's ability to manage themselves but also impacts their future quality of life, including in terms of social relationships and adaptation within the wider social environment. Well-developed independence from an early age allows children to take initiative, regulate emotions, and make the right decisions in various life situations. In addition, these skills are an important basis for academic success, as children who are able to manage



themselves tend to be better prepared for learning challenges and more able to take responsibility for the tasks assigned. Despite this, many children still face challenges in developing independence, which could potentially affect their readiness to adapt to future social and academic demands. Therefore, strengthening executive skills from an early age is an aspect that cannot be ignored in a child's education process.

The development of independent behavior in children can be effectively achieved through consistent habituation methods. Negative experiences in childhood can increase the risk of behavioral problems, so the application of habituation methods from an early age is one important approach to shaping children's independence (Hunt et al., 2017). In line with the opinion of (Toosi et al., 2019) habituation not only builds routines, but also forms a strong foundation of moral autonomy. By training children to get used to doing positive actions repeatedly, children will naturally internalize these behaviors as part of their personality and life values, thus creating sustainable independent behavior. In addition, habituation that is consistently applied in the family and school environment not only strengthens basic daily skills, but also increases children's confidence in making their own decisions. When children feel that they are able to take responsibility for small actions in daily life, they will gradually develop into individuals who are independent, confident and able to better face future challenges.

The object of research in this article is preschool children's independence behavior, which is developed through the habituation method. The main focus of this research is on the habituation of routine activities, both in the context of the household and social interactions that occur outside the home, which can accelerate the development of children's independence. In this case, habituation is not only limited to simple household tasks, but also includes self-management in more complex situations, such as health management or exploration of the social environment. This habituation process is thought to provide children with opportunities to learn from real experiences, build a sense of responsibility, and improve adaptability in various life conditions. In addition, habituation to routine activities also trains children to develop an independent mindset, where they are encouraged to think critically, make their own decisions, and solve problems without always relying on adult assistance. Thus, consistent application of the habituation method is expected to be a strong foundation in shaping an independent character that will continue to develop as the child grows.

A review of existing literature shows that various approaches have been used to facilitate the development of children's independence. Research by Alvandi et al., (2023) emphasized the importance of children's participation in daily life activities, such as self-care and household tasks, as a key indicator that predicts their future independence. Similarly, Adolf et al., (2022) showed that monitoring independent tasks in the supplementary education system can accelerate the development of independence through structured habituation. The scaffolding approach, which provides gradual support for children in managing their tasks, has also been found to be very effective, especially if provided in a developmentally appropriate manner (Diercks et al., 2021). On the other hand, research conducted by (Ramdzan et al., 2020) suggests that habituation in health contexts, such as asthma management routines, can also accelerate the development of independence. In addition, the findings of (Farella et al., 2020) revealed that technology, such as gaming platforms that encourage independent mobility, has a positive impact on strengthening children's independent behavior. On the social side, (Waygood et al., 2020) showed that children who are self-reliant find it easier to build and maintain their social relationships.

In addition, (Chaudhury et al., 2019) emphasized that children's habit of exploring public spaces independently also plays an important role in the development of their social independence. Habituation is one of the effective methods in developing children's independent behavior from an early age. Sirois & Mareschal, (2002) emphasized that through the habituation process, infants learn to distinguish new stimuli and adapt their behavior independently. This ability

becomes an important foundation for the formation of independence in later stages of development, as children begin to build skills in managing new experiences without excessive dependence on adults. The habituation process is one of the effective methods in supporting the development of children's independence from an early age. As shown by research (de Weerth et al., 2013) infants who experienced scheduled separation from their mothers showed better adaptability and decreased stress levels over time. This repeated habituation to new situations accelerates the development of children's independent behavior and emotional ability to cope with environmental changes.

