

The Facilitation Of A Digital-Based Parental Partnership For The Enhancement Of Early Childhood Indenpendence

Luluk Elyana ¹⁾ Marini²⁾ R. Irlanto Sudomo³⁾ Sanchita Saha⁴⁾

Keywords

Parental Partnership,
Independence, Digital, Early
Childhood

Abstract

Early Childhood Education (PAUD) is a developmental effort aimed at children. According to studies in the field of Early Childhood Education and its implementation in several countries, PAUD is carried out from the age of 0-8 years, and this level is very important. The purpose of this research is to describe, facilitate, and develop digital-based Parental Partnership (KOT) facilitation to increase the independence of young children. The population of this research is children aged 4-6 years spread across Kindergartens in Central Java. This research is a development study using the ADDIE approach (analysis, design, development, implementation, evaluation). The ADDIE approach prioritizes process over results, developing learning media that suits children's learning needs. This process is characterized by the design of digital-based KOT facilitation, technology visualization scenarios that emphasize visual and interactive elements. This stage includes Focus Group Discussions (FGD) with experts and the research team, lecturers, as well as instrument validation by experts and practitioners. The elements of digital-based Parental Partnership (KOT) facilitation create child-centered collaboration, present innovative and attractive communication media, and create a safe, comfortable, and enjoyable partnership climate. Data analysis technique used a Likert scale with results of 74% very feasible, 16% feasible, and the rest quite feasible. The suitability of the three elements of digital-based Parental Partnership (KOT) facilitation in the process has been proven to increase the independence of young children and is the novelty of this research

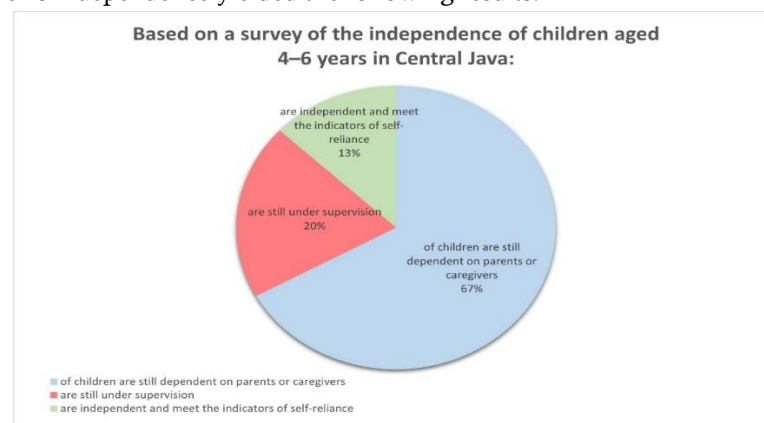
e-ISSN 2549-0338

INTRODUCTION

Early Childhood Education (PAUD) is an educational level before basic education which is a developmental effort aimed at children. Law No. 20 of 2003, Article 28, Paragraph 1 states that the early childhood age range is 0-6 years. NAEYC (National Association for the Education of Young Children) (Diamond dan McCartney 2022) defines early childhood as a group of individuals in the age range of 0-8 years who are in a process of growth and development. Arifudin et al. (2021) argues that Early Childhood Education (PAUD) is an effort to prepare the physical and spiritual growth and development from birth to the age of six, carried out based on experiences and stimulation that are holistically and integratively developmental, aiming to help children grow and develop healthily, both physically and spiritually, in accordance with the values, norms, and expectations of society (Arifudin et al. 2021).

Meanwhile, according to studies in the field of Early Childhood Education and its implementation in several countries (Thieme et al. 2026), PAUD is carried out from the age of 0-8 years. It is at this level that all supporting aspects around the child need to be considered. Parents and teachers are among the developers and observers for children, who can stimulate and witness the development of the child's character, one of which is independence, because parents and teachers are the adults present in the child's developmental environment. In line with the opinion of (Mulyasa 2022) parents play an important role because they are the first guides and facilitators who will become role models for children, and teachers play a role as the second guides in the school environment or, for young children, at the pre-school level. Therefore, the construction of independence does not only occur and receive attention in the family environment or when the child enters pre-school age; independence becomes a very important aspect to monitor in its development (Zhang et al. 2025).

