

Development of Child Independence through Model Picture and Picture, Examples Non Examples Model and Practical Method Directly Activities of Learning Practical Life in Group B Kasih Ibu Kindergarten, B

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**DEVELOPMENT OF CHILD INDEPENDENCE THROUGH
MODEL PICTURE AND PICTURE, EXAMPLES NON EXAMPLES
MODEL AND PRACTICAL METHOD DIRECTLY ACTIVITIES OF
LEARNING PRACTICAL LIFE IN GROUP B KASIH IBU
KINDERGARTEN, BANJARMASIN, INDONESIA**

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Abstract:

The problem that exists in this study is the low independence of children. An alternative that can be used to develop children's independence is to use the picture and picture model, examples non examples models and direct practice methods of practical life learning activities. This study uses a qualitative approach. The results showed that (1) the activity of teachers in cycle 1 obtained a score of 38 with a very good category (A), in cycle 2 it got a score of 40 with a very good category (A). (2) the activity of children in cycle 1 with 0% assessment percentage in the category of inactive, 0% in the active category, 19% in the active category, and 81% in the very active category, in cycle 2 with 0% rating with less category active, 0% in the active category, 0% in the active category, and 100% in the very active category. (3) the results of classical children's independence ability in cycle 1 obtain an assessment percentage of 44% of children who get a very well developed category (BSB) and 56% who get the category of developing according to expectations (BSH). In cycle 2 it was obtained that the percentage of 100% of children got a very well developed category (BSB) and 0% got the category of developing according to expectations (BSH).

Keywords: picture and picture model, model non examples examples, practice methods direct, practical life and independence of children learning activities

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1. Introduction

One characteristic of psychological development at an early age (4-6 years) is the emergence of children's desire to take care of themselves or independently (Wiyani, 2016). This is in accordance with what was mandated by the National Education System Law No. 20 of 2003, in Chapter II, article 3, namely, *“National education functions to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, aims to develop the potential of students to become faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.”*

The development of an increasingly rapid era, making parents' understanding of the importance of early childhood education increasingly increasing. One area of development that is instilled in early childhood education is the social aspect, where it is expected that the child has a behavior that reflects independence as early as possible as a provision for entering education into elementary school education.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System contains: *“Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.”*

From the definition of education above, it can be concluded that education is helping to develop and direct human potential to achieve its life goals. One of the tasks of childhood development is to develop into an independent person. Children learn to develop into a responsible person and can fulfill all their own needs in accordance with the level of development in kindergarten age.

The reality in the field when researchers conducted observations at Kasih Ibu Kindergarten in South Banjarmasin saw that when the children arrived they were delivered to the classroom, there were still children who had not been able to open or wear their own shoes, their parents' school bags were still brought to class, while still marching there are those who have not been able to follow the rules in line, even in the learning process in the classroom children often leave toys scattered after playing, when carrying out learning there are some children who ask the teacher to open the place to drink and do not want to eat alone. During the learning process, parents stand in front of the window, if there is a chance they enter the classroom swiftly approaching their children and helping with the activities that their children are doing. Even though the Kindergarten (TK) has given guidance so that parents entrust their children to the teacher, the school has prepared a pavilion for parents waiting for their child in the hope that the child will be independent. In other words, the independence of children in group B of Kasih Ibu Banjarmasin is still low. For this reason the teacher must apply a model or method in order to develop independence, especially for children in group B at Kasih Ibu Banjarmasin.

Based on observations, the results of interviews with group B teachers and seeing from the book of child development reports conducted at Kasih Ibu in South Banjarmasin showed that from 16 children there were only 6 children or 37% who had independence in the category of developing according to expectations (BSH) while 10 children or 63% who have not shown independence in the class with the category starting to develop (MB).

The problem of low self-reliance according to observations that researchers do is because in the learning process children are less accustomed to self-reliance, activities that encourage children to be independent are still lacking, the learning method used is still unable to foster children's independence, teachers seem to still often provide assistance when children do activities, the level of dependence of children on others is high, so the independence of children in group B at Kasih Ibu Kindergarten in South Banjarmasin is still underdeveloped.

