

The Influence of the Field Trip Method on the Independence of Group B Children at Beringin Permai Kindergarten

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Abstract

The aim of this research is to know is There is influence method study tours to independence child age early at Beringin Kindergarten Game . The method used in this research is a quantitative method with type study Pre- Experimental Design with form one-group pretest-posttest Design . The population is the whole student 5-6 years old (group B) in Beringin Kindergarten Game totaling 16 people and research This is study population . Data was collected by questionnaire covered as many as 15 items . The results of data analysis show that there is The Influence of Field Trip Methods To Independence of Group B Children in Pagar Beringin Kindergarten proven with : 1) average score on the posttest that is amounting to 13.4375 > the average value on the pretest is of 9.8125, and value the show that the average difference in the pretest and posttest is amounting to 3.62500 p the show that in a way descriptive there is significant difference in average on pretest and posttest . 2) the significant test shows that the calculated t value > t table ($\alpha=0.05$; $dk=n-1= 15$) is 5.567 > 2.131 , thus there is a significant influence between variable X and variable Y. Thus H_0 is rejected and H_a is present The Influence of Field Trip Methods To Independence of Group B Children in Beringin Kindergarten Game accepted.

Keywords: Field trip method , children's independence.

Introduction

Early childhood education is an essential developmental activity aimed at fostering the growth and development of children. This process primarily focuses on stimulating learning through play, as playing is considered the most effective approach for children in this age group to learn and develop. This aligns with the unique developmental stages of early childhood. According to Law No. 20 of 2003, Article 1, Clause 14 on the National Education System, early childhood education is defined as guidance provided from birth to six years of age. It involves educational stimulation to aid physical and psychological growth, preparing children for formal, non-formal, or informal education.

This education phase, covering birth to six years, plays a critical role in preparing children for primary education by developing key aspects, including religion, morality, motor skills, cognition, social-emotional skills, language, and art. These aspects require balanced stimulation to ensure optimal development. Proverbs 22:6 in the Bible underscores the importance of guiding children appropriately: "Train up a child in the way he should go, and when he is old, he will not depart from it."

One critical aspect of early childhood development, particularly for children aged 5–6 years, is social-emotional development, specifically independence. The Indonesian Ministry of Education and Culture's Regulation No. 137 of 2024 highlights the importance of independence as a developmental milestone for early childhood learners. Research by the National Institute of Child Health and Human Development observed that many children aged 2–6 years struggle with independence, with significant percentages requiring adult assistance for emotional regulation (80%), rule compliance (70%), and task completion (60%).

Children in this age group are still learning to manage their emotions. For instance, they may become frustrated or upset when unable to complete tasks independently. Several factors, including parenting styles and social environments, influence a child's independence. Overprotective parenting can hinder this development, as noted in a University of California, Berkeley study, which found that children of overprotective parents often face challenges in becoming independent. Promoting independence in early childhood is vital, as it helps children avoid dependency on others. According to

Mulyaningtyas, independence entails courage, a willingness to learn and practice, the ability to make decisions based on life experiences, and the capability to achieve self-determined goals. Without early independence, children may struggle with self-help skills and remain overly reliant on parental support.

A lack of independence impacts a child's social-emotional growth, leading to over-dependence, lack of confidence, and poor task execution. For example, children may arrive late at school, struggle with personal care tasks like dressing or eating, and fail to engage with peers. These behaviors often result in academic underperformance and social difficulties. To address these challenges, fostering independence involves building trust, establishing supportive routines, praising achievements, and using child-friendly communication. Independent children tend to be confident, eager learners, adaptable, and capable of making responsible decisions. Practical strategies for promoting independence include training children to use the toilet, organizing their toys, dressing themselves, and completing school tasks without assistance. Field trips (known as the karyawisata method) are particularly effective in this regard. This teaching method allows children to visit and directly observe environments or objects they have not encountered in the classroom.

Field trips offer children concrete, hands-on learning experiences that stimulate independence. However, their application in early childhood education faces challenges, such as high costs, prioritization of recreational elements over educational objectives, and the need for rigorous supervision. According to Yamin and Sanan, teachers play a crucial role in developing independence by designing effective strategies, fostering conducive learning environments, and integrating independence-building activities into lessons.

Moeslichatoen defines field trips as learning methods involving direct observation of real-world environments, such as people, animals, plants, and objects, engaging the senses. Similarly, Welton and Mallon view field trips as enriching experiences, exposing children to learning opportunities unavailable in the classroom. Retnowati adds that this method aligns with the natural curiosity of young children, fostering attention and encouraging independence.

