



## Practical Life Skill Activities On The Independence Of 5-6 Year-Old Children In Perigi Primary Kindergarten,

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### Abstract

Independence is ability to complete tasks without assistance, enabling children to develop optimally. This study aims to determine the increase in children's independence through Montessori practical life skills activities. The study was conducted at Putra Perigi Kindergarten, with 12 class B students as subjects. The research method used was quantitative research and a pre-experimental design with a One Group Pretest-Posttest Design. The instruments used to collect data included validation sheets, observation sheets, and documentation. The results showed that the level of independence of 150 children during the pre-test obtained an average percentage of 45%, which falls into the category of beginning to develop. After treatment and a post-test, the results showed an increase in the children's independence abilities, with 27 children scoring an average percentage of 81%, which falls into the category of very well develop. Based on the results of the hypothesis calculation, also using the t-test, the calculated t-value is 21.39 with a t-table value of 2.201. therefore, the calculated t-value (21.39) > t-table (2.201) proves that the results of the hypothesis analysis in this study are that H<sub>a</sub> is accepted and H<sub>o</sub> is rejected.

Keywords: Early Childhood, Independence, Practical Life Skills Montessori

## INTRODUCTION

Education is one of the effort For develop ability self and quality live. Through education We capable distinguish between good and bad, so that ability differentiate Lots matter the will make it easier We For increase ability and quality self. Education must be become priority and become orientation that must be developed and improved optimally so that objective education Can achieved. In realize educational goals, all line in nation This own not quite enough same answer, start from government, society and family. One of them method For reach objective the is with give education to children age early since age pre-school (Yuliastutie & Supriyadi, 2022).

Conny explains that age early is period the most important and fundamental beginning throughout range growth as well as development life human. This period characterized by various period fundamental importance in life child furthermore until period end its development (Fitri, 2018). One of the the period that became age characteristics early is period golden. Many concepts and facts were discovered give

explanation period golden age early, namely the time when all potential child the fastest growing (Verawati & Susanti, 2023).

Montessori said, " A child is fundamentally different from an adult in the way he learns. It has what Montessori called an absorbent mind, one that environment, learning about it at a rapid rate." (" A children basically different with adults in a way he learning. Children have what Montessori called *absorbent mind* ( easy mind ) absorb ), on one environment, learning about matter at a rapid rate " ). ( Suya(FUADAH, 2025).di, Maulidya, 2016:94)

Early childhood is a crucial period because it is the time when the foundation of personality is formed, which determines a child's future experiences. Understanding the characteristics of early childhood is crucial to creating a generation capable of optimal self-development, given the importance of this period. Therefore, early childhood education (PAUD) programs were created (Yulastutie, 2022).

PAUD in essence is education that is organized with objective For facilitate growth and development child in a way comprehensive or emphasize on development all over aspect personality children (ADELINA & SIANTURI, 2025). Therefore that, PAUD provides chance to child For develop personality and potential in a way maximum. Consequently, PAUD institutions need to provide various activities that can be done develop various aspect development such as : cognitive, language social, emotional, physical, and motoric. ( Suryadi & Maulidya 2016:17)

In the early days development child this, a lot aspects that must be developed with Good through pleasant stimuli. Start from aspect physique motor, cognitive, language, spiritual, independence and still Lots again. One of them a very important aspect of stimulus in the golden age child This is independence children. Independence this is very important Because will help child in operate life on the ladder education next. independence this is also necessary trained since early and in a timely manner routine to achieve objective print children who have good independence.

According to Ali, independence is ability For release self from dependence towards others in do activity or task daily Alone or with A little guidance, according to with stages development and capacity (Kristiana, 2024).

According to Rakhma (2017: 29), independence in the most well-known form covering activity daily in frame help self alone. For example Eat alone, bathing alone, putting on and taking off clothes yourself, putting it on and taking it off shoe alone. However, if seen more far, independence related close with ability finish problem, namely : taking initiative, overcome problem everyday, diligent, and want to do something without help from others. Then No amazed if independence will impact positive for child, become supplies his life in the future moment child must interact with other people and get involved in society (Kristiana, 2024).

