



## Implementation of Practical Life Through Role-Play Method to Increase the Independence of 3-4 Year Old Children

Fadillah Ayu Andini<sup>1\*</sup>, Sarah Emmanuel Haryono<sup>1</sup>, Ayu Asmah<sup>1</sup>

<sup>1</sup> Universitas PGRI Kanjuruhan Malang, Indonesia



[Fadillahandini20@gmail.com](mailto:Fadillahandini20@gmail.com)

### Abstract

Independence is a crucial aspect in early childhood development, which needs to be instilled early so that children grow into confident and resilient individuals, and are responsible. Initial observations at the Jabal Tsur Tajinan Playgroup (KB) showed that most children aged 3-4 years, 70%, had not shown optimal independence, still depending on adults for daily activities. This condition was caused by a lack of appropriate stimulation and the tendency of adults to be too helpful, which hindered the development of an independent attitude. This study aims to increase the independence of children aged 3-4 years at the Jabal Tsur Tajinan Playgroup. This study used a Classroom Action Research (CAR) design. The PTK process is carried out in a repetitive cycle which includes Planning, Implementation (acting), Observation (observing), and reflection (reflecting). The study population was 12 children in group A aged 3-4 years at KB Jabal Tsur Tajinan, consisting of 6 girls and 6 boys. The research instrument was an observation sheet and an assessment rubric that included indicators of child independence. Dialysis data was descriptive. The results of initial observations showed that the average achievement of child independence was only 36%. After the implementation of Practical Life through role playing, there was a significant increase. In cycle I, the average achievement increased to 60%. Further increases occurred in cycle II, reaching an average of 92%. This approach has proven to be a significant learning tool to support the independence of early childhood, with children showing increased ability to carry out daily activities independently. These results are expected to be a reference for educators and PAUD institutions in developing fun learning models to optimally support children's independence.

**Keywords:** Practical Life, Role Playing, Independence

### ARTICLE INFO

*Article history:*

Received

November 10,  
2024

Revised

November 28,  
2024

Accepted

December 29,  
2024

Published by

Website

This is an open access article under the CC BY SA license

CV. Creative Pen Monument

<https://attractivejournal.com/index.php/bec>

<https://creativecommons.org/licenses/by-sa/4.0/>



### INTRODUCTION

Early Childhood Education (PAUD) is a vital early stage of education that supports a child's overall development, including independence. At this stage, children experience significant developmental acceleration that will have a significant impact on their future. One crucial aspect of development is the ability to be independent (Yamin & Sanan in Potensia, 2020). Independence needs to be instilled from an early age so that children grow into confident, resilient individuals who are able to make decisions and take responsibility for them (Yamin & Sanan, 2020: 33).

According to Erikson (2009) independence is an effort to break away from parents with the intention of finding oneself through the process of seeking ego identity, namely development towards a stable and independent individuality. Independence in early childhood is characterized by the child's ability to choose for themselves, be creative, take initiative, regulate behavior, be responsible, be able to restrain themselves, make their own decisions, and be able to solve problems without any influence from others. The character of independence needs to be taught from an early age where children are expected to be able to have a responsible attitude towards themselves and those around them. (Ranita Sari & Zainur Rosyidah, n.d.).

Independence indicators according to Salsabila and Charita (2025) include important aspects related to physical and psychological aspects such as carrying out daily activities independently in eating and drinking, wearing and buttoning clothes, wearing and taking off shoes. Children who have an independent attitude show the ability to make their own decisions, a high level of self-confidence in various situations, and an effective ability to adapt to their social environment, including peers and strangers. Through these indicators, educators can assess the extent to which children are able to carry out daily activities without dependence on adults. Thus, instilling the values of independence through structured activities such as Practical Life is very important to support the achievement of children's independence.

The Practical Life-based role-playing method can be an interesting and effective alternative learning method in early childhood education. Role-playing gives children the opportunity to practice everyday activities in a fun and relevant way, according to their life experiences. This method allows children to practice independence through various real-life activities, such as cooking, cleaning, or self-care. In addition, role-playing can also develop children's social and emotional skills, as they interact with peers, learn to share roles, and work together in simulated situations. According to Maria Montessori, one of the educational figures who developed the Practical Life concept, this activity is very important because it can help children build self-confidence and independence, which are the foundation for their future development. (Hurri & Awal Maulana, 2025).

The practical life method, which focuses on daily living skills, provides a relevant solution for developing independence. Practical life-based role-playing allows children to experience firsthand how to perform everyday tasks, such as cleaning, dressing, or tidying up, in a fun atmosphere that supports their social-emotional development (Savitri 2019). According to Maria Montessori (in Zahira 2019).