In summary, the field trip method enhances independence by providing learning experiences tailored to early childhood developmental stages. This approach helps children develop confidence, responsibility, and problem-solving skills while reducing dependence on others. For example, children learn to organize their toys, complete school tasks, and think critically. Field trips also create an engaging learning environment by utilizing tangible resources such as animals, plants, local institutions, or tools. Field trips are invaluable for early childhood learners, as direct experiences during these formative years significantly shape their independence and reduce dependency on adults or teachers.

Methods

This study aims to examine the influence of the field trip method on the independence of children aged 5–6 years. Therefore, a quantitative research approach was employed, using an experimental research method. Specifically, this study adopts a pre-experimental design in the form of a One-Group Pretest-Posttest Design. The One-Group Pretest-Posttest Design involves administering a pretest to the group or sample before the implementation of the treatment or intervention, followed by a posttest to compare the results. The design pattern of the One-Group Pretest-Posttest Design is as follows:

O₁ X O₂

Figure 3.1 Research Design: One-Group Pretest-Posttest Design

Description:

O₁ = Pretest scores (before treatment)

O₂ = Posttest scores (after treatment)

X = Treatment (intervention)

(O₁ - O₂) = The effect of the field trip method on the independence of early childhood students

This study was conducted at TK Beringin Permai, located on Jln. Perumnas Silangkitang, Sipahutar Village, Sipoholon District, North Tapanuli Regency. The research took place from January to May 2024. The population in this study consisted of all students aged 5–6 years (Group B) at TK Beringin Permai, which included a single class: Class B. The data on the population of students aged 5–6 years (Group B) at TK Beringin Permai are presented in Table 1 below.

Table 1. Population Data of Group B Students at TK Beringin Permai

No	Class	Number of Students
1	B	16
	Total	16

Source: Administration Office of TK Beringin Permai

The sample for this study was drawn from the preselected population. The sampling technique employed was total sampling, where all members of the population were included as the sample. The researcher determined the sample criteria based on the study's objectives. Specifically, the sample consisted of 16 students from Class B at TK Beringin Permai, representing the entire population. This study examined the relationship between two variables: the independent variable (X), the Field Trip Method, and the dependent variable (Y), the Independence of Early Childhood Students.

The operational definitions of the variables are as Field Trip Method (X) is a teaching approach that involves taking students outside the classroom to directly observe objects, making learning more tangible and realistic. This method allows students to see, hear, and feel the learning material firsthand. Often referred to as a "field trip" or "study tour," the

field trip method differs in purpose and execution. While the goal of a field trip is educational, it is distinct from recreational activities. Field trips enable students to engage with real-world phenomena, including humans, animals, plants, and other objects, thereby fostering a deeper understanding of life and its challenges. Independence of Early Childhood Students is one of the most critical developmental aspects for early childhood is fostering independence. This refers to a child's ability to perform daily tasks without dependence on others while taking responsibility for their actions. It also includes the courage to learn, practice, and attempt new things, which contributes to achieving future life goals positively.

The research instrument used in this study was a structured observation guide with a checklist assessment tool. The observations were systematically designed regarding who, when, and where to observe.

Observation Instrument Scoring Scale

Category	Score
Yes	1
No	0

The research instrument was developed based on theoretical foundations. According to Diane (as cited in Yamin), indicators of independence in kindergarten children include habituation, encompassing physical ability, confidence, responsibility, discipline, sociability, willingness to share, and emotional regulation. These indicators were adapted to the observation grid designed for this study. The observation sheet consisted of 15 items. To determine its validity and reliability, a trial was conducted on 16 students from PAUD Anak Ceria, Parbaju-julu Village. These trial respondents were outside the research sample but shared homogeneous characteristics with them. This approach was taken to evaluate the validity and reliability of the instrument.

Instrument validity testing assessed the accuracy of the instrument using SPSS (Statistical Product and Service Solutions) version 23. An instrument was deemed valid if the calculated r-value exceeded the table r-value at a 0.05 significance level. With 16 respondents, $r_{tabel} = 0.497$. Results showed that r for items 1–15 ranged from 0.536 to 0.713, all exceeding 0.497, indicating that all items were valid.

