



The Role of Parents' Secure Attachment Towards the Independence of Children Aged 4-5 Years at Wolowa Baru Kindergarten, Wolowa District, Buton District

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ABSTRACT

This study aims to describe the role of parents' secure attachment on the independence of children aged 4-5 years in the New Wolowa Kindergarten. This research uses a qualitative descriptive approach with the subjects of this research being students and their parents (mothers) in group A aged 4-5 years at the end of the first and second semesters of the 2021/2022 academic year. This research uses data collection techniques in the form of observation, interviews, documentation. With observation subjects totaling 7 children. Data analysis uses data reduction analysis techniques, data display, and drawing conclusions. So the results of this research show that there is a role of secure attachment for parents (mothers) in children which plays a role in the child's independence, there are children who have a secure attachment, namely self-confidence, feeling comfortable and caring. And there are factors that influence secure attachment, including affection. Attention, baby temperament, communication and conflict play an important role in children's independence. Based on 9 indicators of attachment and independence, namely as follows: love, attention, parental trust, communication, self-confidence, intrinsic and innovative motivation, accepting consequences of one's choice, being social and not being dependent in daily activities on the learning process. From the indicators, it can be seen from the results of observations and interviews that parents' secure attachment plays a very important role in children's independence at the Wolowa Baru Kindergarten.

Keywords: Attachment, Parents, Independence, Children

1. Introduction

Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Early childhood education consists of formal, non-formal and informal education. Kindergarten education is a form of education unit for early childhood in the formal education pathway which provides educational programs for children aged four to six years. Early childhood education is very necessary to optimize children's brain development. Early childhood education should be interpreted broadly to include the entire process of psychosocial stimulation and is not limited to the learning process that occurs in educational institutions. Stimulation needs to be given to young children considering that early childhood is the golden age for children's growth and development.

Early childhood according to Law Number 20 of 2003 concerning the National Education System, is a child from birth to six years of age. Meanwhile, the Early Childhood Education Study Program states that the age range for early childhood. Early childhood education refers to education provided to children aged 0-6 years or up to 8 years. In fact, since the child was still in the womb, education has been

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provided indirectly by the mother, including in the form of habituation, discipline, cleanliness, order, health and nutrition, calm and patience. Meanwhile, the National for the Education of Young Children (NAECY) divides early childhood into 0-3 years (fodde), 3-4 years (preschool), 5-6 years (early elementary school grades) and 7-8 years (advanced grades). elementary school).

Children are a reflection of parents who are a mandate from Allah SWT to parents who must be looked after, protected, and educated for their growth and development. Imam alGhazali in Suwaid said that children are a trust in the hands of their parents, their pure hearts are pearls that are still raw, have not been carved or formed. If he is accustomed to and taught with kindness, he will grow in kindness too. This explanation is an understanding of the child's right to live, develop and interact in accordance with the child's wishes. During childhood or preschool, children at this age are very active in exploring their environment, looking for and trying new things, playing and enthusiastically asking questions. In childhood, this is also a process of growth in 6 aspects of child development, including growth in language development, cognitive, artistic, moral, religious, cognitive and socio-emotional of children, both physical and mental growth.

Early childhood according to Biechler & Snowman (in Susanto, 2011: 131) is children aged 3 to 6 years who attend a kindergarten program. Kindergarten is an education that emphasizes all students and pays attention to their physical, cognitive and socio-emotional development (Santrock, 2009). In this case, the family is responsible for the child's growth and development, including the mother who plays an important role in the child's growth and development. Education is the basic capital that makes a quality individual. Education must be carried out from an early age through Early Childhood Education (PAUD) which is aimed at ages 1 – 6 years. PAUD can be organized through formal and non-formal channels. The formal pathway to PAUD is Kindergarten (TK). Early childhood can now enter the world of school. In this pre-school world, children are ready for school and develop their skills (Santrock, 2009). This is talking about children, so we also have to look at who is behind the child, namely the parents.

