

## Life Skill Activities To Increase The Independence Of Early Childhood

Widya Fiamita<sup>1</sup>, Hadiqotul Luluk<sup>2</sup>, Hena Dian Ayu<sup>3</sup>

Master's in Early Childhood Education, Open University<sup>1-2</sup>, PGRI Kanjuruhan University Malang<sup>3</sup>, Indonesia

Email Korespondensi : [501222602@ecampus.ut.ac.id](mailto:501222602@ecampus.ut.ac.id)<sup>1</sup>, [lulu@ecampus.ut.ac.id](mailto:lulu@ecampus.ut.ac.id)<sup>2</sup>, [henadian@unikama.ac.id](mailto:henadian@unikama.ac.id)<sup>3</sup>

Article received: 19 Maret 2026, Review process: 24 Maret 2026,

Article Accepted: 19 April 2026, Article published: 01 Mei 2026

### ABSTRACT

*This Systematic Literature Review (SLR) explores the impact of life skill activities on increasing independence in early childhood. The review aims to synthesize current research findings to answer three main questions: (1) Do life skill activities significantly enhance independence among young children? (2) Who are the key stakeholders involved in implementing life skill activities? (3) What are the challenges in implementing life skill activities in early childhood education? The SLR was conducted by systematically searching five major databases-Scopus, ScienceDirect, Wiley, JSTOR, and Mendeley-using relevant keywords. Inclusion criteria focused on peer-reviewed articles from the last ten years, involving children aged 5-6 years in both formal and non-formal early childhood education settings. After a rigorous screening process, ten studies were included for thematic analysis. The findings indicate that well-designed life skill activities play a significant role in fostering independence in early childhood, particularly in areas such as self-care, decision-making, and social-emotional skills. The review also highlights the importance of collaboration between teachers and parents in supporting these activities. However, gaps remain in terms of standardized implementation methods and limited parental involvement. In conclusion, life skill activities are essential for developing independence in early childhood, but further research and practical guidelines are needed to optimize their implementation in diverse educational contexts.*

**Keywords:** Life skills, independence, early childhood.

### ABSTRAK

*Tinjauan Literatur Sistematis (SLR) ini mengeksplorasi dampak aktivitas keterampilan hidup terhadap peningkatan kemandirian pada anak usia dini. Tinjauan ini bertujuan untuk mensintesis temuan penelitian terkini untuk menjawab tiga pertanyaan utama: (1) Apakah aktivitas keterampilan hidup secara signifikan meningkatkan kemandirian di antara anak-anak usia dini? (2) Siapa saja pemangku kepentingan utama yang terlibat dalam implementasi aktivitas keterampilan hidup? (3) Apa saja tantangan dalam mengimplementasikan aktivitas keterampilan hidup dalam pendidikan anak usia dini? SLR dilakukan dengan melakukan pencarian sistematis di lima basis data utama – Scopus, ScienceDirect, Wiley, JSTOR, dan Mendeley – menggunakan kata kunci yang relevan. Kriteria inklusi berfokus pada artikel yang ditinjau sejawat dari sepuluh tahun terakhir, yang melibatkan anak-anak berusia 5-6 tahun baik di lingkungan pendidikan anak usia dini formal maupun non-formal. Setelah proses penyaringan yang ketat, sepuluh studi dimasukkan untuk analisis tematik. Temuan menunjukkan bahwa aktivitas keterampilan hidup yang dirancang dengan baik memainkan peran penting dalam menumbuhkan*

---

*kemandirian pada anak usia dini, khususnya di bidang seperti perawatan diri, pengambilan keputusan, dan keterampilan sosial-emosional. Tinjauan ini juga menyoroti pentingnya kolaborasi antara guru dan orang tua dalam mendukung aktivitas-aktivitas ini. Namun, masih terdapat kesenjangan dalam hal metode implementasi yang terstandarisasi dan keterlibatan orang tua yang terbatas. Kesimpulannya, aktivitas keterampilan hidup sangat penting untuk mengembangkan kemandirian pada masa kanak-kanak awal, tetapi penelitian lebih lanjut dan pedoman praktis diperlukan untuk mengoptimalkan implementasinya dalam berbagai konteks pendidikan.*

**Kata kunci:** Keterampilan hidup, kemandirian, masa kanak-kanak awal.

## INTRODUCTION

Early childhood refers to individuals aged 0 to 6 years, who are in the early stages of life and show rapid growth in all aspects, such as physical, motor, cognitive, social-emotional, and moral development. According to Law No. 20 of the Republic of Indonesia concerning the National Education System of 2003, the brains of children aged 0 to 6 years develop rapidly and have very high neuroplasticity. Therefore, this period is called the golden age, which greatly determines the direction and quality of a child's future life. Appropriate stimulation is very important during this period so that children can complete their developmental tasks optimally. Early childhood education (PAUD) is expected not only to develop academic abilities from an early age, but more importantly, to develop children's basic potential for independence, social skills, life skills, and strong character. Therefore, all forms of educational intervention during this period must be designed comprehensively and oriented towards children's developmental needs.