Based on a number of opinion researchers above, can concluded that independence is ability in finish task without help from others so that capable develop self children, where matter This would be very helpful child in the future upcoming (Yulastutie & Supriyadi, 2022).

According to Havinghurst (Azhari, Fadlilah, Astini, Rudiah, & Fujianti, 2024) independence in context individual own more aspects wide from just aspect physical, namely : aspects emotion shown with ability control emotions, aspects economy shown with

ability arrange economy and not depends need economic aspects of parents intellectual shown with ability overcome various problems faced and aspects social shown with ability interact with other people (Agustina, Darmiyanti, & Riana, 2021).

According to Steinberg ( Pratiwi 2019: 23) independence in a way psychosocial arranged from three aspect main that is :

- 1) Independent in a way emotion is aspect related independence with change proximity or attachment connection emotional individuals, especially very with parents or adults many others do interaction with him.
- 2) Independent act is ability For make decision in a way free and follow up.
- 3) Independent think is freedom For interpret a set principle right -wrong, good-bad, what is useful and useless for himself.

Independence can be stimulated through many activities, one of which is the *practical life skills activities* developed by Maria Montessori. According to *the World Health Organization (WHO)*, *life skills* are the ability to behave adaptively and positively, enabling a person to effectively meet daily needs and challenges. (Preschool Online, 2015:72)

According to Gerald (Rantina 2015:187) practical skills include a series of activities designed to develop children's independence. These activities include tasks that are part of life as a family member in a household (setting the table, serving food, eating, cleaning up after meals); tasks necessary for personal hygiene and health (washing the face and washing hands, brushing teeth); and dressing tasks (buttoning clothes and tying shoelaces). Included in daily living skills are muscle exercises related to physiological development such as motor coordination skills, walking, and breathing (Jamil & Kuswardani, 2020).

David Wilmes in his book, *Parenting for Prevention*, mentions several methods for teaching children life skills, namely: (Preschool Online, 2015:82)

1. *Modeling* ( Imitation )

Children observe, record, then copy his parents. No amazed If moment see children, we as if see mirror self alone. Therefore That We as parents and teachers must become good role model For child. Words and deeds clear will more " talking " than just give advice. How parent practice skills the life he has, makes child Study from what he saw.

2. *Reinforcement*/Giving encouragement

Reinforcement is A encouragement given parent to child moment si child caught do good things, appropriate things hope we. Example encouragement verbally it is " Son, Dad is proud The same you responsible answer the tasks given ". Or encouragement nonverbally such as give thumbs up thumbs up, do high fives, hugs and so on.

3. Consistent

Be consistent in what is taught, how We life, how We react to actions children and the rules that have been agreed is things that parents do in a way consistent.

4. Practice

Teach skills life in children of course with practice in a way directly. Not only just know theory but also capable implement it in life real his.

5. The existence of room For error

If the child do error, try We No direct pounce they Because make they afraid. At the time they afraid, maybe chance For practice skills the lost and can So they Can become extreme.

6. Be patient

Be patient of course No as easy as it says, but If determination We strong, we Certain can. Practice and practice keep going, same like muscles, when patience the more trained so He will the more strong. Believe me and please practice (Martianawati, ., & D.H., 2018).

**RESEARCH METHODS**

Research used is study quantitative namely research based on collected data in the form of numbers as embodiment from results his observations, so that allows used technique statistics. In study this, researcher No must use numbers as the form of data that has been observed, however researchers Work with information, descriptions and explanations of data (Fitri, 2018).

Researchers use type study quantitative experiments, namely type research in which use *treatment* or treatment certain For achieve the purpose. As the researcher use that is look for influence from the treatment of the Maria Montessori Learning Model in develop independence child age early (Azhari et al., 2024).