Parents, namely educators in the household, really determine the growth and development of children, where the family is the first child to receive education (Ningsi and Nurahmah, 2016). Parents are the first environment that children recognize. Where children get to know their parents before they know the outside world, it is the mother who cares for the child and raises them. From the relationship between children and parents, there is an inherent relationship with each other. Attachment itself is influenced by the parenting style of parents towards their children.

The teacher is the second parent in the school environment, when the child is in the school environment, the child's responsibility is completely held by the class teacher as long as the child carries out playing and learning activities at school, for this reason the teacher must also have a strategy to be close to the child, because the child is left behind by Mothers during school need time to get used to it, for this reason secure attachment can also be done by a teacher so that children feel safe and comfortable when they are at school, as long as they are left by their parents, and in this way teachers can also help parents develop children's independence, of course independent at school with the help of teachers and independent at home with the help of their parents.

The formation of children's independence can be done by a teacher and parents working together to foster the child's independence. When a child is at home, the mother plays a role in teaching something related to independence, for

example work that he can do himself without help from the mother, likewise when the child is at school, the teacher provides an understanding or explanation about independence using simple language and simple examples that can be understood by children.

According to Sumahamijaya (in Mariana and Naomi Atal, 2019; 36) believes that independence is an individual's ability to complete their responsibilities in life in accordance with their level of development. Meanwhile, according to Seifert and Hofnung (in Ifani and Leona, 2019; 146) they argue that independence is a person's ability to control themselves so that they are not afraid to carry out their own activities. Without the help of other people, children only need help from caregivers in the form of direction and motivation. The characteristics of children's independence are as follows; children feel confident, feel intrinsically motivated (self-motivated), can make choices, are creative and innovative, can take responsibility for their actions, can socialize, are not dependent on other people (Susanto, in Mariana and Atal, 2019; 37).

Based on what the researchers did, it was found at Wolowa Baru Kindergarten that children's independence in carrying out daily activities is good for the learning process. Initial observations made by the author at Wolowa Baru Kindergarten showed that 7 out of 13 children were able to be independent in terms of: 3 of them: firstly children who could be left behind by their parents, secondly children who did not want to do their own activities and still needed parental assistance or supervision and The three children felt confident when carrying out the teacher's assignments. In independent children, this is a condition that shows that the mother's secure attachment to the child is very important, for this reason there is a need for cooperation between parents and teachers at school in fostering children's independence.

This research was conducted on parents, from the results of interviews the secure attachment given by parents to their children was due to the parents having trust and love for their children. For example, parents let their children explore the environment, socialize, do homework, and take care of themselves.

2. Methods

The type of this research is qualitative research. Qualitative research is research that is used to investigate, discover, describe and explain the qualities or features of social influences that cannot be explained, measured or described using a quantitative approach (Saryono, 2010). In qualitative research, data collection is obtained from words, images that can be used as an illustration of the contents of research reports, obtained from interviews, tape recorders, personal documents, notes (memos), field notes, personal documents, and other official documents. Both data are from the school environment and at the source's home. This researcher evaluated and interviewed respondents regarding "The Role of Secure Attachment of Parents on the Independence of Children Aged 4-5 Years in Kindergarten in Wolowa Baru" which is the relationship between parents and children, which is evaluated on the child's independence both at school and at home.

This qualitative method has several considerations for using it, namely providing a genuine relationship between the researcher and the respondent, making it easier for the researcher to adjust to its influence. Therefore, this qualitative research will observe "The Role of Parental Secure Attachment on the Independence of Children Aged 4-5 Years at the New Wolowa Kindergarten". The subjects in this research were various sources of information that were relevant for obtaining data in the research which included parents and children aged 4-5 years,

totaling 7 children at the Wolowa Baru Kindergarten, Wolowa Baru Village, Wolowa sub-district.