Although various studies have shown positive results regarding the importance of habituation in enhancing children's independence, there is still a gap in the understanding of how this method of habituation can be integrated holistically in various contexts of children's lives. Most research has focused on separate aspects, such as habituation at home, school or through separate social interactions, without considering how these three factors can work together to accelerate the development of independence. This indicates that while habituation in each of these contexts has its own benefits, the full potential of the habituation method can only be achieved if there is integration and synergy between habituation that occurs at home, school and the child's social environment. Therefore, there is still a need for more in-depth research on ways to integrate the habituation of independence in children's daily lives more comprehensively, involving all parties who interact with children, from parents, educators, to peers. Such research will provide greater insight into how to create an environment that supports the development of children's independence as a whole, as well as practical strategies to ensure the success of habituation in various settings.

This research aims to fill this gap by developing an intervention model that incorporates various aspects of children's lives - from home, school, to social environments - to support the habituation of independent behavior. This article will also identify specific strategies in technology use and social interaction that can accelerate the development of independence in preschool-aged children. Thus, the contribution of this study is to provide new insights into the integrated application of habituation methods, which not only focus on habituation to household activities, but also involve the use of technology and social exploration as part of the independence development process.

The purpose of this study is to explore and identify strategies that are effective in developing children's independence through a comprehensive habituation method. The research aims to formulate an integrated habituation model, which can be applied in various contexts of children's lives, as well as provide recommendations on practical ways to enhance preschool-age children's independence at home, school, and social settings..

2. Methods

This study uses a qualitative approach with a descriptive research type to explore and describe the phenomenon of the development of preschool children's independence through the habituation method in the context of everyday life (Creswell & Creswell, 2014). This method was chosen because the main objective of the research is to provide an in-depth description of how habituation of independent behavior is implemented by parents, educators, and the environment around children, and how the process affects their independence.

Data Collection The data for this study were collected through three main techniques, namely in-depth interviews, participatory observation, and document analysis. The research data sources consisted of preschool-aged children, 10 parents, and 2 educators who were directly involved in habituating children's independent behavior (Patton, 2015). In-depth interviews were conducted with 10 parents who work as housewives and class teachers of children aged 4-5 years. This aims to explore their views on the application of habituation methods to children, as well as to understand the challenges faced in supporting children's independence (Kvale, 2007).

These interviews were semi-structured and designed to elicit in-depth and contextualized information. Participatory Observation was conducted by the researcher who was directly involved in the children's daily activities. The researcher observes how children engage in activities that promote independence, such as self-care, completion of household tasks, or social interaction with peers Spradley, J. P. (2016). This observation aimed to get a clearer picture of how children respond to the habituation implemented by parents and educators. The indicators of children's independence in this study are as follows:

Table 1. Indicators of Children's Independence Behavior

No	Independence Indicator	Description of Child Behavior
1	Making their own decisions	1. Simple self-care, such as putting on and taking off own shoes 2. Washing hands after/after eating and other activities
2	Confident in doing tasks	1. Child completes tasks without assistance 2. Dare to express opinions
3	Responsible for their actions	1. Children tidy up their own toys or equipment 2. Disposes of garbage in its place

Document analysis was conducted on children's activity records, progress reports provided by educators or caregivers, and learning materials used to support the habituation of independent behavior.

Data Preprocessing Data collected from interviews, observations, and documents will go through several processing steps before being analyzed. The first step is data verification and validation to ensure that all data collected is relevant to the research objectives. Invalid or irrelevant data will be discarded. Furthermore, valid data will be grouped into thematic categories that reflect the main themes of the research, such as habituation at home, habituation at school, and social influence in habituation of independence. After grouping the data, data triangulation is carried out, which is comparing information obtained from various sources (interviews, observations, and documents) to ensure consistency of findings and avoid bias in data interpretation (Denzin, 2012).

Algorithm and Analysis Method Data analysis in this study was conducted using thematic analysis (Braun & and Clarke, 2006). The first step in thematic analysis is data coding, where interview transcripts, observation notes, and documents are analyzed to identify key emerging themes. This coding process allows the researcher to mark pieces of data that are relevant to the phenomenon under study.

Evaluation The effectiveness of the habituation method in developing children's independence will be evaluated through two main indicators: The child's engagement in independent activities, which is measured by direct observation of the child's participation in activities related to self-care and household tasks. Changes in children's social independence, which is measured through children's interactions with their peers as well as observations of children's ability to manage themselves in social situations. The researcher will also compare the findings of this study with previous related research on habituation of independent behavior in children, in order to assess whether the methods applied in this study provide more effective or different results (Cohen & Crabtree, 2008).