The research design used in this study was a *One Group Pretest-Posttest Design*. In this study, one group was given treatment before the Maria Montessori learning model was implemented. formerly will given test beginning ( *pretest* ) and after applied Maria Montessori learning model is given test end. As for the design *One Group Pre-test Post-test Design* in study This depicted as following :



*One-Group Pretest-posttest* Image

Information:

O<sub>1</sub> : Observation before the experiment ( *pretest* )

X: Experiment or action ( *treatment* )

O<sub>2</sub> : Observation after the experiment ( *posttest* )

Population Study referring to opinion Sugiyono (2018: 117) “ Population is a generational area consisting of on objects / subjects that have quality and characteristics certain conditions determined by researchers For studied and then withdrawn conclusion ”. In line with that, then what becomes population in the study This namely : all student 5-6 years old at Putra Perigi Kindergarten.

Furthermore withdrawal samples in research This using *Non-probability techniques* that include saturated sampling. Saturated sampling is technique determination sample when all member population used as sample. This is often done when amount population relatively small, less of 30 people ((Kamil & Asriyani, 2023).

The data collection techniques used in this study were observation and documentation, while the data collection instruments used were material expert validation instruments and observation instruments (Yuliastutie, 2022).

To measure the validity, practicality, and effectiveness of Montessori *practical life skill* activities, a research instrument is required. Instrument study Which required in study This is sheet validation And sheet observation about development independence child (Verawati & Susanti, 2023). As for instrument Which needed by material experts, namely:

**Table 1. Grid Evaluation Instruments by Subject Matter Experts**

NO	STATEMENT	MARK					CRITERIA
		1	2	3	4	5	
1	Grammatical correctness of language						
2	The suitability of the selected indicators according to basic competencies						
3	Formulate a short and clear title						
4	Ease of understanding the material presented						
5	The accuracy of the instrument with the given activity						
6	Relevant to the child's developmental level						
7	Creation of learning objectives						
8	The scope of each instrument material is in accordance with the activities used.						

The following is a grid of observation sheet instruments using Montessori *practical life skill activities* to increase the independence of 5-6 year old children at Putra Perigi Kindergarten as follows:

**Table 2. Grid instrument sheet observation Independence child age 5-6 years**

NO	Scope Development	Aspect Development	Indicator
1	Physical independence and body function	Physical independence protecting environment	Able to sweep the class in alone Able to clean up toys after use Able to throw away rubbish in its place and according to its type
2	Social emotional independence	Responsibility Self-discipline	Able to tidy up learning tools after use Follow the rules of

	learning and playing Follow a daily schedule
Mutual sharing	Able to share the necessary learning tools
Number of statements	7

treatment was being given using an observation sheet, then the data was used to determine the development of children's independence in accordance with the indicators that must be achieved.

The data analysis used in this study uses observation data analysis techniques in percentages with the formula:

$$X\% = \frac{n}{N} \times 100\%$$

Information:

X% = Percentage sought

n = Number of abilities acquired

N = Maximum score

Validity tests can be used to determine the level of validity or truthfulness of an instrument. To analyze validity tests, use the five-point scale formula (ADELINA & SIANTURI, 2025):

**Table 3. Expert Validation Analysis With Tables Converting quantitative data to qualitative data with a five-point scale**

NO	Score Interval	Category
A	$X > \bar{X}_i + 1.80 SB_i$	Very good
B	$\bar{X}_i + 0.60 SB_i <$	Good
C	$i - 0.60 SB_i <$	Enough
D	$\bar{X}_i - 1.80 SB_i <$	Not enough
E	$X \leq \bar{X}_i - 1.80 SB_i$	Very less

Source: (Eko Putro Widoyoko, 2017: 238)

Information:

$$\bar{X}_i = \frac{1}{2}(\text{ideal maximum score} + \text{ideal minimum score})$$

$$SB_i = \frac{1}{6}(\text{ideal maximum score} - \text{ideal minimum score})$$

X = Actual Score

Data normality testing is carried out to determine whether the analyzed data is normally distributed or not, using the Chi-Square formula.