The techniques used for data collection are as follows: 1) Observation, 2) Interview, dan 3) Documentation. Qualitative descriptive analysis technique is an analysis technique for research where data is obtained and then produces descriptive data such as words from people and observed behavior. In this research, the data analysis used is the flowing data analysis model. Data analysis can be interpreted as follows: 1) Data Collection, namely a process of searching for information about data or research instruments. By conducting observations, interviews and documentation, 2) Data Reduction, which is a data selection process in research that focuses on and simplifies data, and 3) Disply Data, is a part of a series of information to summarize data on research actions in the form of narratives. Verification and Drawing Conclusions, namely the process of data analysis from the beginning of collecting research data, which can assess meaning, explanation, configuration, cause and effect, regularity and proposition.

3. Findings and Discussions

3.1 Findings

Secure attachment is a close relationship formed from interactions between parents and children. where the child feels trust in the mother as a figure who is always ready to accompany, sensitive and responsive, full of love and affection when the child needs protection or comfort who always helps in dealing with situations that threaten safety. This makes children more spoiled by their parents at the age of 4-5 years, making them more dependent on their parents, which will lead to a lack of independence in their activities. In this case, secure attachment is formed because there is a close relationship between parents and children where the child feels comfortable.

Determining Children Who Have Secure Attachment

After the researchers observed and interviewed, the characteristics of children who have a secure attachment relationship can be seen with the following characteristics:

1. Children have self-confidence when interacting with other people.

Researchers saw that children in group A Kindergarten Wolowa Baru had a sense of self-confidence when interacting with other people, namely children who had good thoughts towards other people and children who were always treated well and were able to socialize. This is in accordance with the theory put forward by Helmi (1999) that feeling accepted, happy when other people approach him, feeling familiar and always thinking positively about other people is a child who has self-confidence when interacting with other people. In this case, of course the child does not doubt the environment with a good mentality, so the child does not hesitate, so the child can easily be independent and social in his environment. However, there are also group A children at Wolowa Baru Kindergarten who do not lack confidence in various things.

Researchers saw that children at the Wolowa Baru Kindergarten had an attitude of trust in other people in relating or socializing with other people, be they peers or adults. So the researchers concluded that some children at the Wolowa Baru Kindergarten were able to be independent in all their activities according to their abilities. This is because in everything the child inevitably encounters other people. However, researchers also saw that a small number of children at the Wolowa Baru Kindergarten did not have a sense of trust in other people when they

were with other people. This means that researchers see that children will develop together with other people. In this case it will be difficult for the child to be independent, here the child is always behind the parents.

2. Have self-confidence

Researchers saw that most of the children at Wolowa Baru Kindergarten were able to communicate because the children believed they were able to be independent, full of self-confidence, and always thought positively. In this case, of course, if the child is able to communicate well with people, then the child will feel confident in connecting with people so that the child does not hesitate to talk to other people. This makes it easier for children to connect with other people, which makes children more independent in communicating. Not asking parents to talk to other people against their wishes. This is in accordance with the theory put forward by Naomi Habi Atal (2019) that children who have the confidence to be responsible, accept the consequences, can make their own choices. From this, the researchers saw that a small number of children at the Wolowa Baru Kindergarten were unable to communicate or speak well with other people, so their self-confidence would be lost to the point that the children were reluctant to talk to other people, be they peers or adults. Which will make children less independent in terms of communication.

Seeing this, the researcher concluded that the majority of Wolowa Baru Kindergarten students felt confident in communicating, socializing, expressing their feelings, and in children's independence, where children were able to interact and explore well with teachers, other people, whether peers or other people, adults and their environment. That way, children can be independent or not rely on their parents to express the child's feelings, and the child's activities are good in the school environment. Researchers also saw that a small number of group A children at Wolowa Baru Kindergarten did not feel confident in communicating, so the children could not control their emotions to express what the children felt to teachers, peers, parents and other people well, which can result in children being less independent by involving other people.