Practical Life activities are very important to help children learn to concentrate, coordinate movements, and improve order, all of which are the main foundations in building independence. (Hurri & Awal Maulana, 2025). Practical life-based role-playing methods provide children with the opportunity to practice everyday activities independently and enjoyably. These activities support the development of independence and social and emotional skills, as children learn to work together and share roles. (Hurri & Awal Maulana, 2025).

Based on observations at the Jabal Tsur Tajinan Playgroup (KB), it was found that the majority of children aged 3-4 years (around 70%) still do not demonstrate optimal independence. Children still depend on adults for activities such as eating, putting on and taking off shoes, dressing, eating and drinking independently, and maintaining personal hygiene. This presents a challenge for educators and parents in fostering independence effectively. Factors such as a lack of appropriate stimulation and the tendency of adults to help with everything actually hinder the development of an independent attitude (Lestari & Nur F, 2019).

To address this, a learning program is needed that can stimulate children's independence in a fun and meaningful way. One relevant program is Practical Life, a series of activities that mimic everyday life and aim to develop children's independence and

physical control (Isjoni, 2012). This program has also been implemented at the Jabal Tsur Tajinan Kindergarten, starting from 8:00 a.m. to 10:30 a.m., with various habituation activities such as removing shoes, eating and drinking independently, toilet training, and other personal hygiene activities.

Practical Life activities have been shown to improve children's skills in performing basic tasks independently. Previous research by Aprilia, Adinda Risky, and Rohita showed that children aged 3–4 years experienced improvements in skills such as pouring water, putting on shoes, and carrying personal items after participating in Practical Life activities at Al Azhar 17 Bintaro Islamic Kindergarten (Aprilia et al., 2020). Another study by Eva Indriyani (2021) also supports these findings, where Practical Life activities, as part of the Montessori approach, were shown to help children independently perform daily activities such as eating, washing hands, and tidying up.

Furthermore, D. Butar (2019) in his research at the Al-Muttaqin Islamic Kindergarten in Jambi City stated that life skills training such as self-care and environmental care through the Practical Life method effectively fosters a sense of responsibility and independence in children. Furthermore, research by Sari and Lestari (2022) at the Nurul Huda Early Childhood Education Center (PAUD) showed that early childhood children who were actively involved in Practical Life activities experienced significant improvements in emotional control and the ability to complete tasks without adult assistance. What distinguishes this study from previous studies is the focus of the research location, which was conducted at the Kindergarten and covered a more efficient activity time, namely from morning to afternoon only. Furthermore, this study places more emphasis on the process of daily habits as a learning method to shape the character of independence.

Considering the importance of developing independence from an early age, and the issue of low child independence at the Jabal Tsur Tajinan Kindergarten, researchers felt the need to further explore the implementation of the Practical Life program as a solution to increase the independence of children aged 3-4 years. This study aims to understand the planning, implementation, and evaluation stages of the program and provide recommendations for effective strategies for other early childhood education institutions.

## METHOD

This research was designed with a classroom action research (CAR) design. The determination of the research design was based on the researcher's desire to increase the independence of children in KB Jabal Tsur Tajinan. The recycling process in action research activities here begins with action planning, action implementation (acting), observing and reflecting, then rotating until the expected improvement or increase occurs. The population of this study was group A children aged 3-4 years in KB Jabal Tsur Tajinan, totaling 12 children consisting of 6 girls and 6 boys.

**Table 1. The research instruments are in the form of achievement indicators (observation sheets) and assessment rubrics**

Variable	Indicator	Score 1 2 3 4
Independence in Early Childhood	Children can put on and take off their own clothes	
	Children can eat and drink without help	
	Children put away the cutlery they used	

---

Children are accustomed to washing their hands before and after eating.

---

Children can take off and put on shoes

---

The data analysis technique used in this study uses an observation sheet as the main instrument to record the process of implementing practical life through role play. The data obtained from the observation sheet will be analyzed to see the level of children's activity and the achievement of children's independence according to the indicators that have been determined: 1) Children can put on and take off their own clothes 2) Children can eat and drink without help 3) Children put away the cutlery that has been used 4) Children are used to washing their hands before and after eating 5) Children can put on and take off their own shoes. The data analysis technique used to process the data resulting from the assessment of children's independence in counting with the following formula

$$X = \frac{\text{Total score obtained}}{\text{The sum of all scores}} \times 100\%$$

Description: The ideal score is the multiplication of the number of criteria with the highest score/maximum expected score. (Arikunto, 2002: 240). According to Arikunto, (2010), a child who experiences completion of more than or equal to 75% means that the group can be said to be successful. However, if the child's learning completion is less than 75%, then the learning carried out by the teacher has not been successful.