$$X^2 = \sum \left[ \frac{f_o - f_h^2}{f_h} \right]$$

Information:

$x^2 =$  Chi Square

$f_o =$  Observed frequency

$f_h =$  Expected frequency

Hypothetical test in study This using the t-test aimed at For look for difference about before and after he did treatment with use formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Information:

$Md$  = Mean of deviation (d) pre-test and post-test

$Xd$  = Difference between deviation and mean deviation

$\sum x^2 d$  = Sum of squares of deviations

$N$  = Number of subjects

$db$  = or  $db$  is  $N-1$

Rules in testing:

- a. If  $t$  count  $\geq$   $t$  table then  $H_0$  is rejected and  $H_a$  is accepted ( significant )
- b. If  $t$  count  $\leq$   $t$  table then  $H_0$  is accepted and  $H_a$  is rejected ( no significant ).

To see the effectiveness of Montessori *practical life skill activities*, a prerequisite test is first carried out by conducting a normality test using (Chi Square). The following is the Chi Square formula:

$$X^2 = \sum \left[ \frac{f_o - f_h^2}{f_h} \right]$$

Information:

$x^2$  = Chi Square

$f_o$  = Observed frequency

$f_h$  = Expected frequency

This data normality verification is carried out to test whether the scores in the variables studied have approached a normal distribution or not. If  $X^2$  the calculation  $>$   $X^2$  table, then the data obtained is not normally distributed and vice versa if  $X^2$  the calculation  $<$   $X^2$  table, the data obtained is normally distributed (Rudini, Djalil, & Hadiati, 2025).

## RESEARCH RESULTS AND DISCUSSION

Research results on activities *The pre-test* obtained a total of 173 independent abilities for all children with an average percentage value of 51% which is included in the Starting to Develop (MB) assessment category.

**Table 4. Average Pre-test Score**

Minimum Score	Maximum Score	Amount Ability Children's Independence	Average value	Category
12	16	173	51%	MB

**Table 5. Pre-test Assessment Categories**

No	Category	Number of Assessment Categories	Percentage
1.	BB	0	0%
2.	MB	12	100%

3.	BSH	0	0%
4.	BSB	0	0%

Based on the percentage of the assessment categories, the results obtained were that no children received BB with a percentage of (0%), and 12 children received MB with a percentage of (100%), no children received BSH and BSB with a percentage of (0%), From these results, it can be concluded that there was an increase in children's independence before being given treatment ( *Pre-test* ). Most of the children reached the MB (Starting to Develop) assessment category with a percentage value reaching 69% of the total of 12 children.

Meanwhile, after the research or *post-test* in the assessment categorization, it developed very well (BSB), as seen from the value after the research, the average value obtained was 81% in the percentage of the assessment category, indicating an increase.

**Table 6. Average Post-test Score**

Minimum Score	Maximum Score	Amount Ability Children's Independence	Average value	Category
21	28	270	81%	BSH

**Table 7. Post-test Assessment Categories**

No	Category	Number Categories Evaluation	of Percentage
1.	BB	0	0%
2.	MB	0	0%
3.	BSH	4	23%
4.	BSB	9	77%

Based on the percentage of the assessment categories, the results obtained were, 0 children received BB and MB with a percentage of (0%), and 4 children received BSH (Developing According to Expectations) with a percentage of (23%), and 9 children received BSB (Developing Very Well) with a percentage of 77%. From these results, it can be concluded that there was an increase in children's independence after being given treatment ( *Post-test* ). Most of the children achieved the BSB (Very Well Developed) assessment category with a percentage value reaching 77% of the total of 12 children.

The results of the data normality test were carried out to test whether the scores in the variables studied were normally distributed or not using the Chi Square formula (  $X^2$  calculate), from the results obtained matched with a significance level of 5% and (dk) degrees of freedom (k-1).