3. Children feel comfortable

Researchers saw that most of the group A children in Wolowa Baru were comfortable expressing their feelings to teachers, peers and other people. Children feel that people around them can listen to what they feel and children can respond to input from other people. This is in accordance with the theory put forward by Nenden Ineu Herawati which states that the second need that children need is a feeling of security, personal safety, elimination of fear and comfort. Researchers observed that children preferred to tell stories to teachers and other people. This is because parents model this attitude so that children can behave like that again. From the attitude of a child who likes to express what he feels. Here, researchers see that children are not afraid of anyone, so younger children interact and will eventually take the initiative to be independent because many children see adults as more independent. However, researchers saw that a small number of group A children in Wolowa Baru were less comfortable, this was because the children felt they had different opinions from their peers. Here the researcher sees that there are differences in the behavior of friends or teachers that the child does not like or feel comfortable with. Here the researcher sees that the child cannot interact, thus making the child unable to be independent and dependent on the mother or close friends.

4. Caring about other people.

Researchers saw that most of the group A children at the Wolowa Baru Kindergarten were able to be responsive and willing to help others if their help was needed. In this case, the child has been able to explore on his own well in accordance with his developmental abilities. Researchers observed that children have been instilled with a sense of caring by their parents and children are able to explore helping others of their own accord. This is in accordance with the theory put forward by Hadi Kusuma, (2018) stating that the same behavior is a stimulus that is a stimulus to another. Here the imitator is the child and the parent is the one who sets the example. So the child's sense of concern is an example of the parents. From this, the researcher also saw that in group A there were also several children who cared about teachers, peers or adults. Researchers observed this because parents did not pay enough attention to their children so that a feeling of not caring about their children was ingrained. This will make the child become alone and stay away from friends. This can affect the child's emotions and not be able to socialize well in his environment. This is why if a child has a need to be with other people, the child will rely on his mother.

From the results of interviews and observations, researchers concluded that at Wolowa Baru Kindergarten in group A, children who had a sense of caring were a habit of parents who cared about their children. In this relationship, which is called secure attachment and caring, children are able to explore their environment well. That way children can be independent in their environment. However, researchers also saw that a small number of children at the Wolowa Baru Kindergarten in group A were seen as children who cared less about other people. This research saw that parents did not care enough about their children, so these attitudes were also embedded in the children which could result in their emotions so that the children were unable to socialize and adapt. environment.

Factors Affecting Secure Attachment

Researchers see that there are several factors that influence the mother's safe attachment to her child at the Wolowa Baru Kindergarten in group A with the following discussion:

1. Compassion

Based on the results of research in group A at Wolowa Baru Kindergarten, researchers saw that a mother who has a secure attachment certainly has a great sense of affection for her child. However, researchers see that some of these parents' affection is normal, there are also mothers who give excessive affection to their children, which makes the children dependent on the mother. The need for affection can be adapted to the theory put forward by Dian Andesta Bujuri, (2018) that one of the basic needs of children is to feel love from parents, family and people around them which is encouragement from other people by being able to control emotions in order to carrying out social relationships. In this case, researchers see that parents pamper their children too much to the point that the children become dependent on their parents, which makes the children less independent. Based on the results of observations, researchers saw that mothers helped their children a lot to do activities that children should be able to do. In contrast, the researchers saw that there were mothers in group A whose affection was normal, this means that the mothers did not spoil their children too much. This means that the mother controls the child more to be independent by teaching the child to get used to doing things or activities on his own, but the mother still controls the child.

2. Parental attention to children

Based on the results of observations and interviews, there are several types of parental attention to their children at the Wolowa Baru Kindergarten which play an important role in secure attachment, namely as follows: a) Spontaneous and non-spontaneous attention. Based on the results of research at the Wolowa Baru Kindergarten in group A, parents had spontaneous attention, where the attention arose by itself (was passive). This spontaneous attention is closely related to a person's desire for an object, while non-spontaneous attention is where attention arises intentionally. Therefore, there must be a will that causes it (it is active). From the results of observations and interviews conducted, the author found that spontaneous attention plays an important role in forming a secure attachment, where spontaneous attention comes more from the mother's heart when she is overly worried. It will make the child comfortable so that the child continues to rely on parents or is constantly behind the mother, which will make the child less independent. b) Narrow attention and broad attention. Based on the results of research at the Wolowa Baru Kindergarten in group A, parents had narrow attention, where individuals at any given time only paid attention to a few or limited objects. This is different from broad attention, where an individual's attention at one time can pay attention to many objects at once. From the results of observations and interviews conducted by researchers, we can see that narrow or external attention certainly influences secure attachment which plays a role in the independence of the children of Kindergarten Wolowa Baru. Seen here, parents who receive extensive attention are closer to their children than mothers who have narrow attention and cannot provide maximum attention which makes children independent. Here children will learn to carry out their activities independently. c) Concentrative (focused) attention and distributive (divided) attention. Based on the results of research at the Wolowa Baru Kindergarten in group A, parents had concentrative attention directed at an object. In contrast to distributive attention which is directed at several objects at the same time. From the results of observations and interviews conducted by researchers, the researcher saw that concentrated attention plays an important role in forming a secure attachment, where concentrating attention cannot share its attention, which makes the child less attentive, so the child will try on his own, which makes him independent. compared to distributive, it will make the child less independent, in this case the child continues to receive the attention of the mother who continues to pamper him, which makes the child dependent.