3. Results and Discussion

This study successfully collected data from various sources to describe the development of preschool children's independence through the habituation method. The data included in-depth interviews with parents and educators, participatory observation, and analysis of documents

related to habituation activities. This approach provides a comprehensive picture of how children's independence can be facilitated in everyday contexts.

1. Findings from In-Depth Interviews

From the interviews with 10 parents, The parents interviewed included: Ms. S, Ms. UZ, Ms. MSK, Ms. KK, Ms. ARS, Ms. MTW, Ms. LMM, Ms. NH, Ms. SM, and Ms. UP. The two educators who became resource persons in this study were Mrs. Q.I., S.Pd and Mrs. D.R, S.Pd several key themes were found that summarize their perceptions and experiences in supporting children's independence:

a) Perceptions of Parents and Educators:

The majority of parents showed a very positive view of the habituation method in shaping children's independent behavior. They consider that simple activities that are done repeatedly, such as putting away shoes, washing hands, or tidying up toys, can form positive habits and increase children's sense of responsibility.

Srt and UZM said that their children showed an increase in independence since they were accustomed to completing small tasks regularly at home. According to them, their children began to learn to understand responsibility without having to be directed all the time. MSK said that after her child was accustomed to being given trust, he began to take the initiative to do tasks without being told, such as cleaning up stationery after studying.

Similarly, KK, ARS, and LMM said that consistent habituation helped build self-confidence in children. They saw that children became more courageous in making decisions, such as choosing their own clothes or determining the order of activities to be carried out. Two educators, QI and MFW also confirmed the effectiveness of the habituation method. They explained that children who are accustomed to managing themselves at home are more ready and alert when they are in the school environment.

QI added that children who are trained to do small things independently show more stable social-emotional development. MFW emphasized the importance of communication between teachers and parents so that the habituation at home can be in line with the school program.

b) Challenges Faced:

Although the habituation method is considered effective, parents also face a number of obstacles in implementing it consistently. MTW and NH mentioned that their busy work schedules made it difficult for them to provide special time to involve their children in routine habituation. As a result, assistance with children's independent activities is not optimal.

On the other hand, SM and UP admitted to feeling hesitant in determining the right method. They were worried that if they let their children explore on their own, they could make mistakes; but if they were too directive, their children would not be independent. They emphasized the importance of practical guidance for parents to avoid confusion in guiding children at home.

Some parents also expressed the need for harmony between home and school. According to LMM and KK, habituation will only be successful if both of the child's primary environments apply aligned values and parenting. If children receive different messages at home and school, the internalization process of independence will be disrupted.

Overall, these interviews reinforce the finding that the habituation method can be a very effective strategy in developing preschool-age children's independent behavior. However, its success is highly dependent on consistency, collaboration between teachers and parents, and a proper understanding of how to implement it.

2. Observation Results

Observations were conducted over a 4-month period in various environments, including home and school, to implement habituation methods focused on developing independence. Here are some of the significant results:

- a) **Engagement in Independent Activities:** Children who were exposed to active habituation, such as tidying up toys or helping with food preparation, showed higher levels of satisfaction and self-confidence. A total of 75% of children were actively engaged in at least 3 independent activities during the observation. Not only does this engagement increase children's independence, but it also helps them feel more connected to their responsibilities and roles in the family or community.
- b) **Self-Management:** Children who were engaged in activities, such as maintaining personal hygiene and completing household tasks, showed significant progress in self-management skills. They were better able to take initiative in social situations and demonstrated the ability to cooperate with peers. Observations also show that children who have become accustomed to doing independent activities on a regular basis tend to be more confident in social interactions and more willing to try new things.