Reliability testing evaluated the consistency of the instrument. The reliability coefficient (r_{11}) was 0.892, classified as "Very High" (0.800–1.000). This confirmed the instrument's reliability. Data were collected through structured observation and documentation. Observations focused on students' independence before and after the field trip intervention. The documentation involved capturing pre- and post-intervention classroom situations to provide concrete evidence of the study's implementation. Data analysis involved classifying data by variables and respondent types, tabulating data, presenting results, calculating to address the research questions, and testing the hypotheses. The hypothesis tested whether the field trip method influenced the

independence of 5–6-year-old students at TK Beringin Permai using a t-test conducted through SPSS version 23.

The hypothesis criteria were as follows: H_0 (Null Hypothesis): $\beta = 0$ (No significant effect of the field trip method on the independence of 5–6-year-old students). H_a (Alternative Hypothesis): $\beta \neq 0$ (A significant effect of the field trip method on the independence of 5–6-year-old students).

Result and Discussion

Based on the interest in collecting data from the respondents' answers, the data descriptions of all aspects studied were tabulated into a table according to the respondents' answers to each item. Before the data was analyzed into each aspect, the author first made a distribution of respondents' answers regarding the Influence of Field Trip Methods on the Independence of Group B Children at Beringin Permai Kindergarten as follows:

Table 4.1.

Pretest Score Statistics

		Pretest
N	Valid	16
	Missing	0

From table 4.1, it can be seen that the pretest was carried out on 16 children as a sample and there was no missing data.

Table 4.2.

Frequency Distribution of the Independence of Group B Children in Beringin Permai Kindergarten in the Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5,00	2	12,5	12,5	12,5
7,00	2	12,5	12,5	25,0
8,00	1	6,3	6,3	31,3
9,00	2	12,5	12,5	43,8
10,00	1	6,3	6,3	50,0
11,00	2	12,5	12,5	62,5
12,00	4	25,0	25,0	87,5
13,00	1	6,3	6,3	93,8
14,00	1	6,3	6,3	100,0
Total	16	100,0	100,0	

Table 4.2 shows the pretest scores of 16 children, first there are 2 children with a score of 5 or 12.5%, second there are 2 children with a score of 7 or 12.5%, third there is 1 child with a score of 8 or 12.5%. 6.3%, fourth there are 2 children with a

score of 9 or 12.5%, fifth there is 1 child with a score of 10 or 6.3%, sixth there are 2 children with a score of 11 or 12.5%, seventh there were 4 children with a score of 12 or 25%, eighth there was 1 child with a score of 13 or 6.3%, and ninth there was 1 child with a score of 14 or 6.3%.

Based on the results of data analysis, it is known that the highest achievement was pretest questionnaire number 1 with a score of 13 and an average value of 0.81, namely that many children answered that the child was able to wear his own clothes. And the lowest achievement was pretest questionnaire number 11 with a score of 8 and an average value of 0.50, that is, many children answered that the children were able to work together in carrying out learning activities outside the classroom with their friends.

Based on the results of the analysis, it is known that the highest achievement indicator is indicator number 1 with an average value of 0.71, namely the physical ability indicator, namely wearing your own clothes, carrying your own bag, and cleaning yourself/showering or going to the toilet yourself. And the lowest indicator achievement is indicator number 5 with an average value of 0.53, namely the indicator of being sociable, namely working together in carrying out activities and adapting to friends.

Table 4.3.
Posttest Score Statistics

		Posttest
N	Valid	16
	Missing	0

From table 4.3, it can be seen that the pretest was carried out on 16 children as a sample and there was no missing data.

Table 4.4.
Frequency Distribution of the Independence of Group B Children in Beringin Permai Kindergarten in the Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,00	2	12,5	12,5
	12,00	2	12,5	25,0
	14,00	9	56,3	81,3
	15,00	3	18,8	100,0
Total	16	100,0	100,0	

Table 4.4 presents the post-test scores of 16 students. Firstly, 2 students scored 10, accounting for 12.5%. Secondly, 2

students scored 12, also representing 12.5%. Thirdly, 9 students scored 14, which constitutes 56.3%. Lastly, 3 students scored 15, equating to 18.8%. Based on the data analysis, the highest achievement was observed in post-test questionnaire items 1, 6, 12, and 13, each with a score of 16 and an average value of 1.00. This indicates that many students responded affirmatively to being able to dress themselves, complete tasks assigned by the teacher without seeking help, adapt to their playmates, and share food with friends. Conversely, the lowest achievement was found in questionnaire item 2, with a score of 11 and an average value of 0.69, indicating that many students responded affirmatively to being able to carry their own bags.