## RESULT AND DISCUSSION

Based on the results of initial observations of 12 Group A students at KB Jabal Tsur Tajinan, it is clear that children's independence skills are still relatively low. Of the total maximum score of 20 (based on 5 indicators with 4 points each), there are 3 children who obtained a score of 6 and 3 children obtained a score of 7, which indicates that they were only able to fulfill one indicator of independence optimally. Meanwhile, 5 other children obtained a score of 8, which indicates that they have demonstrated abilities in two indicators. The total number of scores obtained was 87 out of a maximum total of 240, with an average achievement of only 36%. This shows that most students are not yet able to carry out daily activities independently, therefore, it is necessary to get used to and use learning methods that can stimulate and increase children's independence, one of which is through role-playing activities.

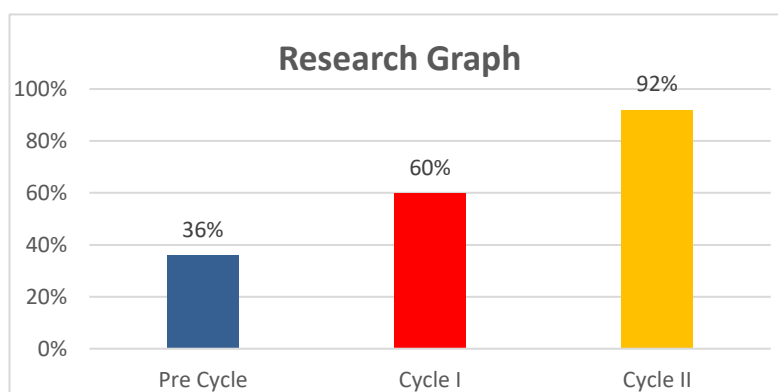
In the implementation of Cycle 1, there was an increase in the independence scores of students compared to the initial observation results. From a maximum score of 20 indicators, students showed positive development. Students. A total of six children, namely successfully achieving the highest score of 14, showed that they had mastered almost all of the independence indicators observed, such as dressing and undressing themselves, eating and drinking without assistance, tidying up used cutlery, being accustomed to washing hands before and after eating and putting on and taking off their own shoes. Furthermore, three children obtained a score of 12, namely Dinda, Naura and Gilang, who demonstrated excellent independence, improved from the previous meeting. Another child, Elyasa, scored 11, reflecting progress, although she still needs assistance in carrying out daily activities independently. Meanwhile, two children, Keysa and Kamil, scored 10, indicating progress, although they are still in the moderate category and

require further guidance. Overall, the total score obtained was 145 out of 240, with an average achievement of 60%. This represents a significant increase from the previous observation, which obtained a total score of 87 with an average of 36%.

In cycle II, there was a significant increase in the level of student independence after implementing practical life through role-playing methods. Each child was assessed based on five main indicators: dressing and undressing independently, eating and drinking without assistance, putting away used cutlery, habitually washing hands before and after eating, and putting on and taking off shoes independently, with a maximum score of 20 for each child.

The assessment results showed that 12 students, as many as three children managed to achieve a maximum score of 20, namely Ayu, Seli, Azril, Rifan, Maya and Rehan. This shows that half of the number of children have mastered all aspects of independence observed, namely dressing and undressing themselves, eating and drinking without help, tidying up the cutlery that has been used, accustomed to washing hands before and after eating and wearing and taking off their own shoes. Meanwhile, 3 children, namely Dinda, Naura and Elyasa obtained a score of 18, which also shows very good achievement with only a slight deficiency in one of the indicators. There are 3 children who obtained a score of 16, but still showed significant development compared to the previous cycle. The total overall score obtained by students was 222 out of a maximum score of 240, with an average achievement of 92%.

Compared to cycle I, which achieved a total score of 145 with an average of 60%, there was an increase of 77 points. This indicates that practical life activities through role-playing methods are effective in increasing children's independence. Children appear more confident, able to carry out daily activities independently without the help of parents or teachers. Activities carried out continuously with a fun approach such as role-playing have been proven to have a positive impact on the growth of independence aspects of early childhood at the Jabal Tsur Tajinan Kindergarten, Malang Regency.



