

The Effectiveness of Establishing a Homework Habit Through Ape "at Home" in Fostering Independence for Children Aged 5-6 Years

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Abstract. This research aims to find out whether APE "Di Rumah" is effective in increasing the independence and development of children aged 5-6 years. Independence is very important because it can influence their development towards elementary school level. At this stage, children begin to show developmental maturity in social, emotional, and cognitive skills that are important for school. They begin to be able to handle themselves better, such as wearing clothes, helping with housework, and following simple instructions. Homework is often seen as a way to teach children to be more responsible. However, there are more benefits to this habit, especially in terms of training independence for children aged 5-6 years. Getting children aged 5-6 years old used to doing homework is an important step in preparing them for elementary school. Involving children in homework helps them build good habits, increasing children's independence skills. The method used in this research is through descriptive qualitative methods by collecting research results from APE "Di Rumah". Data collection was carried out through observation activities on early childhood children in Class B aged 5-6 years at the Kindergarten Lab School UPI Serang Campus. The data analysis technique was carried out using the Revised Bloom Operational Verb which was used as a research instrument. The research results show that APE "Di Rumah" is effective in supporting the independent development of children aged 5-6 years.

Keywords: *habituation, chores at home, independence, child*

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah APE "Di Rumah" efektivitas dalam meningkatkan kemandirian dan perkembangan anak usia 5-6 tahun. Kemandirian merupakan hal yang sangat penting karena dapat memengaruhi perkembangan mereka menuju jenjang sekolah dasar. Pada tahap ini, anak-anak mulai menunjukkan kematangan perkembangan dalam keterampilan sosial, emosional, dan kognitif yang penting untuk sekolah. Mereka mulai dapat mengatasi diri sendiri dengan lebih baik, seperti memakai pakaian, membantu melakukan pekerjaan rumah, dan



mengikuti instruksi sederhana. Pekerjaan rumah sering dianggap sebagai cara untuk mengajarkan anak agar lebih bertanggung jawab. Namun, ada lebih banyak manfaat dari kebiasaan ini, terutama dalam hal melatih kemandirian anak usia 5-6 tahun. Membiasakan anak usia 5-6 tahun untuk melakukan pekerjaan rumah adalah langkah penting dalam mempersiapkan mereka menghadapi jenjang sekolah dasar. Melibatkan anak dalam pekerjaan rumah membantu mereka membangun kebiasaan baik, meningkatkan keterampilan kemandirian anak. Metode yang digunakan dalam penelitian ini yaitu melalui metode kualitatif deskriptif dengan mengumpulkan hasil penelitian dari APE "Di Rumah". Pengumpulan data yang dilakukan melalui kegiatan observasi pada anak usia dini Kelas B dan Kelas A usia 5-6 tahun di TK Lab School UPI Kampus Serang. Teknik analisis data yang dilakukan dengan menggunakan Kata Kerja Operasional Bloom Revisi yang dijadikan sebuah instrumen penelitian. Hasil penelitian menunjukkan bahwa APE "Di Rumah" efektif dalam menunjang perkembangan kemandirian anak usia 5-6 tahun.

Kata Kunci: *pembiasaan, pekerjaan rumah, kemandirian, anak*

Introduction

Homework is frequently viewed as a way for children to develop independence and responsibility. Parents and teachers expect homework to help children learn outside of school. Another aspect of homework that may be unknown to many people. Homework can have an impact on the development of independence in children, particularly at a young age. Parents' involvement in their children's education is critical, both in terms of meeting the needs of children's learning environments and participation in school learning programs (Ummah and Fitri, 2020: 85).

Independence is critical because it can influence their progress towards primary school. At this stage, children begin to demonstrate developmental maturity in social, emotional, and cognitive skills necessary for school. This process necessitates appropriate assistance so that they can manage their independence effectively. Parents are responsible for their children's education and must consider all aspects of child development (Kusumawati and Widjayatri, 2022:64). This independence is essential for preparing them to face the demands of learning and social interaction in primary school with confidence.