Early childhood development is the main foundation for the future growth and development of the whole individual. At this stage, children are in a crucial golden period for character building, basic life values, and social skills. One of the important skills that must be developed from an early age is independence, which is the ability of children to manage themselves, make simple decisions, and complete activities without depending on adults. However, in reality, many young children do not demonstrate optimal independence, such as having difficulty eating, dressing themselves, or even expressing their opinions. This poses a challenge for teachers and parents on how to more effectively accompany the process of child growth and development. Developing and instilling independence in early childhood is not easy. It requires the cooperation of all parties. One of them is the teacher at the school. Apart from being a second parent, teachers are role models for children. Teachers' experience in educating and training children's independence is needed by parents as a reference. Unfortunately, related research is still very limited. (Karmila et al., 2020) The methods of teaching and training independence carried out by teachers and parents are through habituation, exemplification, and storytelling. The obstacles faced by teachers include parents still spoiling their children, children being very quiet, a lack of media, and a lack of cooperation between schools. (Fadlillah et al., 2020)

One approach that is considered capable of fostering independence is through life skills activities. These activities include a series of practical activities relevant to

---

everyday life, such as brushing teeth, washing hands, tidying up toys, preparing school supplies, and helping with light housework. Through life skills activities, children not only learn basic skills but also practice responsibility, discipline, and the courage to take initiative. (Rusmayadi & Herman, 2019). Life skills are very important for the holistic development of children, enabling them to navigate various aspects of life effectively. These skills include various abilities, such as communication, problem solving, emotional regulation, and social interaction. The development of life skills in children is influenced by various factors, including education, family, and community environment. (Rusmayadi & Herman, 2019) (Era et al., 2021). Various studies show that life skills activities have a significant effect on aspects of children's character development, including independence. However, quantitative data-based research is still needed to more objectively test the relationship between the implementation of life skills activities and the level of independence in early childhood. (Kamisykatin & Sobarna, 2022). Many studies have discussed the importance of life skills, but the results and approaches often vary, creating a knowledge gap regarding whether life skills activities truly contribute to the independence of early childhood and what best practices should be implemented. Effective life skills activities that promote independence in early childhood include opportunities for children to engage in risk-taking behaviors, make choices, and learn from their mistakes. Activities involving height, speed, and balance, such as sliding, swinging, and climbing, are particularly beneficial. In addition, providing authentic choices in everyday activities allows children to practice decision-making and experience the consequences, fostering their sense of autonomy, independence, and self-reliance (Awopetu, 2023).

Fostering independence in early childhood is essential for developing individuals who are independent, confident, and capable. Various life skills activities can be implemented to enhance independence among young children. These activities are designed to align with the developmental stages of early childhood, providing a foundation for lifelong skills. The following section outlines key strategies and activities that can be used to enhance independence in early childhood. Life skills programs, such as those implemented at the Alit Playhouse Early Childhood Education Center, focus on daily tasks that children can perform independently. These include activities such as dressing, eating, and tidying up, which help children develop autonomy and confidence in their abilities (Meisaroh & Salim, 2024). Such programs are designed to allow children to practice these skills regularly, strengthening their ability to perform tasks without assistance. In addition, active parental involvement, including providing emotional support and setting daily routines, also has a significant impact on the development of children's life skills and independence (Aulia et al., 2025).

Although a number of studies have explored the relationship between life skills activities and the independence of early childhood, there has been no comprehensive synthesis that systematically summarizes these research results. This has led to a lack of consensus regarding the effectiveness, implementation methods, and challenges faced in implementing life skills activities in early childhood

---

education. In addition, there is a need to identify research gaps and areas that still require further exploration.

This Systematic Literature Review (SLR) is guided by three research questions, namely:

- (1) Do life skills activities have an effect on increasing the independence of early childhood?
- (2) *Who are the key stakeholders involved in implementing life skill activities*
- (3) What are the challenges in the implementation of life skills activities in early childhood?