**Figure 1. Pre-Cycle Graph, Cycle I and Cycle II**

Based on the research results graph in cycles 1 and 2, there is a significant increase in student independence after participating in practical life activities through role-playing methods. In cycle 1, the average achievement of children's creativity was at 60%, then increased. Furthermore, in cycle 2, there was a surge in average achievement reaching 92%.

This graph shows that the gradual and continuous implementation of practical life activities through role-playing methods can optimally increase student independence. This activity trains children to be independent in caring for themselves without relying on others, as reflected in the increase in scores from Cycle I to Cycle II. Thus, the

implementation of practical life through role-playing methods has proven effective in increasing independence in early childhood.

Research results show that practical life activities provide a significant contribution to the development of early childhood independence. The process involves direct experience in carrying out daily activities without the help of others. Each stage of the activity, starting from demonstrating how to put on and take off clothes and shoes, teaching how to eat properly, inviting children to get used to washing their hands until children implement practical life activities. Inviting children to live independently without depending on others.

The consistent increase in creativity scores in each learning cycle shows that practical life-based learning through role-playing is not only interesting, but also effective as a strategy to stimulate children as a whole.

Thus, the implementation of practical life activities through role-playing methods has proven effective in improving the independence of early childhood, especially Group A students at KB Jabal Tsur Tajinan, Malang Regency. Through role-playing activities, a pleasant learning atmosphere can be created. The results of this study are expected to serve as a reference for educators and early childhood education institutions in developing enjoyable learning models to support children's independence.

## CONCLUSION

Based on the research results, it can be concluded that practical life activities through role-playing can increase independence in Group A students at the Jabal Tsur Tajinan Kindergarten in Malang Regency. This is demonstrated by the development of children's independence, such as carrying out daily activities or caring for themselves independently without assistance. Some children showed excellent independence, while others began to develop with teacher guidance. Thus, practical life activities through role-playing methods have proven effective as a learning tool that can support independence in early childhood.

## REFERENCES

- Aprilia, N., Risky, A., & Rohita. (2020). *Implementasi Practical Life dalam Menumbuhkan Kemandirian Anak*. Tangerang Selatan: TK Islam Al Azhar 17.
- Butar, D. (2019). *Keterampilan Hidup Anak Usia Dini*. Jambi: TK Islam Al-Muttaqin.
- Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. California: Sage Publications.
- Eva, I. (2021). *Kegiatan Practical Life sebagai Upaya Meningkatkan Kemandirian Anak dalam Pembelajaran Montessori*. Surabaya: Universitas Negeri Surabaya.
- Hurlock, E. B. (2003). *Perkembangan Anak*. Jakarta: Erlangga.
- Indriyani, E. (2021). *Montessori dan Kemandirian Anak*. Surabaya: Jurnal Pendidikan Anak.
- Isjoni. (2012). *Pembelajaran PAUD*. Bandung: Alfabeta.
- Lestari, S., & Nur F, K. (2019). *Peran Keluarga dalam Pembentukan Kemandirian Anak*. Yogyakarta: Jurnal Pendidikan Anak Usia Dini.
- Miles, M. B., & Huberman, A. M. (2014). *Analisis Data Kualitatif: Buku Sumber tentang Metode-Metode Baru*. Jakarta: UI Press.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Sri Lestari & Kartika Nur F. (2020). Peran Guru dan Orang Tua dalam Pembentukan Kemandirian Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, 9(2), 118–125.
- Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Yamin, M., & Sanan, T. (2020). *Pendidikan Karakter Anak Usia Dini dalam Pendekatan Potensia*. Bandung: Rosda.
- file:///C:/Users/ADMIN/Downloads/1454-133-3239-1-10-20230816.pdf