Further analysis revealed that the highest-performing indicator was indicator 3, with an average value of 0.94. This indicator relates to responsibility, such as completing tasks without assistance, tidying up toys, and recounting activities from beginning to end. In contrast, the lowest-performing indicator was indicator 7, with an average value of 0.75. This indicator pertains to emotional regulation, specifically the child's ability to manage their emotions.

Calculating Pre-Test and Post-Test Averages

To test the hypothesis using a t-test for significance, it is first necessary to determine the average scores for the pre-test and post-test. These averages were calculated using SPSS 23.00 and are presented in the following table:

Table 4.5.
Average Post-Test and Pretest Scores

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post Test	13,4375	16	1,59034	,39758
Pre Test	9,8125	16	2,78613	,69653

Based on the table above, it is evident that the average score on the posttest is 13.4375, while the average score on the pretest is 9.8125. This indicates that the average posttest score is higher than the average pretest score (13.4375 > 9.8125). These results show that the difference in mean scores between the pretest and posttest is 3.62500, suggesting that there is a significant descriptive difference in the mean scores between the pretest and posttest.

Significance Test (t-test)

The formula used to test the hypothesis is the t-test for paired samples, as proposed by Arikunto, with the following formula:

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

Where:

- Md: the mean deviation between the posttest and pretest
- Xd: the deviation difference from the mean deviation
- N: the number of subjects
- df: (N - 1)

The results of the significance test (t-test) calculations will be presented in the form of a results table generated using SPSS 23.00, as shown below:

**Table 4.6. Results of the Significance Test (t-test)
Paired Samples Test**

Paired Samples Test

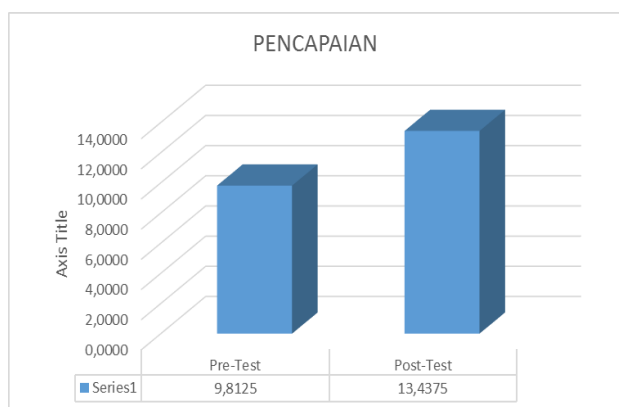
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post Test - Pre Test	3,62500	2,60448	,65112	2,23717	5,01283	5,567	15	,000

Based on table 4.6. above, then know that the tcount value obtained is 5.567.

Acceptance of the Research Hypothesis

To find out whether H0 and Ha are accepted, the condition is $t_{count} > t_{table}$. Determining t_{table} is known as a two-sided test with dk in the numerator being $\alpha = 0.05$ and dk in the denominator $n - 1 = 16 - 1 = 15$, namely 2.131. So we get $t_{count} = 5.567 > t_{table} = 2.131$, so H0 is rejected and Ha is accepted, namely the influence of field trip methods on the independence of group B children at Beringin Permai Kindergarten.

The average score obtained by the Influence of the Field Trip Method on the Independence of Group B Children at Beringin Permai Kindergarten in the pre-test and post-test can be seen in the following diagram:



The data above demonstrates an increase in children's independence in the posttest after implementing the field trip method. The average score improved from 9.8125 in the pretest to 13.4375 in the posttest.

Discussion of Research Findings

This study aimed to improve the independence of Group B children at Beringin Permai Kindergarten through the field trip method. The improvement was indicated by enhancements in various indicators, such as physical abilities, self-confidence, responsibility, discipline, sociability, willingness to share, and emotional control. The actions to enhance children's independence were conducted after administering the treatment using the field trip method.

Several factors influence the increase in children's independence, one of which is parenting style. Parents play a vital role in shaping their children's personalities by nurturing, guiding, assisting, and directing them toward independence. According to Hetherington & Whiting, parenting style is the total interaction process between parents and children, encompassing care, fulfillment of physical needs, protection, and socialization within the surrounding environment. Gunarsa further elaborates that parenting style involves the interaction patterns between parents and children, not only addressing physical needs (e.g., food, clothing) and psychological needs (e.g., affection) but also instilling societal norms to help children adapt to their environment.