## METHODS

This systematic literature review (SLR) focuses on research articles that discuss life skills activities and their impact on the independence of early childhood, both nationally and internationally. Inclusion criteria include publications within the last 10 years, articles that use quantitative, qualitative, or mixed methods, and studies conducted in formal and non-formal early childhood education settings. Articles that are not directly relevant to the topic, are not available in Indonesian or English, and do not meet scientific quality standards will be excluded. The time frame and type of literature were chosen to ensure the relevance and currency of the synthesis results. This study is expected to make an important contribution to the development of early childhood education knowledge and practice, particularly in the design and implementation of effective life skills activities. The results of this synthesis can be used as a reference for researchers, educators, and policymakers in designing more targeted interventions and encouraging further research in this field. Thus, this SLR not only enriches the academic literature but also provides practical benefits for improving the quality of early childhood education services.

Although many studies have investigated the relationship between life skills activities and early childhood independence, there has been no comprehensive synthesis that systematically summarizes these research findings. This has led to a lack of consensus on the effectiveness, implementation methods, and challenges in carrying out life skills activities for PAUD. In addition, there is a need to identify research gaps and areas that still require further exploration. This study aims to identify, analyze, and synthesize literature related to the role of life skills activities in improving independence in early childhood. Specifically, this study aims to: (1) explore the main findings from various studies on the influence of life skills activities on the independence of early childhood. (2) Describe the format and implementation of life skills activities in the PAUD environment. (3) Identify gaps in the implementation of life skills activities in PAUD. The methodology used in this study follows a transparent and rigorous framework for SLR. According to (G, 2003), systematic reviews provide a structured approach to synthesizing research findings, thereby generating valuable insights to meet specific research needs. The methodology outlined in this study aims to provide a comprehensive overview of the existing evidence on the influence of life skills activities in enhancing the independence of early childhood.

### *Search Strategy*

The literature search was conducted using systematic techniques aimed at identifying relevant studies on life skills activities and independence in early childhood. Five major databases were explored: Scopus, ScienceDirect, Wiley, JSTOR, and Mendeley Search. The search process lasted for one month, from April 5 to May 5, 2025. The search used keywords and search strings developed around core concepts such as “life skill activity” OR “life skill” OR “self-reliance” OR ‘independence’ OR “early childhood.” Each keyword was adjusted to align with the specific Boolean search requirements of each database, ensuring comprehensive coverage of all aspects related to the research topic. Table 1 details the search strings used in each database, along with additional keywords applied during manual searches. To further refine the search, manual searches were conducted to ensure that no relevant studies were overlooked.

**Table 1. Database Search Strategy**

Search Directory	Search String
Scopus	"Life skill Activity" OR "life skill" OR "self-reliance" OR "independence" OR "early childhood".
ScienceDirect	"Life skill Activity" OR "life skill" OR "self-reliance" OR "independence" OR "early childhood".
JSTOR	"Life skill Activity" OR "life skill" OR "self-reliance" OR "independence" OR "early childhood".
Mendeley Search	"Life skill Activity" OR "life skill" OR "self-reliance" OR "independence" OR "early childhood".

### ***Inclusion and Exclusion Criteria***

Strict inclusion and exclusion criteria were applied to ensure the quality and relevance of the selected studies, including: (1) Publication Date: Articles published from 2020 onwards to ensure the use of the latest data and findings. (2) Language: Articles published in English to ensure accessibility and relevance. (3) Type of Research: Peer-reviewed journal articles, including original research (quantitative, qualitative, and mixed methods), as well as meta-analyses or article reviews focusing on life skills and independence in early childhood. Books, dissertations, theses, or conference proceedings are not included in this category. (4) Methodological Quality: Articles that demonstrate clear research design, robust data analysis, and adequate sample size. Research that lacks methodological rigor, such as unclear research design, limited data analysis, or inadequate sample size, is not included. (5) Field of Research: Research originating from the fields of psychology and education to ensure alignment with the focus of this review. (6) Research Focus: Articles discussing life skills activities in the context of family or education, excluding studies that focus solely on clinical or psychiatric conditions unrelated to independence in general. (7) Key Variables: Research discussing at least one of the key variables: life skills activities, independence, or early childhood independence. (8) Population: Research involving early childhood (specifically focusing on 5-6 year old kindergarten students). (9) Scope.