**Table 8. Normality Test Results of Pre-test and Post-test Data**

Class	$X^2$ count	$X^2$ table	Information
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<i>Pre-test</i>	11.45	19,675	Normal Distribution
<i>Post-test</i>	173.45	19,675	Not Normally Distributed

Based on the table above after calculating the normality test data in the *Pre-test* The table  $\chi^2_{count} \leq \chi^2_{is}$  is stated to be normally distributed and *Post-test* The table  $\chi^2_{count} > \chi^2_{is}$  is stated to be not normally distributed (Agustina et al., 2021).

The results of the t-test calculations obtained from the observations  $t_{hitung} \geq t_{tabel}$  (21.39)  $\geq$  (2.201) at a significance level of 5% (0.05) so it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected (Martianawati & Prasetyawati, 2018).

The main objective of this research is to determine the influence of Montessori *practical life skill activities* on children's independence. and to see the effectiveness of Montessori *practical life skill activities*, therefore an experimental study was carried out, namely *Pre-Experimental Design* with the type of *One Group Pre-test-Post-test Design*.

The influence of Montessori *practical life skills* based on the analysis of media feasibility validation data that has been carried out by material experts on Montessori *practical life skills* to increase children's independence in general is included in the "GOOD" category and is suitable for use to collect data with revisions according to suggestions (Veriza & Boy, 2018).

The results obtained before being given research treatment or *pre-test* obtained a total number of children's independence abilities as a whole, namely 173, in the percentage of the assessment category, the average overall percentage value was obtained, namely 51 (%) with the assessment category of Starting to Develop (MB). Then, after being given treatment or *post-test*, the total number of children's independence abilities was obtained, namely 270 in the percentage of the assessment category, the average overall value was obtained, namely 81 (%) of all children with the category of Developing Very Well (BSB ).

## CONCLUSION

Based on the results of the conclusions and discussion, the following conclusions can be drawn:

1. About influence activity *practical life skills* Montessori in increase independence child what was obtained before given treatment study or *pre-test* total amount obtained ability independence child in a way overall namely 173, in percentage category assessment obtained average percentage value overall namely 51 (%) with category evaluation Start Developing (MB). Then, after given treatment or *post-test* total amount obtained ability independence child which is 270 in percentage category evaluation obtained average value in terms of overall namely 81(%) of overall child with category Develop In accordance Hope (BSH).
2. Based on the data normality test, it is known that results the decision made is  $\chi^2_{calculate} (-11.45) \leq \chi^2 (19.675)$ . Then distribution results *pre-test* from as many as 12 children normally distributed.
3. Based on results calculation hypothesis with using the t-test obtained mark  $t_{count}$  that is 21.39 with mark  $t_{tabel}$  namely 2.201 then mark  $t_{count} (21.39) > t_{tabel} (2,201)$  this prove that results from analysis hypothesis in study This can concluded that  $H_a$  accepted and  $H_o$  rejected. In other words, in use activity

## Implications

Based on results study the there is implications in a way theoretical and practical that is :

1. Implications Theoretical. Election activity proper learning can influence development and results Study students. Implementation activity Montessori *practical life skills* in the learning process teach own influence to development ability independence child age 5-6 years.
2. Implications practical. Research result This expected can become input for teachers and prospective teachers, it would be more Good should give activity Study exciting and can facilitate the learning process teach as well as give appropriate stimulation with need child

## Suggestion

1. For student

With existence implementation activity Montessori *practical life skills* in the learning process teach capable add interest learning, interesting attention, increase curiosity so that always enthusiastic in follow the learning process at school and be able to give impact good results For child.

2. For teachers

During the learning process related teaching with independence child or other learning should be give example, inviting No only order as well as prepare media or activities that can be done facilitate the learning process teach so that child No boredom and learning with easy arrested child.

3. For other researchers

Study this is expected can become example or description if will do the same research, as well as more increase his creativity in create activities that can be done develop ability independence children, it is also recommended for researchers Can take inspiration from the characters great in the world of PAUD for increase and, develop various type ability child No only independence However other aspects too

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