3. Continuous attention

As a result of the research, researchers saw that in the secure attachment of parents to children at the New Wolowa Kindergarten, the factor was that continued attention was a relationship that had been established securely where parents previously used to provide attention by caring for the child's needs. What happens is that when the parents separate, the parents rebuild the relationship. By giving back attention, nurturing, and fulfilling their needs. Until the child feels a close relationship again (secure attachment). It turns out that researchers see this as playing a role in children's independence. This is in accordance with the theory put forward by Nangimatur Rofingah (2018:19) that parents (mothers) are sometimes far from their children with little time or provide unstable attention, less than optimal affection which results in children feeling anxious about the parents' uncertainty.

From the results of research observations. Researchers saw that students at the Wolowa Baru Kindergarten in group A had parents whose continuous attention

played an important role in forming a secure attachment, where if continuous attention is given to the child, the child will get used to being with the parents and the child will ask for help continuously. constantly on parents. Which ultimately makes children less independent. And there are other research results in group A at the Wolowa Baru Kindergarten which discussed that some parents' attention is not excessive in terms of occasionally letting children do their own activities and being supervised, so the children will automatically learn to be independent.

4. Baby's temperament

Based on the results of research at the Wolowa Baru Kindergarten, group A parents had temperaments with differences in the behavior and emotions of each child in responding to something, be it situations or conditions they felt. The results of the researcher's observations saw that the 3 types of temperature of group A students at the Wolowa Baru Kindergarten had these 3 types of behavior. The researcher saw that several students behaved in the Easy Temperament type (easy to adapt). This type of child is easily independent. and researchers also saw that several students in group A Kindergarten Wolowa Baru had the Difficult Temperament type of temperament (aggressive, talkative, cries easily). Children with this type can behave independently in certain things and are not independent in certain things. However, researchers looked at the results of observations on several students from group A at Wolowa Baru Kindergarten with the Slow To Warm Up Temperament type (shy and dependent on their mother). With this type, children are more dependent on their parents, where the child cannot be independent.

5. Communication between parents and children

Based on the results of research at the Wolowa Baru Kindergarten in group A, researchers saw one factor that plays a role in parents' secure attachment, namely communication between parents and children is a process of expressing what they think, whether what they feel for other people or conversations to establish social relationships. This is in accordance with the theory put forward by Meilita Kusramadhanty (2019) that children have difficulty communicating with other people because children are not able to regulate their emotions well. This will influence the child's social development. In this case, researchers also saw that children's communication was hampered due to the influence of their parents' (mother's) parenting patterns. Parents who correct their children repeatedly will develop their children's language in expressing their feelings for other people.

Based on the results of observations and interviews, the author concludes that the majority of group A students at the Wolowa Baru Kindergarten, researchers have seen that communication between parents (mothers) and children plays a very important role in children's independence, where if parents often invite their children to speak good language, they will instill a sense of self-confidence in children to be able to communicate with other people so that children will be independent in social life. In the activities of parents taking their children until they come home from school and how children talk to teachers at school. Not only that, the researchers also saw another thing. In the Wolowa Baru Kindergarten A group, there were a small number of children whose parents communicated with less polite language towards the children. This is of course uncomfortable for teachers, especially their peers, to the point that they don't want to make friends, of course this makes children no longer confident in communicating with other people. Until researchers see that children are not independent, in this case children sometimes ask for help from their mother or someone close to them.