Field realities based on a survey conducted among Kindergarten teachers in Central Java regarding the condition of children's independence yielded the following results:



These results indicate that 67% of children are still dependent on parents or caregivers, 20% of children still require assistance, and only 13% operate without assistance and meet the indicators of independence.

Field conditions from previous research using an experimental approach conducted by (Novianti et al. 2025) indicate that the independence of young children is not yet optimal. This is evident from the still dominant role of parents when dropping their children off at school, such as carrying their bags, holding their lunch boxes until they enter the classroom, with the children not yet doing these things entirely by themselves. Children are dependent on parents and others who assist them at home. It is still common to see children needing help to open and close their drink or food containers. Furthermore, during classroom learning activities, children often leave toys scattered after playing and have not developed the awareness to return the toys to their original places research conducted by (Ayuningrum dan Junanto 2023) also showed that out of 22 children, only about 35% (8 children) were able to satisfactorily complete tasks assigned by the teacher. These tasks included: placing their bags and drink containers in the designated spots, preparing their work,

eating properly, and other routine classroom activities. Meanwhile, the majority of the children were not yet able to complete tasks well and consistently asked the teacher for help.

Digital-Based Parental Partnership (KOT) facilitation in Early Childhood Education has a fundamental reason, one of which is that digital media (technology) is very important in the learning process in the technology era (Mutmainah et al. 2023). One of the easily accepted elements of technology media facilitation is collaborative packaging. (Hunter et al. 2025) it is argued that technology facilitation media offer three benefits: providing motivation, presenting information, and providing instructional guidance. One element of technology facilitation media that is easily accepted is collaboration packaged in the form of a digital space designed to support parental partnership programs, where every element within it functions to support the strengthening of a robust partnership in enhancing children's independence. This innovation is named digital-based parental partnership media (KOT).

Research Objective

The main objective of this research is the facilitation of a digital-based parental partnership that will facilitate the enhancement of children's independence and aid the understanding of both parents and teachers in fostering independence in early childhood. To realize this, appropriate and comprehensive digital-based partnership facilitation is required. Media encompasses all forms of intermediaries that can be used to assist and facilitate activities so that learning objectives can be achieved (Elyana dan Agustiningrum 2025). Partnership media can include text, video, multimedia presentations, games, or digital platforms digital (Natalie et al. 2023). Educational institutions and technology developers continuously strive to integrate this technology into digital platforms to enhance the effectiveness and efficiency of the partnership process. Through the utilization of adaptive partnership technology and artificial intelligence, it is expected that partnerships will become more personal, effective, and efficient (Wibowo 2023). Digital-based Parent Partnership (KOT) as a form of fun facilitation with important elements of collaboration is a new innovation that contributes to providing ease in implementing partnerships in order to help increase the independence of early childhood.

METHOD

This study was conducted as a development research project utilizing the ADDIE approach (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model is a learning system design model that outlines fundamental stages of a learning system which are straightforward to implement (Cahyadi 2019). Development research employing the ADDIE approach prioritizes process over outcome, aiming to develop learning media that aligns with the learning needs of early childhood students.

The research problem was addressed using a holistic-integrative planning strategy. The study focuses on the educational domain, specifically concerning the challenges and roles of parents and teachers in enhancing the independence of early childhood children. Collaboration was established to collectively support the improvement of Early Childhood independence in a manner that is contextual and relevant to the needs of a digital-based partnership. This research facilitates educational units in providing contextual and high-quality independence learning through the facilitation of a digital-based parental partnership. This study adopts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). A visualization of the ADDIE stages can be seen in the figure below (Sugiyono 2025).