- Cahaya Karima, N., Haura Taufiq, P., & Hasanah, U. (2024). PENGARUH PRACTICAL LIFE MONTESSORI TERHADAP KEMANDIRIAN ANAK. In *Jurnal Pendidikan Ilmiah Transformatif* (Vol. 8, Issue 6).
- Fitri, I., Raden, U., & Palembang, F. (n.d.). *Peningkatan Kemandirian Anak Melalui Pembelajaran Practical Life Di Tk Annisa.*
- Hurri, I., & Awal Maulana, R. (2025). *Upaya Meningkatkan Kemandirian Anak Melalui Metode Bermain Peran Berbasis Practical Life Pada Kelompok A Di Tk Satu Atap Neglasari Kecamatan Kalibunder Kabupaten Sukabumi.* 3(1), 31-32.
- Kurniawati, N., Hayati, T., Islam, P., Usia, A., Uin, D., Gunung, S., Bandung, D., Cimencrang, J., Bage, G., Bandung, K., & Barat, J. (n.d.). *Meningkatkan Kemandirian Anak Melalui Kegiatan Practical Life Skill.*
- Nurhidaya, A. R., Gustiani, Y., Peningkatan, A. ; Melalui, K., Pembelajaran, K., Life, P., Kelompok, P., Asoka, B., Penelitian Ini Bertujuan, M., Kemandirian, P., & Kegiatan, M. (n.d.). *Peningkatan Kemandirian melalui Kegiatan Pembelajaran Pratical Life pada Kelompok Bermain Asoka Makassar.*
- Ranita Sari, D., & Zainur Rosyidah, A. (n.d.). Peran Orang Tua Pada Kemandirian Anak Usia Dini. In *Jalan Semarang* (Vol. 3, Issue 1).
- Cahaya Karima, N., Haura Taufiq, P., & Hasanah, U. (2024). Pengaruh Practical Life Montessori Terhadap Kemandirian Anak. In *Jurnal Pendidikan Ilmiah Transformatif* (Vol. 8, Issue 6).
- Fitri, I., Raden, U., & Palembang, F. (N.D.). *Peningkatan Kemandirian Anak Melalui Pembelajaran Practical Life Di Tk Annisa.*
- Hurri, I., & Awal Maulana, R. (2025). *Upaya Meningkatkan Kemandirian Anak Melalui Metode Bermain Peran Berbasis Practical Life Pada Kelompok A Di Tk Satu Atap Neglasari Kecamatan Kalibunder Kabupaten Sukabumi.* 3(1), 31-32.
- Kurniawati, N., Hayati, T., Islam, P., Usia, A., Uin, D., Gunung, S., Bandung, D., Cimencrang, J., Bage, G., Bandung, K., & Barat, J. (n.d.). *Meningkatkan Kemandirian Anak Melalui Kegiatan Practical Life Skill.*
- Nurhidaya, A. R., Gustiani, Y., Peningkatan, A. ; Melalui, K., Pembelajaran, K., Life, P., Kelompok, P., Asoka, B., Penelitian Ini Bertujuan, M., Kemandirian, P., & Kegiatan, M. (n.d.). *Peningkatan Kemandirian melalui Kegiatan Pembelajaran Pratical Life pada Kelompok Bermain Asoka Makassar.*
- Ranita Sari, D., & Zainur Rosyidah, A. (n.d.). Peran Orang Tua Pada Kemandirian Anak Usia Dini. In *Jalan Semarang* (Vol. 3, Issue 1).
- Cahaya Karima, N., Haura Taufiq, P., & Hasanah, U. (2024). Pengaruh Practical Life Montessori Terhadap Kemandirian Anak. In *Jurnal Pendidikan Ilmiah Transformatif* (Vol. 8, Issue 6).
- Fitri, I., Raden, U., & Palembang, F. (N.D.). *Peningkatan Kemandirian Anak Melalui Pembelajaran Practical Life Di Tk Annisa.*
- Hurri, I., & Awal Maulana, R. (2025). *Upaya Meningkatkan Kemandirian Anak Melalui Metode Bermain Peran Berbasis Practical Life Pada Kelompok A Di Tk Satu Atap Neglasari Kecamatan Kalibunder Kabupaten Sukabumi.* 3(1), 31-32.
- Kurniawati, N., Hayati, T., Islam, P., Usia, A., Uin, D., Gunung, S., Bandung, D., Cimencrang, J., Bage, G., Bandung, K., & Barat, J. (N.D.). *Meningkatkan Kemandirian Anak Melalui Kegiatan Practical Life Skill.*
- Nurhidaya, A. R., Gustiani, Y., Peningkatan, A. ; Melalui, K., Pembelajaran, K., Life, P., Kelompok, P., Asoka, B., Penelitian Ini Bertujuan, M., Kemandirian, P., & Kegiatan, M. (N.D.). *Peningkatan Kemandirian Melalui Kegiatan Pembelajaran Pratical Life Pada Kelompok Bermain Asoka Makassar.*
- Ranita Sari, D., & Zainur Rosyidah, A. (N.D.). Peran Orang Tua Pada Kemandirian Anak Usia Dini. In *Jalan Semarang* (Vol. 3, Issue 1).





**Copyright Holder :**

© Fadillah Ayu Andini, Sarah Emmanuel Haryono, Ayu Asmah., (2024 ).

**First Publication Right :**

© Bulletin of Early Childhood

**This article is under:**

CC BY SA