This Systematic Literature Review (SLR) focuses on research articles that discuss life skills activities and their impact on the social-emotional development of early childhood, both nationally and internationally. Inclusion criteria include publications within the last 10 years, articles using quantitative, qualitative, or mixed methods, and studies conducted in formal and non-formal early childhood education settings. Articles that are not directly relevant to the topic, are not available in Indonesian or English, and do not meet scientific quality standards will be excluded. The time frame and type of literature were chosen to ensure the relevance and currency of the synthesis results.

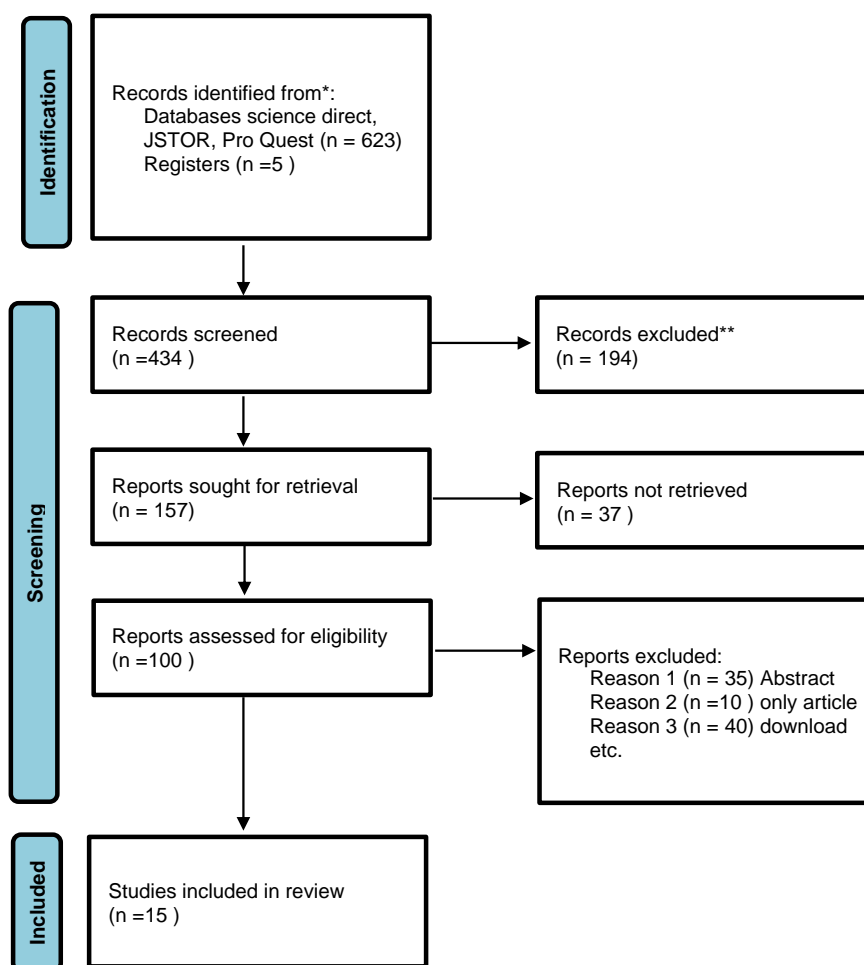
**Table 2. Inclusion and Exclusion Criteria**

Criteria	Inclusion	Exclusion
<b>Date Publication</b>	Published articles from 2015 to 2025	Published articles before 2015
<b>Language</b>	English	Besides language English
<b>Types of research</b>	Article review , article research	Encyclopedia , chapter books , studies cases , discussions, and other
<b>Focus Study</b>	<i>Social Science, Education, psychology, children</i>	<i>Medicine and Dentistry, Nursing and Health Professions, Arts and Humanities, Neuroscience, Economics, Econometrics and Finance, Agricultural and Biological Sciences, Business, Management and Accounting.</i>
<b>Variables Key</b>	Studies that discuss at least variables key : activities <i>life skills</i> , independence , and age early	
<b>Population</b>	Early childhood	Apart from PAUD age

### **Data Extraction and Synthesis**

After the identification stage, ten studies that met the inclusion criteria were selected for review in this study. During the initial identification stage, duplicate articles were eliminated, and the remaining articles were screened based on their titles and abstracts. This screening process resulted in several studies that examined life skills activities in improving the independence of early childhood. Next, the full text of the selected studies was evaluated to determine their suitability. This assessment resulted in a final selection focused on conducting a thematic narrative analysis to explore life skills activities in improving the independence of early

childhood. In this narrative analysis, special attention was given to themes that emerged from the selected studies, offering deeper insights into the relationship between life skills activities and the independence of early childhood. This study seeks to make a substantial contribution to our understanding of life skills activities through a systematic and organized approach. By carefully searching, selecting, and analyzing relevant literature.