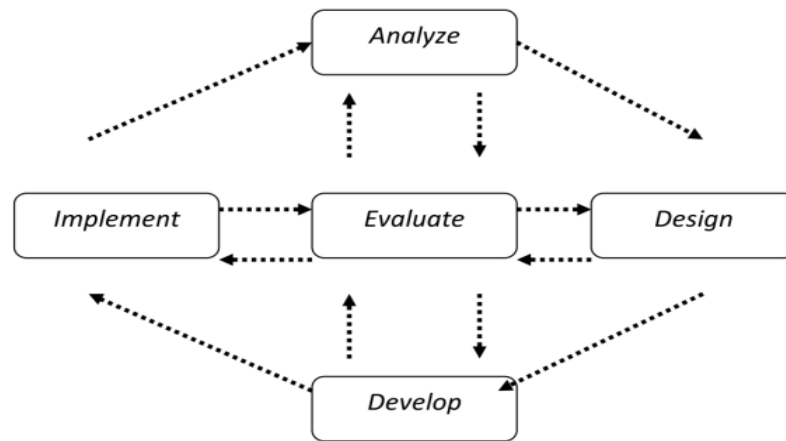


Figure 1. Stages of the ADDIE Model

This research is intended to enhance the independence of early childhood children through the facilitation of a digital-based parental partnership, and is expected to contribute significantly to improving the independence of young children.

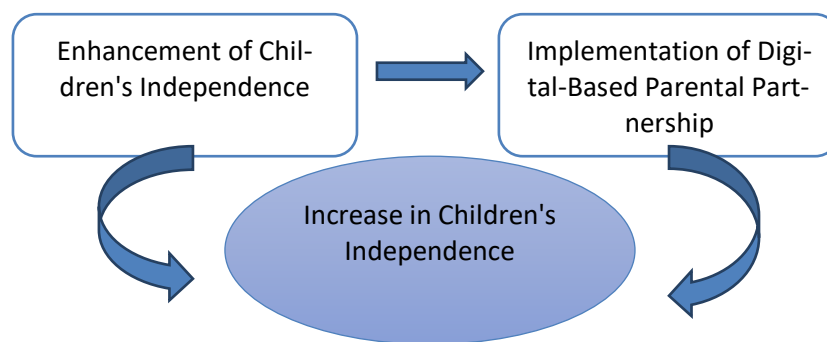


Figure 2. Problem-Solving Approach

RESULT AND DISCUSSION

A. Research Results

Several explanations regarding independence indicate that it is closely linked to the role of teachers in collaborating with parents, which can enhance children's enthusiasm for learning. Given that parents are often busy with work and absorbed in their activities, partnership facilitation that aligns with parental needs and sparks their interest to collaborate is essential. The development of digital-based parental partnership facilitation was carried out using the ADDIE development model, which consists of five stages (Rustandi et al., 2021): (1) analysis stage, (2) design stage, (3) development stage, (4) implementation stage, and (5) evaluation stage.

B. Presentation of Trial Data

This subsection explains the framework for building children's independence using digital-based parental partnership facilitation. The development framework for Parental Partnership (KOT) facilitation follows the product development model used in this research. The stages in the development of research implementation are as follows.

1. Analysis Stage

At the analysis stage, the activities conducted involved analyzing needs and problems in the form of relevant material (Safitri & Aziz, 2022). This stage began with interviews to explore needs aligned with the expected framework for strengthening independence. Interviews were conducted with 3 (three) teachers from different schools: a public school, a religion-based school, and a private school. The information obtained revealed that nearly 70% of children cannot avoid playing with gadgets due to habits at home. This habit is triggered by parenting patterns and parents' busy work schedules, making gadgets the children's preferred choice for finding engaging activities. On the other hand, the public school emphasizes high discipline but lacks engaging learning media for children to support this.

Teachers at the religion-based school conveyed that independence is integrated into all thematic learning activities. Understanding among parents is fostered through parenting sessions to ensure that independence habits at school and at home are continuous and strongly embedded in children's attitudes and behaviors. However, this habituation process takes considerable time as it is not supported by sufficiently engaging learning media for children.

The private school expressed that fostering independence requires patience and diligence from the teachers. In the learning process, teachers appear to focus more on completing thematic learning objectives.