Figure 1: Children tidying up toys



Figure 2: Children taking out the trash



Figure 3: Children washing their hands



Figure 4: Children wearing shoes

Table 2: Results of Initial Observation of Children's Independence

No	Children's Activities	Percentage of Children Who Still Need Help
1	Putting shoes away	54%
2	Returning toys after playing	62%
3	Working on own tasks	58%

3. Document Analysis

The documents analyzed in this study included child development reports provided by educators, activity notes, as well as learning materials used in the habituation process. Some of the key findings from this analysis include:

- 1) Progress Report: Many reports note a significant increase in children's independence, where children are able to make simple decisions on their own and take responsibility for completing assigned tasks. Educators report that children who are active in habituation show clear progress in various aspects, including social skills and problem-solving ability.
- 2) Supportive Learning Materials: The materials used in learning are also integrated with habituation, showing that children who are provided with materials related to independence are more likely to implement new habits in daily life. Using an approach that combines character building and experiential learning has been shown to be beneficial in reinforcing independent behavior.
- 3) Linkage to Social Context: Documentation also shows that children who engage in self-reliance habituation in a broader context-such as social activities and interactions with peers-tend to have a better understanding of how to function independently in the community. This suggests that the development of independence is not only limited to the personal sphere but also contributes to broader social development.

Overall, the results of this study show how important the habituation method is in developing preschool-age children's independent behavior. The findings provide empirical evidence that habituation by parents and educators can enhance children's independence and provide them with the necessary skills to succeed in the future.

The results of this study as a whole confirm that the habituation method plays a very important role in developing independent behavior of preschool children. Based on the data obtained through in-depth interviews, participatory observation, and document analysis, it can be seen that the application of habituation in daily activities is effective in encouraging the growth of children's independence. The analysis of the role of the method is:

1. Strengthening the Role of Habituation in Children's Independence

Most parents and educators (85%) agreed that children's active involvement in daily routines, such as tidying up toys or helping with household tasks, not only improves practical skills, but also builds a sense of responsibility and confidence. This finding is consistent with the opinion (Irhamna et al., 2022) that monitoring and consistency in routines accelerate the internalization of independent behavior. Habituation method, as suggested in a previous study (Forming Independence in Young Children Through the Habituation Method, 2022), allows children to form automatic behavior patterns without dependence on constant instruction from adults. In other words, repetition of simple activities in the context of daily life gradually trains children to act independently. This habituation is crucial in developing independence as it provides opportunities for children to recognize and complete tasks independently, which in turn strengthens their self-confidence.

Furthermore, habituation through consistent routines allows children to develop time management and organizational skills from an early age. Involvement in routine tasks such as making the bed, helping to organize belongings, or preparing tableware, teaches children the importance of discipline and punctuality. For example, when children are expected to complete a certain task at a set time, they learn to prioritize tasks and organize the steps that need to be taken to achieve the goal. This teaches children about responsibility, as well as the importance of doing work with care and dedication.

In addition, this habituation serves as a bridge that connects between the family world and the wider social world. Children who are accustomed to a routine that involves them in household activities tend to adapt more easily to various activities outside the home, such as at school or in

other social interactions. Their experience in completing independent tasks provides an important foundation in facing new challenges in the wider environment. Children who are used to doing things independently feel more able to face challenges and make their own decisions, which also strengthens their ability to manage stress and uncertainty.

A consistent routine can also strengthen the emotional bond between parents and children. Through involvement in daily activities, parents can provide positive direction and support that not only helps children grow in independence, but also strengthens their relationship. This process gives parents the opportunity to provide positive reinforcement and appreciation for the child's efforts, which goes a long way in building their sense of self-worth. This not only leads to the development of the child's independence, but also strengthens the child's sense of security and trust in the parents.

In the long run, this habit has a significant impact in shaping children's character. Children who are accustomed to a routine that prioritizes independence will be better prepared to face more complex life challenges, whether in the context of education, work, or social life. Habituation that starts early will form an independent and responsible mindset, which will be useful for their success in the future. Thus, strengthening the role of habituation in children's independence is not only important for their emotional and psychological development, but also the main foundation in forming smart, responsible and future-ready individuals.

2. Habituation Implementation Challenges

While there is widespread recognition of the importance of the habituation process in supporting the development of children's independence, this study also identified a number of barriers that often hinder the successful implementation of habituation. One of the main barriers identified was parental time constraints. In a fast-paced and hectic life, parents often find it difficult to provide sufficient time to be directly involved in their children's habituation process. Busy daily routines, work, and other responsibilities often make it difficult for parents to implement consistent and effective habituation methods. On the other hand, parents' lack of understanding of the right techniques in building children's independence is also a significant inhibiting factor. Without an in-depth understanding of the most effective ways to help children become more independent, parents are likely to face difficulties in choosing appropriate strategies that are suitable for their child's developmental stage.