APE "Di Rumah" is a game for children aged five to six. This APE is a board game that depicts various daily activities carried out at home. It shows homework assignments such as sweeping, folding clothes, and cleaning windows. This APE aims to promote children's independence.

The purpose of this study is to determine whether APE "At Home" is effective in increasing the independence and development of children aged 5 to 6 years. This study aims to provide insight into habituation when doing homework, which can help children develop independence more effectively.

Method

Habituation that supports development is required to promote early childhood independence prior to entering elementary school. A study was conducted to determine the effectiveness of the APE "At Home" program. This study employs descriptive qualitative methods, specifically class action research. This study was carried out at UPI Lab School Kindergarten Serang Campus, Jl. Raya Ciracas Serang-Banten City. The research was carried out on Tuesday, August 13, 2024. The research subjects consisted of three class B students and one class A student. Data collection methods involve observation and documentation. Data was collected during the learning process while playing. Data analysis techniques are carried out using Bloom's Revised Operational Verbs, which serve as a research tool.

Result and Discussion

Engaging in household chores, including assisting with basic tasks, holds significant value for children in the 5-6-year age range. This fosters an early understanding of responsibility and discipline. Engaging children in small tasks at home fosters their independence. This activity also fosters cooperation and cultivates an appreciation for the outcomes of diligent effort. Through engaging in household tasks, children acquire fundamental skills that will be beneficial as they mature. Equipping children with education and involving them in household chores fosters their discipline, responsibility, and independence—qualities that are crucial for their development as they mature (Sinaga et al, 2021: 146).

The process of becoming accustomed to independence through APE enhances their preparedness. The study also highlights the significance of parental involvement in this process. When parents engage with the child, they not only inspire the child but also offer essential support to help establish new habits. Support from parents aids children in learning and executing tasks accurately, while also enhancing their sense of

responsibility. Through this approach, homework habituation via APE fosters greater independence in children and equips them more effectively for primary school.

The study was carried out at Lab School UPI Serang Campus Kindergarten, located on Jl. Raya Ciracas in Serang-Banten City. The study was carried out on Tuesday, August 13, 2024. The study involved participants from class B, comprising 3 students, and class A, which included 1 student. This activity was conducted via classroom observation. This observation activity was conducted to analyze data techniques utilizing the revised and developed instruments based on Bloom's KKO in the study. The instruments will be detailed in tables 1 through 4.

Table 1. Instrument (Scoring)

Nama : A
Kelas : B

No.	Aspek	Indikator	Kriteria Penilaian			
			1	2	3	4
1.	Fisik	1.1 Anak mampu menirukan pekerjaan rumah seperti menyapu, membersihkan jendela, dan melipat baju				√
		1.2 Anak mampu melakukan kegiatan meronce				√
		1.3 Anak mampu memainkan tutup botol pada papan permainan			√	
2.	Sosial	2.1 Anak mampu ikut serta bernyanyi bersama saat bermain			√	
		2.2 Anak mampu menjawab pertanyaan dari pendidik				√
		2.3 Anak mampu mengusulkan pilihan lagu kepada pendidik				√
		2.4 Anak mampu menceritakan pengalaman pribadi				√
		2.5 Anak mampu menyatakan perasaan setelah melakukan pekerjaan rumah				√
3.	Linguistik	3.1 Anak mampu menyebutkan macam-macam pekerjaan rumah				√
		3.2 Anak mampu menceritakan pengalaman mengenai pekerjaan rumah				√
		3.3 Anak mampu menggunakan artikulasi yang tepat saat bernyanyi bersama				√

		3.4 Anak mampu melaksanakan perintah sederhana				√
4.	Moral	4.1 Anak mampu menaati peraturan permainan				√
		4.2 Anak mampu melaksanakan kegiatan yang dilakukan pada kehidupan sehari-hari				√
5.	Kognitif	5.1 Anak mampu menceritakan pengalaman saat membantu pekerjaan rumah				√
		5.2 Anak mampu memperagakan jenis kegiatan pekerjaan rumah				√
		5.3 Anak mampu menciptakan hasil dari meronce				√
		5.3 Anak mampu merangkai kata menjadi sebuah kalimat saat bercerita				√