2. Design Stage

Based on the information gathered from the analysis stage, the researchers concluded that fostering children's independence can be achieved through a facilitated Parental Partnership (KOT) model. This led to the creation of the following design:

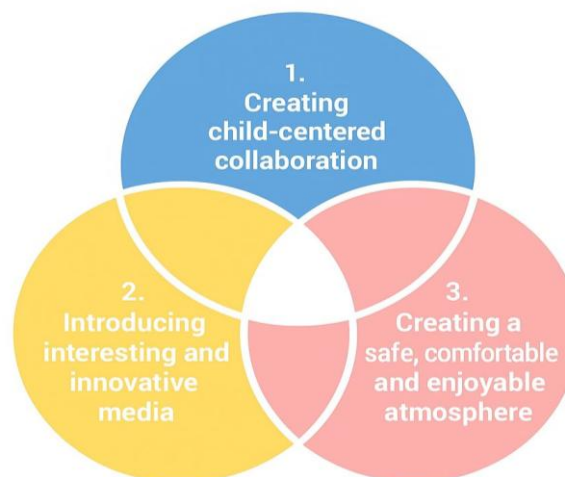


Figure 3. Parental Partnership Facilitation Design

As stated in the theory of independence (Santrock 2025) is a behavior originating from internal motivation within an individual, rather than being influenced by others. A child's initiative develops through parental support and child-centered collaborative partnerships. This involves fostering interest and enthusiasm through stimulating and innovative communication media within the parental partnership. Parental support is provided through a partnership that is safe, comfortable, and enjoyable. Further discussion is as follows:

a. Creating Child-Centered Collaboration

Partnership that prioritizes child-centered collaboration is a crucial step in fulfilling children's learning needs. Child-centered learning positions the child as the focal point of the learning process. This approach aligns with the child's characteristics, interests, and needs, thereby capturing their attention and facilitating learning that is safe, comfortable, and enjoyable. Froebel (Fathoni 2024) emphasized that "only by broadening and enriching the child's instinct for active play can a sympathetic adult educator help the child develop fully as a living being who acts, feels, and thinks." This perspective clarifies that in a child-centered learning process, the teacher or educator must be sympathetic to the child's ideas and assist them in

expanding those ideas, fostering self-confidence in their ability to act, think, and feel, which in turn supports the development of independence. This principle forms a vital element in parental collaboration—specifically, a student-centered approach within the Parental Partnership (KOT).

b. Presenting Innovative and Engaging Communication Media

Innovative and engaging communication media foster a dynamic partnership environment. This condition helps establish a healthy and fluid collaborative atmosphere. Parents become fully involved through appealing communication within the parent community. Through innovative communication, parents remain informed about technological advancements and engage in discussions to support their child's independence. Thus, communication is enriched with new elements in line with developments in science and technology (Uno & Mohamad, 2022). This environment helps children, as learners, receive adequate attention from parents and support from the parental partnership community, making the formation of independence within the child easier and more directed.

The Parental Partnership (KOT) is established to help children find solutions and stimulation efforts for elements of independence in their activities. This stimulation enables learners to build their thinking abilities independently, creatively, and innovatively, thereby making it easier for them to generate new ideas, solve problems, and apply knowledge in real-life situations.

c. Creating a Safe, Comfortable, and Enjoyable Partnership Climate

Establishing a parental partnership climate that is safe, comfortable, and enjoyable helps children receive support in a pleasant learning environment, making it easier to instill positive values and the knowledge elements outlined in the learning objectives. These objectives ultimately lead to the fulfillment of learning outcomes by the end of the phase.

A partnership is considered enjoyable when it embodies a relaxed atmosphere, free from pressure, safe, engaging, and fosters enthusiasm and learning interest. It involves full engagement, focused attention on the learners, and helps create an appealing, energetic learning environment filled with joy and high concentration. Conversely, a partnership lacking a safe, comfortable, and enjoyable atmosphere will result in an unpleasant learning environment, characterized by pressure, fear, lack of enthusiasm, laziness/disinterest, saturation/boredom, monotonous teaching, and unengaging learning for children (Kusum et al. 2023).