## RESULTS AND DISCUSSION

Research result served in the following table for each answer question that has been formulated previously.

**Table 3 Literature Matrix**

Author , Year , & Title Study	Objective & Subject Study	Research Problem	Method	Results/Conclusions
Wahidah, S., & Fauziah, N. (2024). <i>The Influence of Activity Programs Clean and Healthy Living Behavior</i>	Evaluate the influence of the PHBS program on attitude independenc	Indicated that most of children at Pembina State Kindergart	experim ental method with one group pretest-	The PHBS program is proven effective in increase attitude independence child 4-5 years old in Kindergarten

<p>(PHBS) in Schools To Attitude Independence of 4-5 Year Old Children . 2 , 190-199.  <a href="https://doi.org/10.58540/pijar.v2i3.601">https://doi.org/10.58540/pijar.v2i3.601</a></p>	<p>e                  Children aged 4-5 years in Pembina State Kindergarten</p>	<p>en have not yet show attitude adequate independence</p>	<p>posttest design</p>	<p>Pembina is indicated from improvement presentation from 75% in the pre-test to 100% in the post-test</p>
<p>Hidayanti, M., &amp; Agustin, M. (2023). <i>The Role of Parents in Forming Children's Independence</i>. 1 (1), 9-19.</p>	<p>Know the role of parents in form independence child.                   Children aged 5-6 years at RA Siti Khodijah, Majalengka</p>	<p>The role of parents in form independence child age early become center attention.</p>	<p>Descriptive method qualitative,</p>	<p>strong collaboration between teachers and parents, plus with implementation practice stimulating habituation in form independence child 5-6 years old at RA Siti Khodijah Majalengka, has significant implications in form character and prepare child Forface challenges in the future.</p>
<p>Munroe, S. (2018). <i>Preschool life skills: recent advances and future directions t</i> . 1 (1), 183-188.  <a href="https://doi.org/10.1002/jaba.434">https://doi.org/10.1002/jaba.434</a></p>	<p>Summarizing study latest in connection with maximize acquisition skills, improve generality, evaluating feasibility and acceptability, and testing prediction from PLS study.                   Children aged 3.2 - 5.4</p>	<p>Data that shows that parenting children outside house at 4.5 years First life is factor risk For develop behavior problematic</p>	<p>Qualitative Methods</p>	<p>More of 70 children aged between 3.2 and 5.4 years has participate in PLS research, and almost all child show improvement skills and decline behavior problematic after follow teaching</p>

	years			
Amini, M. (2018). <i>Parental Involvement in Improving Independence in Early Childhood</i> . 169 (Icece 2017), 190–192.	See parental involvement in practice independence child Forget used to child independent while at home, especially in matter eat and drink without assisted  30 mothers who have child aged 5-6 years who are members in the PAUD Post in South Tangerang	Many found that children who are educated by their parents at home No walk in harmony compared to with what is done in PAUD institutions . One of them mismatch the is in developme nt indepen dence in children.	Qualitati ve Methods : study explorat ory	In a way general parental involvement in increase independence child Already Enough Good However Still need improved in matter practice child Eat without fed, made food and Drink simple, and tidy tool Eat
Kuswanto , CW, Wulandari, H., & Samara, H. (2023). <i>Life skills as a means of improving Early Childhood Independence Life skills to Increasing the Independence of Early Childhood</i> . 10 (1), 55–68.	Know teacher's efforts in increase independence child age early based <i>life skills</i> s.  18 children Group B Qurrota Kindergarten a"yun Bay East Betung	Researcher s want to describe forms indepen dence child age early in Qurrota Kindergart en A;yun	Qualitati ve Methods with intervie w, observat ion and docume ntation techniqu es	The teacher has givegood effort in increase independence childbased <i>life skills</i> with hold challenges and provide rewards, as well give motivation to children who experience difficulty in finish his duties .
Awopetu , A. V. (2023). <i>Fostering Self-Reliance and Independence in Early Childhood: How Exposure To</i>	Discuss role exposure to activity risky in develop independenc	During a number of decade, sector education driven by	Qualitati ve Method : Case Study	Give chance to children Fortake risk , making choices and life with results choice they, adults can