This suggests that to create an optimal habituation process, more intensive training and education is needed for parents and educators. This training will not only increase their knowledge of effective habituation techniques, but will also help them understand the importance of a more systematic and structured approach. With the right training, parents and educators can be better prepared to assist children, provide support that suits their needs, and ensure that the habituation process runs more smoothly and consistently. In addition, the training can also raise awareness about their important role in creating a supportive environment for children's development.

As explained by (Diercks et al., 2021) in scaffolding theory, the support provided by adults, both parents and educators, needs to be given gradually and adjusted to the level of readiness of children. This theory emphasizes the importance of providing appropriate assistance at each stage of children's development, so that they do not feel burdened, but also do not feel neglected in their learning process. The support provided should be flexible and adaptive, according to the needs and development of the child at each stage. This means that successful habituation depends not only on the constant repetition of the same activity, but also on the quality of the interaction between the child and the adult.

Successful habituation requires a combination of consistent repetition and progressive support, with parents and educators playing a key role in providing appropriate direction and keeping the child engaged in the process. As such, children's independence can develop naturally through constructive, in-depth interactions, which provide space for children to learn to be

independent while still feeling supported. Therefore, to ensure the success of the habituation process, it is important for parents and educators to not only focus on repeating the activity, but also understand the dynamics of the child's development and provide appropriate assistance at each stage.

Effective habituation methods must be accompanied by providing space for children to explore and interpret the actions they take, so that they are not merely instructive, but also educational and participatory. This process creates constructive interactions between children and their social environment, which ultimately encourages the emergence of independence. Children who are actively involved in the habituation process—for example by being given simple responsibilities according to their age—will find it easier to develop a sense of responsibility, initiative, and the ability to make decisions independently.

Thus, the success of the habituation method is highly dependent on the harmony between the consistency of repetition and the depth of interaction that is built. Parents and educators are not enough to just demand that children comply with a pattern, but must have a comprehensive understanding of the dynamics of child development.⁸ This approach requires flexibility and sensitivity in providing appropriate assistance at each stage of development, so that habituation does not become a burden, but rather becomes a natural part of the child's healthy and balanced growth and development process.

3. Positive Influence of Habituation on Children's Self-Management

Observations showed that children who were routinely involved in independent activities experienced significant improvements in their ability to self-manage. This improvement was evident in several aspects, such as children's ability to take social initiatives, complete tasks without the need for direction or assistance from adults, and demonstrate an attitude of responsibility towards their obligations. This shows that the habituation process not only serves to build functional skills that are essential in daily life, but also strengthens social and emotional skills that are very important for children's development. It provides opportunities for children to practice managing the various situations and challenges they face, both in the personal sphere and in interactions with others.

With a consistent routine, children get used to planning, organizing their time and completing their work without the need for constant supervision. This not only makes them more independent, but also boosts their self-confidence as they feel able to face and solve problems independently. Moreover, it also contributes to the development of children's social skills, such as communicating with others, cooperating in groups, as well as managing their emotions in various social situations. All of these are essential for building a strong and resilient character in children, which they will carry into their future lives.

In line with the child development reports analyzed, it appears that well-implemented habituation, especially when combined with experiential learning materials, encourages children to develop adaptive behaviors that are useful in interacting with the wider social environment. Children who engage in activities that familiarize them with making independent decisions and interacting with others in a variety of social contexts will tend to have the ability to adapt better to their environment. They become more flexible in the face of change, more open to new ideas and perspectives, and better able to cope with the various social challenges they encounter, whether in the family, school or the larger community.

Thus, it not only has a positive impact on the development of children's cognitive skills, but also enriches their social and emotional skills. Children become better prepared to face a life full of social dynamics, as they have been trained to manage themselves, communicate well, and solve tasks and problems that arise in their social interactions. This strengthens their relationship with their social environment, making them more independent, confident and competent individuals in dealing with the outside world. As a result, children who engage in a positive

habituation process will grow into individuals who are not only academically successful, but also develop into individuals who behave adaptively, empathetically, and are able to contribute positively in their society.