A child's independence is an indicator of the successful formation of the values within the Graduate Profile Dimension. Surur et al. (2024), the benefits of fostering independence in early childhood include:

1. Enhancing independent attitudes: Young children who possess learning independence find it easier to stand on their own without relying on others.
2. Helping children become more critical: Through task-based methods, children can become accustomed to developing solutions to problems and other challenges.

3. Development Stage

At this stage, the design of the Parental Partnership (KOT) framework is developed with reference to the three domains mentioned above. This development takes the form of a KOT collaboration strategy, as detailed in the following table:

Table 1.1 Parental Partnership Framework Strategy

No	Element of Parental Partnership (KOT)			Suitability
	Child-Centered Collaboration	Innovative & Engaging Communication Media	Safe, Comfortable & Enjoyable	

1.	Adapting to Parental Characteristics	Dynamic Partnership Atmosphere	Relaxed Atmosphere	Each item fulfills the elements of suitability for strengthening child independence through technology-based parental partnership. Each item fulfills the elements of suitability for strengthening child independence through technology-based parental partnership. Each item fulfills the elements of suitability for strengthening child independence through technology-based parental partnership. Each item fulfills the elements of suitability for strengthening child independence through technology-based parental partnership. Each item fulfills the elements of suitability for strengthening child independence through technology-based parental partnership.
2.	Fulfilling Children's Interests and Needs	Productive Partnership Atmosphere	Free from Pressure	
3.	Active Role Involvement	Stimulating Awareness	Engaging	
4.	Sympathy for the Child's Ideas	Active Involvement	Full Involvement	
5.	Supporting the Teacher's Role in Expanding the Child's Ideas	Active Participation	Attractive Learning Environment	

The table above shows that the Parental Partnership (KOT) requires a strategy with interconnected elements that serve to reinforce the positive values to be instilled.

These three partnership elements are needed in alignment with the requirements for enhancing children's independence. This strategy is a developed form ready for implementation.

4. Implementation Stage

Implementation was carried out with research subjects being children aged 4-6 years. According to (Steinberg 2024) aspects of independence for children aged 4-6 include 1) Emotional Independence, 2) Behavioral Independence, and 3) Value Independence. The implementation table is as follows:

3 Implementation Aspects	Partnership Element	Remarks
Emotional Independence Aspect	Element of Child-Centered Collaboration	Dominant - 2 Elements
Behavioral Independence Aspect	Element of Innovative & Engaging Communication Media	Dominant - 2 Elements

Value Aspect	Independence	Element of Safe, Comfortable & Enjoyable Climate	Dominant - 1 Element
--------------	--------------	--	----------------------

5. Evaluation Stage

Evaluation was conducted on the aspects of the digital-based Parental Partnership (KOT) facilitation. This research used assessments on the media aspect, material aspect, and user aspect. The data analysis technique in this study used a Likert scale with results of **74% Very Feasible**, **16% Feasible**, and the remainder **Quite Feasible**.

Average Score

Calculation:
$$\frac{\text{Total score}}{\text{Total respondent}} = \frac{907}{200} = 4.535$$

Rating Item	Score	Percentage
Very Feasible	5	74%
Feasible	4	16%
Quite Feasible	3	10%

The stages described above represent a process of applying a development method to produce a description of an innovative and encouraging digital-based Parental Partnership (KOT) aimed at increasing children's independence. This implementation description starts from the fundamental needs analysis stage, strategy design, and strategy application through the utilization of digital-based KOT facilitation.



Figure 4. KOT Facilitation

The example above is a digital-based parent partnership activity that contains collaboration and communication space amidst parents' busy work schedules.

DISCUSSION

A study explaining that parent-partnership technology media functions to help find innovative variations in a fun collaborative space for parents to share experiences and important information to stimulate children's independence, both in the form of parenting and school activity materials. This collaborative space is packaged as a form of digital-based partnership facilitation that is very fun and solution-oriented to help increase children's independence. The analysis stage produces important data on the needs of each school cluster and the parent-partnership model. Independence in children is one indicator of the success of the formation of the values of the Graduate Profile Dimensions and obtains good benefits. (Surur et al. 2024). Facilitating digital-based parent partnerships (PPPs) as a form of partnership utilizing digital media is an innovative solution. Evaluation results showed a 74% rating as highly feasible.