<p>Risky Activities Helps There.  <i>European Journal of Educational Studies</i>, 10 (12), 466–473.  <a href="https://doi.org/10.46827/ejes.v10i12.5141">https://doi.org/10.46827/ejes.v10i12.5141</a></p>	<p>e                  Children aged early</p>	<p>threats litigation and excessive needs enthusiastic For remove all risk from environment children. However, the assessment will hampered If child No faced with a situation involving element risk</p>		<p>help children become independent, responsible, autonomous, and independent.</p>
<p>Rusmayadi , &amp; Herman. (2019). The Effect of Social Skills on Children's Independence. <i>Journal of Educational Science and Technology</i>, 5 (2), 159-165.</p>	<p>Identifying influence skills social to independence child                  Kindergarten children in Makassar</p>	<p>Various problem will happen when independence No trained since early.</p>	<p>Quantitative Methods using survey techniques</p>	<p>There is connection significant direct between social skills towards independence kindergarten children</p>
<p>Loretha, A.F., Arbarini , M., Felestin , F., &amp; Desmawati , L. (2023). The Efforts of Lifelong Education through <i>Life Skills</i> for Early Childhood in Play Groups. <i>JPPM ( Journal of Education and Community Empowerment )</i> , 10 (1), 83–95.  <a href="https://doi.org/10.46827/ejes.v10i12.5141">https://doi.org/10.46827/ejes.v10i12.5141</a></p>	<p>Efforts to develop skills life for children so that children used to with behavior or activity everyday, fostering a sense of caring children, training independence</p>	<p>The needs of educators For realize learning that can be stimulate ability thinking, psychomotor, and affective in activity daily children at</p>	<p>Qualitative Method : Case Study</p>	<p>Lifelong education life through skills life based center For child age early in the group play impact on life social, responsibility answer, awareness self, gender awareness, decision making decision, continuity life and care yourself. It would</p>

<p><a href="#">21831/jppm.v10i1.59248</a></p>	<p>e children, and get used to it child Forfinish task with A little guidance</p> <p>Six teachers, four parents, and two KB children</p>	<p>home and school.</p>		<p>be very helpful. If every teacher can apply approach This in teaching in PAUD.</p>
<p>Kamisykatin , N., &amp; Sobarna , A. (2022). Analysis Early Childhood Independence through Habitual Methods in Activity A Day at Barokatul Ihsan Kindergarten. <i>Bandung Conference Series: Early Childhood Teacher Education</i>, 2 (2), 32-36.  <a href="https://doi.org/10.29313/bcsecte.v2i2.3260">https://doi.org/10.29313/bcsecte.v2i2.3260</a></p>	<p>Increase independence in children age early with method habituation.</p> <p>Children aged early at Barokatul Ihsan Kindergarten</p>	<p>There are people old who is not support regulation and school programs become hinder</p> <p>in apply independence in children at school</p>	<p>Descriptive qualitative method: Interview, observation and documentation techniques</p>	<p>With method habits that make it easier for teachers to apply independence in children</p>
<p>Sumiyati , S., Indriasih , A., &amp; Sumaji , S. (2020). Life - Skill Based Learning To Improve Early Child Creativity. <i>International Journal of Emerging Issues in Early Childhood Education</i>, 2 (2), 73-82.  <a href="https://doi.org/10.31098/ijeiece.v2i2.213">https://doi.org/10.31098/ijeiece.v2i2.213</a></p>	<p>Know importance prepare child age early with education skills life For studies they next and life those who mature in the future.</p> <p>26 children of Pertiwi Praambatan Kindergarten North, Kudus</p>	<p>The facts show that Lots children, after they adult, no own skills.</p>	<p>Quantitative Methods - experiments with pretest and posttest design</p>	<p>There is difference improvement creativity between before and after intervention and observation during the learning process. There is strong relationship between before and after training and observation, which influences reliability For increase creativity.</p>