6. Conflict between parents and children

Based on the results of research at the Wolowa Baru Kindergarten in group A, the researchers saw one factor that played a role in parents' secure attachment, namely: Conflict is a close relationship resulting in misunderstandings or disputes, whether regarding life issues, whether regarding feelings, thoughts and so on between the same individual. with others. Conflicted relationships between parents and children can build a child's sense of independence. Researchers saw parents who wanted their children to do the right thing, but their children did not listen, resulting in misunderstandings. This can be seen when the child makes a mistake and the parents scold him. This is in accordance with the theory put forward by Wira Hadi Kusuma (2018) that conflict has two types, namely intrapersonal conflict (intrapersonal conflict) is a conflict of his own feelings which according to him are in conflict with the rules of society or what he wants but is not appropriate. with his abilities. The researcher looked at the conflict in students in group A Kindergarten Wolowa Baru, there was a small part of this intrapersonal conflict. Some children seen in kindergarten want to do something but the child is not yet able to do it. This of course makes the child unable to be independent. Furthermore, interpersonal conflict is a difference of opinion between a person and another person within the school, community, family and state. From this conflict, the researcher saw that from the results of the observations, there were also several inhibited children in group A of Kindergarten Wolowa Baru who appeared to be in interpersonal conflict, where the researcher saw that there was a difference between the children's interests and the rules in the family or society. This makes children less independent because children are still in the process of adapting to their environment.

3.2 Discussions

Secure Attachment is a close relationship between one individual and another individual. Which is formed because of mutual feelings between parents' parenting patterns towards their children and feelings of love, affection, attention to the child's comfort. Here the child feels that his mother is the only person he can protect and help him from the various things he faces. This is in accordance with the theory put forward by Cengceng (2015: 148) who believes that Secure Attachment is an attachment pattern that is formed from interactions between parents and children where the child feels trust in the mother as a figure who is always ready to accompany her. sensitive and responsive, full of love and affection when children need protection or comfort which always helps in dealing with situations that threaten safety. This makes it difficult for children to be separated from their caregivers. If they are separated, children will experience sadness and will not be able to be with other people easily.

Researchers looked at the role of secure attachment in children's independence by measuring indicators of the mother's secure attachment and children's independence in terms of independence during growth and development which includes six aspects of child development, namely social, emotional development, art, religion, motor skills, and in exploring students' cognitive abilities. Wolowa Baru Kindergarten, Wolowa Baru Village, Wolowa District, Buton Regency.

Secure attachment is a close relationship formed from interactions between parents and children. where the child feels trust in the mother as a figure who is always ready to accompany, sensitive and responsive, full of love and affection when the child needs protection or comfort who always helps in dealing with situations that threaten safety. This makes children more spoiled by their parents

at the age of 4-5 years, making them more dependent on their parents, which will lead to a lack of independence in their activities.

4. Conclusion

Based on the results of the analysis and discussion, the author can conclude that the role of parental secure attachment in the independence of children aged 4-5 years in the Wolowa Baru Kindergarten is that the warm secure attachment role of parents (mothers) greatly influences children's independence in six aspects of development. children include cognitive, social emotional, religious, motoric, language, arts. By determining children who have a secure attachment, namely a sense of self-confidence when relating to other people, a sense of self-confidence, feeling comfortable, having a sense of caring about other people. The factors that influence secure attachment are love, attention, baby's temperament, communication between parents and children, conflict between parents and children. Based on the following 9 indicators: love, attention, parental trust, communication, self-confidence, intrinsic motivation, creative and innovative, accepting the consequences of their choices, social and not dependent in daily activities on the learning process. From the indicators, it can be seen from the results of observations and interviews that parents' secure attachment plays a very important role in children's independence at the Wolowa Baru Kindergarten.

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