The findings of this study are the results of a PPP design developed in an easy-to-implement format. This design refers to three design domains: 1) Creating child-centered collaboration; 2) Innovative and engaging communication media; and 3) Creating a safe, comfortable, and enjoyable partnership climate. This development takes the form of a PPP collaboration strategy. Independence is related to self-regulated learning, namely the ability to regulate oneself more closely, focusing on awareness of one's role and responsibilities (Kristiyani 2020). These findings support the integration of Information and Communication Technology (ICT), including Augmented Reality (AR), as a crucial tool in education in today's information-driven society. Parental partnerships are one way to ensure that students and teachers acquire the knowledge and skills needed in the digital age. (Alzahrani 2025).

Design and development of a collaborative strategy for Parent Partnerships (PPPs). The importance of digital-based partnerships helps ensure the successful implementation of collaborative partnerships. (Elyana 2020) emphasizes that independence for children is still at a simple level, in accordance with their level of development. (Rizkyani, Adriany, dan Syaodih 2020) Independence is a child's ability to begin to perform tasks independently, organize, and initiate activities through their own initiative. Morrison views independence as not just a physical ability, but also a crucial part of emotional and social development. (Morrison 2018).

The barriers identified in this study provide important insights for developing more effective and inclusive facilitation strategies. The design of a digital-based parent-child partnership helps address emerging barriers, such as children's low levels of independence and the need for parental involvement through partnerships. The construction of independence not only occurs and is observed within the family environment or as children enter preschool, but its development becomes crucial to monitor (Santrock 2025) that independence is a behavior that occurs in a person that arises from encouragement from within himself, not because of the influence of other people. (Hayek et al. 2022) argues that children who gain independence will demonstrate responsible self-regulation skills. Parental involvement in children's learning provides valuable contributions and factors influencing parental acceptance of the use of digital media in education.

The results of this study demonstrate an increase in the form of independence reflected in the research design, which refers to the three design domains in this finding. Previous research on children's independence was conducted by (Shayla 2023) that schools with longer learning services are more effective in fostering children's independence compared to individual families because, according to the research results, families are more subjective in assessing children's independence. Factors that influence children's independence include parents, where many parents are unaware of their children's potential, causing parents to be distracted by only wanting to see their children succeed.. Sementara (Mulyasa 2022) states that independence is influenced by self-confidence. If a child feels secure, they will develop the initiative to explore, even begin to manage their emotions and achieve other milestones.

The implications of this research indicate that a strong digital-based partnership between parents is crucial for fostering children's independence in Early Childhood Education (PAUD). This strong partnership is supported, among other things, by digital media. The development of a partnership design with three domains of findings has elements of attractiveness in fulfilling digital-based media needs. As is known, there are four main categories of digital-based media: a). Interpersonal communication media, for example, email. b). Interactive gaming media, such as games. c). Artificial Intelligence (AI)-based information search media. d). Participatory media, such as internet chat rooms. Artificial Intelligence (AI) is increasingly integrated into educational technology, particularly through AI-based tutoring systems (Shofwan 2025). Therefore, the suitability of the material being taught requires an attractive design to facilitate the learning process for students by being packaged digitally. Parental partnerships are built synergistically to increase student independence.

CONCLUSION

Facilitating parental partnerships (KOT) that favor stimulating child development presents a valuable challenge in finding the right implementation for every level of educational units, including Early Childhood

Education. A child's independence is one of the most beneficial positive values for supporting the success of their subsequent development. Independence needs to be realized with the support of parental partnerships to better understand their children's learning needs. Innovative partnership models help realize learning that is safe, comfortable, and enjoyable for the child, and fulfill the need for aligned understanding among teachers, especially in their role as learning facilitators.