Similarly, Hurlock explains that a parenting style that fosters independence is one where parents act as guides who monitor their children's activities and needs, particularly in relation to their studies and social interactions within the family and school environment. Tobing also asserts that parenting style represents the interaction patterns between parents and children, including how parents establish rules, teach norms, provide attention and love, and serve as role models for their children. Gunarsa further states that parenting involves the attitudes and methods parents use to prepare younger family members, including children, to make their own decisions and

act independently, transitioning from dependence on parents to self-reliance and responsibility. From the perspectives of these experts, it can be concluded that parenting style encompasses comprehensive interactions between parents and children, aimed at supporting their physical, psychological, social, and independent development through attention, affection, guidance, and the teaching of societal values and norms.

After tabulating respondents' answers, the data were processed and analyzed. Based on the research data description, the overall effect of the field trip method on the independence of Group B children at Beringin Permai Kindergarten showed an increase, with the average pretest score of 9.8125 rising to 13.4375 in the posttest. This indicates an improvement in children's independence by 3.62500, attributed to the application of the field trip method by the teacher. The pretest data reveal that the highest achievement was in pretest item 1, with a score of 13 and an average of 0.81, indicating that many children were able to dress themselves. Conversely, the lowest achievement was in pretest item 11, with a score of 8 and an average of 0.50, indicating that fewer children demonstrated the ability to cooperate in outdoor learning activities with peers. The pretest indicators showed the highest average score of 0.71 for Indicator 1, which pertains to physical abilities such as dressing oneself, carrying one's own bag, and personal hygiene (bathing or using the toilet independently). The lowest average score of 0.53 was for Indicator 5, related to sociability, such as cooperating in activities and adapting to peers.

The posttest data reveal that the highest achievement was in posttest items 1, 6, 12, and 13, each with a score of 16 and an average of 1.00. These items indicate that many children could dress themselves, complete tasks assigned by the teacher independently, adapt to peers during playtime, and share food with peers. The lowest achievement was in posttest item 2, with a score of 11 and an average of 0.69, indicating children's ability to carry their own bags. The posttest indicators showed the highest average score of 0.94 for Indicator 3, related to responsibility, such as completing tasks without assistance, tidying up toys, and recounting activities from start to finish. The lowest average score of 0.75 was for Indicator 7, related to emotional control. Based on hypothesis testing through the significance test (t-test), the result was $t_{\text{calculated}} = 5.567 > t_{\text{table}} = 2.131$, leading to the rejection of H_0 and the acceptance of H_a . This confirms the effect of the field trip method on the independence of Group B children at Beringin Permai Kindergarten.

In conclusion, H_0 is rejected and H_a is accepted, indicating that the field trip method significantly impacts the independence of Group B children at Beringin Permai Kindergarten. This outcome is attributed to the field trip method, which involves exposing children to new environments. By introducing children to new surroundings, such as educational or cultural tourism sites, the method serves as an effective medium to foster independence. Independent children are those capable of completing tasks and making decisions autonomously, without excessive

reliance on others. Below is an explanation of the cause-and-effect relationship fostering independence through the field trip method by introducing children to new environments:

- a. Causes: Factors Supporting Independence Through Field Trips in New Environments
 1. New environments allow children to explore and discover new things that pique their interests. This stimulates curiosity and initiative for independent learning.
 2. Field trips often involve activities requiring active participation, such as conducting scientific experiments at museums or engaging in physical activities in natural settings. These practical experiences strengthen independent skills.
 3. During field trips, children may be assigned responsibilities, such as taking care of their belongings or adhering to the schedule. This teaches them about responsibility and self-management.
 4. Meeting new people and interacting with peers in different contexts helps children develop better social and communication skills.
 5. Children are often given choices during field trips, such as selecting activities to participate in or deciding on travel routes. This encourages critical thinking and independent decision-making.
- b. effects: Outcomes of Field Trip Experiences in New Environments
 1. Facing and overcoming challenges in new environments enhances children's confidence. They feel more capable and assured in their abilities.
 2. Encountering new situations and finding independent solutions helps children develop better problem-solving skills, which are essential for daily life.
 3. Children learn to adapt quickly to new environments, an important skill for navigating future changes and challenges.
 4. Through field trip experiences, children become more accustomed to managing various tasks without parental assistance, such as organizing their time and responsibilities.
 5. Interacting with new people and peers in different settings helps children develop stronger social skills and build broader friendship networks.

Conclusion

The purpose of this study was to determine whether the field trip method influences the independence of Group B children at Beringin Permai Kindergarten. The calculation confirms that the field trip method significantly influences the independence of Group B children at Beringin Permai Kindergarten. Thus, the results of this study conclude that the field trip method positively impacts the independence of Group B children at Beringin Permai Kindergarten.

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