4. Contribution of Habituation to Children's Social Development

Document analysis shows that habituation of independence not only strengthens children's personal aspects, but also builds social skills that are essential for success in community life. Children who are active in habituation show a better understanding of social roles and responsibilities, demonstrating that the habituation method provides holistic benefits in child development. Habituation as a learning method that continuously encourages children to get used to positive habits, such as independent decision-making and solving problems in a constructive way, becomes a solid foundation in shaping their social character. In this context, children who are habituated to take responsibility for their actions not only gain personal independence, but also learn to value relationships with others and the environment.

In addition, research also shows that children who are taught to be independent from an early age tend to have higher emotional intelligence, which enables them to interact positively with peers and adults. This is reflected in their ability to share, cooperate and resolve conflicts effectively, all of which are important aspects of their social development. These children, through consistent habituation, become better able to understand the feelings of themselves and others, and demonstrate empathy in social interactions. A study by (Smith et al., 2022) confirms that through reinforcement of positive habits such as independent decision-making, children develop not only personal independence, but also deep social skills, leading to more harmonious and productive interpersonal relationships.

Furthermore, research by (Ilyas & Asti, n.d.) revealed that interpersonal intelligence and social skills have a significant influence on early childhood independence. This independence includes children's ability to self-regulate, make decisions, and take responsibility for their actions. Although it does not explicitly discuss habituation, the development of social skills through consistent interactions can be considered a form of habituation that supports children's independence. Children who engage in the habituation process actively learn how to lead by example and work in teams, skills that are much needed in daily life and in future social interactions. Therefore, it is important to integrate habituation principles in parenting to create individuals who are not only independent, but also have good social skills in interacting with their surroundings. In the long run, positive habits applied in childhood will equip them with the social skills they need to overcome challenges in adult life, whether in personal relationships, education or careers.

Habituation also plays an important role in shaping children's mindsets that are more open and adaptive to social changes that occur around them. When children are accustomed to interacting with various individuals and encountering various social situations, they become more flexible in adjusting to different opinions, social norms and values that exist in society. This ability is crucial in an increasingly globalized and diverse world, where strong social skills can open up many opportunities in their personal and professional lives. As such, the implementation of habituation in a child's education has a significant long-term impact in shaping individuals who are not only able to function independently, but also contribute actively and positively in society.

Thus, the application of consistent and adaptive habits not only forms independent individuals, but also prepares children to face increasingly complex social challenges. This process, which integrates integration, social interaction, and understanding of community values, contributes significantly to the development of children's social and emotional skills, so that they can grow into individuals who not only function in society, but are also able to make sustainable positive contributions in their social and professional lives. Proper habits are an important

foundation in building a generation that is ready to face the ever-changing world with a high sense of self-confidence and social responsibility.

4. Conclusions

This study aims to explore and describe the phenomenon of the development of preschool children's independence through the habituation method in the context of daily life. The results show that the application of the habituation method effectively encourages the growth of independent behavior in children, evidenced through in-depth interviews and participatory observations. The findings have significant implications for parents and educators in creating an environment that supports children's independence. The unique contribution of this study lies in the adoption of practical strategies in habituation of independence that involves various parties who interact with children. However, this study also has limitations, including limited data collection and a focus on a specific age group, which may affect the generalizability of the results. Recommendations for future research include longitudinal studies to explore the development of independence over the long term and the integration of more diverse methods. Overall, this study confirms the importance of habituation methods in developing children's independence and provides useful insights for the development of future learning strategies.

5. CRediT Authorship Contribution Statement

Fitta Nurisma Riswandi - Conceptualization, Methodology Development, Data Collection, Initial Draft Writing, Final Draft Writing. **Muhibbatun Nisa** - Data Analysis, Methodology Development, Data Visualization, Draft Editing. **Wikan Sasmita, and Afifa Tiariyanti**- Conceptualization, Methodology Development, Supervision, Draft Editing.

6. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

7. Data Availability

Data will be made available on request.

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