Digital-based Parental Partnership (KOT) facilitation, as a form of partnership utilizing digital media where its implementation adapts to communication models and parental collaboration agreed upon together, is an innovative solution for achieving improved child independence. This facilitation is a primary support for the realization of an independent attitude, characterized by the following partnership elements: 1). Creating child-centered collaboration. 2). Innovative and engaging communication media. 3). Creating a safe, comfortable, and enjoyable partnership climate.

These three partnership elements are applied with interconnected components forming a unified whole, creating the right conditions to help increase the child's independent attitude. Fostering independence from an early age helps children get used to taking initiative, understanding and realizing what they must do, and growing self-confidence in completing their tasks through the full support of parents and family. The novelty of this research is the development of a digital-based partnership as a technological innovation in the form of Parental Partnership (KOT) facilitation, designed to help increase early childhood independence through parent communication and collaboration within the established partnership forum.

ACKNOWLEDGEMENT

The success of this research process is thanks to the help of several parties including BBGP Jateng and facilitators regarding Merdeka Curriculum and kindergarten curriculum. To the Head of Kindergarten who has provided information through the interview process. Thanks to the authors of the article who were referring to the writing and all those who have helped the beginning, the process until it is finished.

REFERENCES

- Alzahrani, Arwa. 2025. "A systematic review of the use of information communication technology, including augmented reality, in the teaching of science to preschool children." *International Journal of Educational Research Open* 9:100453. doi:<https://doi.org/10.1016/j.ijedro.2025.100453>.
- Arifudin, Opan, Imanuddin Hasbi, Eka Setiawati, Ma'sumah, dan Supeningsih. 2021. *Konsep Dasar Pendidikan Anak Usia Dini*. Bandung: Widina Bhakti Persada Bandung.
- Ayuningrum, Anisa, dan Subar Junanto. 2023. "IMPLEMENTASI PEMBELAJARAN SEMBILAN PILAR KARAKTER DALAM MENANAMKAN SIKAP KEMANDIRIAN PADA ANAK KELOMPOK B DI TKIT AZ-ZAHRA SRAGEN." UIN Surakarta.
- Cahyadi, Rahmat Arofah Hari. 2019. "Pengembangan Bahan Ajar Berbasis Addie Model." *Halaqa: Islamic Education Journal* 3(1):35–42. doi:10.21070/halaqa.v3i1.2124.
- Diamond, Lindsay, dan Christina M. McCartney. 2022. "Developmentally appropriate practice." *Developmentally Appropriate Practice*.
- Elyana, Luluk. 2020. "Manajemen Parenting Class Melalui Media E-Learning." *Sentra Cendekia* 1(1):29–35. doi:<https://doi.org/10.31331/Jsc.v1i1.1191>.
- Elyana, Luluk, dan Maria Denok Bakti Agustiningrum. 2025. *MANAJEMEN IMPLEMENTASI METODE PEMBELAJARAN DEEP LEARNING PADA PENDIDIKAN ANAK USIA DINI Strategi Praktis Adaptasi Perubahan Berkelanjutan*. Vol. 29.
- Fathoni, Tamrin. 2024. "Mengintegrasikan Prinsip Froebel Dalam Kurikulum Pendidikan Anak Usia Dini Era Modern." *MENTARI: Jurnal Pendidikan Anak Usia Dini* 4(1).
- Hayek, Joyce, Francine Schneider, Nathalie Lahoud, Maya Tueni, dan Hein De Vries. 2022. "Authoritative parenting stimulates academic achievement, also partly via self-efficacy and intention towards getting good grades." *Plos one* 17(3):e0265595.
- Hunter, Leah J., Ashleigh I. Aviles, Elizabeth B. Miller, Caitlin F. Canfield, Katherine Guyon-Harris, Pamela A. Morris-Perez, Alan L. Mendelsohn, dan Daniel S. Shaw. 2025. "Impacts of the Smart Beginnings Parenting Program on

Early Childhood Special Education Evaluation and Service Referral.” *Academic Pediatrics* 25(6):102826. doi:<https://doi.org/10.1016/j.acap.2025.102826>.