---

### ***Research Question 1***

#### ***Do life skills activities have an effect on improving the independence of early childhood?***

Based on a literature review, it can be concluded that well-designed life skills activities play an important role in improving the independence of early childhood. From the study (Kuswanto et al., 2023), it can be seen that practical life skills activities can increase children's independence. Social skills, independence skills in daily life, and emotional skills are key factors in promoting children's independence. Therefore, it is important for educators and parents to design and provide opportunities for children to learn these skills from an early age. Completed by RA Yapata Al Jawani Cileunyi Bandung. The results of the study (Kuswanto et al., 2023) show that before the practical life skills activities were implemented, children's independence scored an average of 44.76, which is considered very poor. The implementation of practical life skills activities to increase children's independence showed an improvement in each cycle. This can be seen from the teachers' activities in cycle I, which obtained an average score of 71.5% with a sufficient criterion, and in cycle II, which obtained an average score of 88.72% with a very good criterion, while the children's activities in cycle I obtained an average score of 58.95% with a poor criterion, and in cycle II, they obtained an average score of 76.82% with a good criterion. Furthermore, children's independence in practical life skills activities also showed an increase, with Cycle I obtaining an average score of 55.94 with a criterion of poor and Cycle II obtaining an average score of 75.35 with a criterion of good. Thus, the proposed hypothesis was accepted, meaning that practical life skills activities can increase children's independence. Discussion of the research results shows that the development of independence in early childhood is greatly influenced by life skills activities. Independence in children is not only related to physical abilities but also includes social and emotional aspects. The results of the study (Wahidah & Fauziah, 2024) also show that the Clean and Healthy Living Behavior Program (PHBS) significantly increases independence in preschool children aged 4-5 years. This is evident from the fact that the experimental group that participated in the life skills program had statistically higher scores for Social Cooperation, Social Interaction, and Social Independence compared to the pretest results.

### ***Research Question 2***

#### ***Who are the key stakeholders involved in implementing life skill activities?***

When children are involved in practical activities, they learn to make decisions and complete tasks without relying on adults. This is an important step in shaping children's character and self-confidence. Teachers as role models and parents as primary supporters have an important role in creating an environment conducive to the growth of children's independence (Karmila et al., 2020). However, the challenges faced in implementing these activities are quite significant. Many parents still pamper their children, thereby hindering the development of independence. In this context, it is important for teachers and parents to work together in supporting children. It is necessary to educate parents about the importance of letting children try new things and learn from their mistakes. Research

---

has found that the involvement of parents and teachers is very influential in the development of independence. Habit-forming methods that are consistently practiced by parents at home and teachers at school have been proven effective in instilling good habits in children. This is in line with research conducted by (Amini, 2018), which states that the role of parents is very important in teaching life skills to early childhood, because at this stage children are in a period of rapid development, both cognitively, emotionally, socially, and physically. Parents play a role in providing stimulation and emotional support and are involved in the learning process of children in developing independence from an early age. Through various practical activities relevant to everyday life, children learn important basic skills. For example, activities such as brushing teeth, tidying up toys, and helping with household chores not only improve children's physical abilities but also build a sense of responsibility and discipline.

### *Research Question 3*

#### *What are the challenges in implementing life skills activities for early childhood?*

From various studies reviewed, it appears that children involved in life skills activities have better independence skills than children who are not involved. This shows that these activities are not only academically beneficial but also socially and emotionally beneficial. Children learn to interact with their peers and manage their emotions in social situations. However, even though many studies show positive results, there are still challenges that must be faced in implementing life skills activities. Some children still show difficulty in carrying out daily activities independently. This is often caused by the tendency of parents to spoil their children, so that children are not accustomed to doing simple tasks. Research also shows that not all life skills activities are implemented in the same way in different environments. In some schools, these activities may be less structured or not carried out consistently. A study (Anna, 2023) discusses the role of exposure to risky activities in developing independence and autonomy in preschoolers. Based on this discussion, this study provides necessary recommendations for early childhood educators and concludes that by giving children the opportunity to take risks, make choices, and live with the results of their choices, adults can help children become independent, responsible, autonomous, and self-reliant. Therefore, there needs to be clear guidelines on how to implement effective life skills activities. Teachers need to be trained to be able to implement these activities optimally in the classroom. One important aspect to consider is how children respond to the life skills activities they do. Each child is unique and has a different way of learning. Further research is needed to understand the variations in children's responses to the same activities so that they can be tailored to individual needs. This will help in designing more effective programs to increase children's independence. This study highlights the importance of collaboration between researchers, educators, and policymakers in the development and implementation of life skills activities. By sharing information and best practices, we can create an educational environment that supports the independence of early childhood more broadly. This will contribute significantly to child development and the quality of education in the future. (Munroe, 2018)

---

## CONCLUSION

The conclusion of this study shows that life skills activities play a very important role in increasing the independence of early childhood. By involving children in hands-on activities, they not only learn basic skills but also build self-confidence and a sense of responsibility. The independence fostered through these activities will have a positive impact on your child's social and emotional development. However, to achieve the best results, better collaboration between parents and teachers is needed. Parents must actively support life skills activities at home, while teachers need to provide clear and consistent guidance at school. This partnership will help create an environment that supports children's learning and development. Furthermore, this study highlights the importance of further research to fill gaps in existing knowledge. Although many studies discuss life skills, there is still a need to explore best practices and more effective implementation methods.