Table 2. Instrument (Scoring)

Nama : Z
Kelas : B

No.	Aspek	Indikator	Kriteria Penilaian			
			1	2	3	4
1.	Fisik	1.1 Anak mampu menirukan pekerjaan rumah seperti menyapu, membersihkan jendela, dan melipat baju				√
		1.2 Anak mampu melakukan kegiatan meronce				√
		1.3 Anak mampu memainkan tutup botol pada papan permainan			√	
2.	Sosial	2.1 Anak mampu ikut serta bernyanyi bersama saat bermain			√	
		2.2 Anak mampu menjawab pertanyaan dari pendidik				√
		2.3 Anak mampu mengusulkan pilihan lagu kepada pendidik				√
		2.4 Anak mampu menceritakan pengalaman pribadi				√
		2.5 Anak mampu menyatakan perasaan setelah melakukan pekerjaan rumah				√
3.	Linguistik	3.1 Anak mampu menyebutkan macam-macam pekerjaan rumah				√
		3.2 Anak mampu menceritakan pengalaman mengenai pekerjaan rumah				√

		3.3 Anak mampu menggunakan artikulasi yang tepat saat bernyanyi bersama				√
		3.4 Anak mampu melaksanakan perintah sederhana				√
4.	Moral	4.1 Anak mampu menaati peraturan permainan				√
		4.2 Anak mampu melaksanakan kegiatan yang dilakukan pada kehidupan sehari-hari				√
5.	Kognitif	5.1 Anak mampu menceritakan pengalaman saat membantu pekerjaan rumah				√
		5.2 Anak mampu memperagakan jenis kegiatan pekerjaan rumah				√
		5.3 Anak mampu menciptakan hasil dari meronce				√
		5.3 Anak mampu merangkai kata menjadi sebuah kalimat saat bercerita				√

Table 3. Instrument (Scoring)

Nama : A
Kelas : B

No.	Aspek	Indikator	Kriteria Penilaian			
			1	2	3	4
1.	Fisik	1.1 Anak mampu menirukan pekerjaan rumah seperti menyapu, membersihkan jendela, dan melipat baju				√
		1.2 Anak mampu melakukan kegiatan meronce				√
		1.3 Anak mampu memainkan tutup botol pada papan permainan				√
2.	Sosial	2.1 Anak mampu ikut serta bernyanyi bersama saat bermain				√
		2.2 Anak mampu menjawab pertanyaan dari pendidik				√
		2.3 Anak mampu mengusulkan pilihan lagu kepada pendidik				√
		2.4 Anak mampu menceritakan pengalaman pribadi				√
		2.5 Anak mampu menyatakan perasaan setelah melakukan pekerjaan rumah				√
3.	Linguistik	3.1 Anak mampu menyebutkan macam-macam pekerjaan rumah				√
		3.2 Anak mampu menceritakan pengalaman mengenai pekerjaan rumah				√

		3.3 Anak mampu menggunakan artikulasi yan tepat saat bernyanyi bersama				√
		3.4 Anak mampu melaksanakan perintah sederhana				√
4.	Moral	4.1 Anak mampu menaati peraturan permainan				√
		4.2 Anak mampu melaksanakan kegiatan yang dilakukan pada kehidupan sehari-hari				√
5.	Kognitif	5.1 Anak mampu menceritakan pengalaman saat membantu pekerjaan rumah				√
		5.2 Anak mampu memperagakan jenis kegiatan pekerjaan rumah				√
		5.3 Anak mampu menciptakan hasil dari meronce				√
		5.3 Anak mampu merangkai kata menjadi sebuah kalimat saat bercerita				√

Table 4. Instrument (Scoring)