Kristiyani, Titik. 2020. *Self-regulated learning: Konsep, implikasi dan tantangannya bagi siswa di Indonesia*. Sanata Dharma University Press.

Kusum, Jaka Wijaya, Muh Rijalul Akbar, Muh Fitrah, dan others. 2023. *Dimensi Media Pembelajaran (Teori dan Penerapan Media Pembelajaran Pada Era Revolusi Industri 4.0 Menuju Era Society 5.0)*. PT. Sonpedia Publishing Indonesia.

Morrison, George S. 2018. “Early Childhood Education Today, [Access Card Package].” *Pearson*.

Mulyasa, H. E. 2022. *Manajemen pendidikan karakter*. Bumi Aksara.

Mutmainah, Naeli, Hisam Ahyani, Ahmad Hapidin, Sekolah Tinggi, Agama Islam, Miftahul Huda, Al Azhar, Ilmu Tarbiyah, Nahdlatul Ulama, dan Al Farabi. 2023. “Mutmainah, et al (2021).” *III*(2):2021.

Natalie, Regina Yoantika, Rosita Wondal, S. Pd Khasanah, M. Kom, Rahmatullah Syaripuddin, Indri Lastriyani, Muhammad Mahfud, S. E. Tania Andari, M. Bus, Luluk Elyana, dan others. 2023. *Pengembangan Model Pembelajaran*. Cendikia Mulia Mandiri.

Novianti, Amelia, Renawati, Mutya Oqtavia, dan Ela Soneta. 2025. “Kolaborasi Guru dan Orang Tua Menumbuhkan Kemandirian Anak Usia Dini.” *13*(2).

Rizkyani, Fatimah, Vina Adriany, dan Ernawulan Syaodih. 2020. “Kemandirian anak usia dini menurut pandangan guru dan orang tua.” *Edukid* 16(2):121–29.

Santrock, John. 2025. “Essentials of Life-Span Development.”

Shayla, Aida Rahmatus. 2023. “Studi penanaman karakter entrepreneur oleh orang tua siswa SMP Plus Al-Kautsar Kota Malang.” Universitas Islam Negeri Maulana Malik Ibrahim.

Shofwan, Imam. 2025. “Learning in the Presence of Machines: A Study of Student Interactions with AI-Based Educational Tools.” *Journal of Educational Innovation and Research* 1(6):220–26.

Steinberg, Laurence. 2024. *You and your adult child: How to grow together in challenging times*. Simon and Schuster.

Sugiyono, Prof. 2025. *Metode penelitian & pengembangan berbasis AI (Research and Development)*. ALFABETA, cv.

Surur, Miftahus, Yesi Puspitasari, Buaddin Hasan, dan Anis Febriyanti. 2024. “Analisis Dampak Pelaksanaan Program Penguatan Profil Pelajar Pancasila Terhadap Kemandirian Belajar Siswa Paud Sekolah Penggerak Angkatan 3 Kabupaten Situbondo.” *Atthufulah : Jurnal Pendidikan Anak Usia Dini* 5(1):6–14. doi:10.35316/atthufulah.v5i1.6506.

Thieme, Anne-Mieke M. M., Josje Verhagen, Folkert Kuiken, dan Sible Andringa. 2026. “Peer interactions of multilingual toddlers in early childhood education and care in the Netherlands: An exploratory observation-based social network study.” *Ampersand* 100257. doi:<https://doi.org/10.1016/j.amper.2026.100257>.

Wibowo, Hamid Sakti. 2023. *Pengembangan teknologi media pembelajaran: Merancang pengalaman pembelajaran yang inovatif dan efektif*. Tiram Media.

Zhang, Limin, Yingyu Wu, Wenhui Zhong, Yitong Chen, dan Jiaxin Xiang. 2025. “Exploring interpersonal emotion regulation and its characteristics among Chinese early childhood education teachers: A multiple case study.” *International Journal of Educational Research* 134:102830. doi:<https://doi.org/10.1016/j.ijer.2025.102830>.