Further research can help provide stronger evidence regarding the relationship between life skills activities and independence. With a systematic and organized approach, we can gain a deeper understanding of how life skills activities affect children's independence. This will help educators and policymakers design interventions that are more targeted and relevant to children's needs. The quality of early childhood education can be improved through a better understanding of the role of life skills. Overall, life skills activities are an effective strategy for increasing the independence of early childhood. Proper implementation and the involvement of all relevant parties will have a significant positive impact on children's development. Thus, this study not only enriches the academic literature but also provides practical benefits for improving the quality of early childhood education services.

## LIST OF REFERENCES

- Amini, M. (2018). *Parental Involvement in Improving Independence in Early Childhood*. 169(Icece 2017), 190–192.
- Anna, V. (2023). *European Journal of Education Studies FOSTERING SELF-RELIANCE AND INDEPENDENCE IN EARLY CHILDHOOD: HOW*. 466–473.  
<https://doi.org/10.46827/ejes.v10i12.5141>
- Awopetu, A. V. (2023). *Fostering Self-Reliance and Independence in Early Childhood: How Exposure To Risky Activities Helps There*. *European Journal of Education Studies*, 10(12), 466–473.  
<https://doi.org/10.46827/ejes.v10i12.5141>
- Era, T. D. I., Rohayah, S., Mahyuddin, N., Guru, P., Anak, P., Dini, U., Pendidikan, F. I., & Email, N. P. (2021). *Early Childhood : Jurnal Pendidikan*. 5(2), 24–35.
- Fadlillah, M., Wahab, R., & Ayriza, Y. (2020). *Understanding the experience of early childhood education teachers in teaching and training student independence at school*. *Qualitative Report*, 25(6), 1461–1472.  
<https://doi.org/10.46743/2160-3715/2020.4163>
- Hidayanti, M., & Agustin, M. (2023). *The Role of Parents in Forming Children ' s Independence*. 1(1), 9–19.

- 
- Kamisykatin, N., & Sobarna, A. (2022). Analisis Kemandirian Anak Usia Dini melalui Metode Pembiasaan dalam Aktivitas Sehari Hari di TK Barokatul Ihsan. *Bandung Conference Series: Early Childhood Teacher Education*, 2(2), 32–36. <https://doi.org/10.29313/bcsecte.v2i2.3260>
- Karmila, R., Khosiah, S., & Fahmi, F. (2020). Pengaruh rutinitas di rumah terhadap kemandirian anak. *Jurnal Pendidikan Luar Sekolah*, 14(1), 20. <https://doi.org/10.32832/jpls.v14i1.3348>
- Kuswanto, C. W., Wulandari, H., & Samara, H. (2023). *Life Skill Sebagai Sarana Peningkatan Kemandirian Anak Usia Dini* Life Skill to Increasing the Independence of Early Childhood. 10(1), 55–68.
- Loretha, A. F., Arbarini, M., Felestin, F., & Desmawati, L. (2023). The Efforts of Lifelong Education through Life Skills for Early Childhood in Play Groups. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 10(1), 83–95. <https://doi.org/10.21831/jppm.v10i1.59248>
- Munroe, S. (2018). *Preschool life skills: recent advancements and future directions t.* 1(1), 183–188. <https://doi.org/10.1002/jaba.434>
- Rusmayadi, & Herman. (2019). The Effect of Social Skill on Children's Independence. *Journal of Educational Science and Technology*, 5(2), 159–165.
- Sumiyati, S., Indriasih, A., & Sumaji, S. (2020). Life - Skill Based Learning To Improve Early Child Creativity. *International Journal of Emerging Issues in Early Childhood Education*, 2(2), 73–82. <https://doi.org/10.31098/ijeiece.v2i2.213>
- Wahidah, S., & Fauziah, N. (2024). Pengaruh Program Kegiatan Perilaku Hidup Bersih dan Sehat ( PHBS ) di Sekolah Terhadap Sikap Kemandirian Anak Usia 4-5 Tahun. 2, 190–199. <https://doi.org/10.58540/pijar.v2i3.601>