Nama : D
Kelas : A

No.	Aspek	Indikator	Kriteria Penilaian			
			1	2	3	4
1.	Fisik	1.1 Anak mampu menirukan pekerjaan rumah seperti menyapu, membersihkan jendela, dan melipat baju				√
		1.2 Anak mampu melakukan kegiatan meronce				√
		1.3 Anak mampu memainkan tutup botol pada papan permainan				√
2.	Sosial	2.1 Anak mampu ikut serta bernyanyi bersama saat bermain		√		
		2.2 Anak mampu menjawab pertanyaan dari pendidik		√		
		2.3 Anak mampu mengusulkan pilihan lagu kepada pendidik		√		
		2.4 Anak mampu menceritakan pengalaman pribadi		√		
		2.5 Anak mampu menyatakan perasaan setelah melakukan pekerjaan rumah			√	
3.	Linguistik	3.1 Anak mampu menyebutkan macam-macam pekerjaan rumah			√	
		3.2 Anak mampu menceritakan pengalaman mengenai pekerjaan rumah			√	

		3.3 Anak mampu menggunakan artikulasi yan tepat saat bernyanyi bersama		√		
		3.4 Anak mampu melaksanakan perintah sederhana			√	
4.	Moral	4.1 Anak mampu menaati peraturan permainan				√
		4.2 Anak mampu melaksanakan kegiatan yang dilakukan pada kehidupan sehari-hari				√
5.	Kognitif	5.1 Anak mampu menceritakan pengalaman saat membantu pekerjaan rumah			√	
		5.2 Anak mampu memperagakan jenis kegiatan pekerjaan rumah				√
		5.3 Anak mampu menciptakan hasil dari meronce				√
		5.3 Anak mampu merangkai kata menjadi sebuah kalimat saat bercerita			√	

Note:

- 1 : Belum Baik (Not Good)
- 2 : Cukup Baik (Quite Good)
- 3 : Baik (Good)
- 4 : Sangat Baik (Very Good)

According to tables 1 through 4, the research findings indicate that all four children who participated in the study exhibited commendable developmental achievements. This suggests that APE "At Home" contributes to enhancing learning efficacy and fostering children's independence development. Moreover, children exhibited a highly favorable disposition towards learning with this APE. Children experienced joy and enthusiasm in acquiring the diverse homework assignments.



Figure 1. Children complete homework assignments utilizing the accessible APEs.



Figure 2. Children complete homework assignments utilizing accessible APEs.



Figure 3. Children complete homework assignments utilizing accessible APEs.

According to the elucidation in Figures 1, 2, 3, and 4, it is evident that children exhibit enthusiasm when completing homework based on APE "At Home." This APE is adequate to facilitate learning and can promote the development of children's autonomy. This activity can also be implemented at home to enhance children's comprehension of the homework that can be completed. Habituation conducted can influence the character of each child. This character can assist children in advancing to the next educational stage, specifically elementary school.

The habituation conducted at home significantly impacts children. When parents and educators support children's development, it will be further enhanced. Parents may be apprehensive about consistently engaging children in homework activities. Parents who engage actively in their children's education facilitate teachers in delivering suitable stimuli for child development (Ummah and Fitri, 2020: 85).

This study demonstrates that engaging with children through APE "At Home" can enhance the development of independence in children aged 5 to 6 years. At this stage, children must acquire independent skills essential for their readiness to commence primary education. Engaging in enjoyable home activities via APE enables children to experience pleasure while acquiring the ability to perform basic tasks independently. This enables them to be more adequately prepared for forthcoming responsibilities.

Conclusion

The reserach findings indicated that the implementation of APE "At Home" enhances children's independence skills via structured routines. Through home activities integrated with APE, children demonstrated improvement in their capacity to independently complete simple tasks by participating in daily activities. Systematic and quantifiable habituation demonstrated efficacy in fostering a sense of responsibility and fundamental life skills in children. Parental engagement in this process is crucial for fostering and encouraging children's independence development. The study's conclusion underscores the significance and reinforcement of the environment in optimizing the advantages of APE for fostering independence in children aged 5-6 years.

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