If the independence of the child does not develop optimally, it will hamper the development of the next child, especially it will interfere with the child's period entering the elementary school level later and in the life of the child in the future of course. Children will always depend on others, are not confident and cannot develop their potential to the maximum because they are not independent.

Learning model is a plan or a pattern that is used as a guide in planning learning in class. This is in line with what was stated by Eggen and Kauchak that the learning model provides a framework and direction for teachers to teach (Ngalimun, 2016). One model of effective learning in kindergarten that can be used to develop children's independence is the Picture and Picture model, where children can sort images of independence activities, and Model Examples non Examples, where children can distinguish images or activities that reflect independent children and that is not independent.

This is in agreement with Imam Al-Ghazali who did not advocate the use of just one method in dealing with moral problems and the implementation of children's education. He recommends that teachers choose an education method according to their age and character, their catching power and repulsion (perception power and rejection power), in line with their personality situation (Yusuf, 2014).

Each model and method of teaching has its drawbacks, so that the models and methods can be integrated so that learning runs optimally. Based on the existing problems found in the field, the researchers offered a solution by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities to develop the children's independence in group B Kasih Ibu Banjarmasin.

Thus it can be combined Picture and Picture models, Model Examples non Examples and direct practice activities of Practical Life learning activities to develop children's independence. Children are introduced to the form of independence in their daily lives, then the children sort the form of independence through playing picture and picture, after which the child is asked to distinguish examples of children who are

independent and who are not independent by playing examples non examples and the child practices independence in the child's daily life directly. It is expected that children will be able to be independent and accustomed to living independently.

Based on the formulation of the research problems that have been formulated above, the purpose of this research is to find out: 1) Teacher activity when carrying out children's self-development learning using picture and picture models, examples non examples models, and direct practice methods of practical life learning activities in group B Kasih Ibu Banjarmasin. 2) Children's activities when participating in the learning of children's independence development using the picture and picture model, examples non examples model, and direct practice methods of practical life learning activities in group B Kasih Ibu Banjarmasin. 3) The development of children's independence using the picture and picture model, examples non examples model, and direct practice method of practical life learning activities in group B Kasih Ibu Banjarmasin.

Various results of previous studies stated that practical life learning can increase independence in kindergarten student (Khotijah, 2016; Rantina, 2015; Rohmah, 2012). In addition parents with parenting tend to have permissive children who are not independent and parents with parenting tend to be authoritative to have independent children (Hewi, 2015). Use of Contract Behavior Techniques can increase children's independence (Umar, 2014).

2. Methods

This study uses a qualitative approach. According to the type, this study uses Classroom Action Research (PTK/CAR) design. In language there are three terms related to Classroom Action Research, namely research, action and class. First, research is a treatment that uses a methodology to solve a problem. Secondly, actions can be interpreted as treatments carried out by teachers to improve quality. Third, the class shows where the action takes place (Sanjaya, 2010).

The model proposed by Kemmis and MC Taggart is essentially in the form of devices or strands with one device consisting of four components, namely planning, action, observation, and reflection. The four components in the form of strands are seen as a cycle.

This classroom action research was carried out on the children of group B at Kasih Ibu Banjarmasin in the even semester of 2017/2018 school year in April-May. the population of the research subject was the Kasih Ibu Kindergarten in the West Banjarmasin sub-district. This research was conducted in 2 cycles and each cycle consisted of 2 meetings.

This classroom action research was carried out on children in group B at Kasih Ibu Kindergarten in South Banjarmasin. With the number of children in group B 16 children in Kasih Ibu Kindergarten in South Banjarmasin. Consists of 6 boys and 10

daughters, which are carried out in the even semester of 2017/2018 school year in April-May.

Competency standards, namely children able to live independently. Basic Competence is to describe children's independence ability through the picture and picture model, examples non examples models and direct practice methods of practical life activities.

To find out the problems in this study, there are several factors that can be examined, namely:

A. Factor of teacher activity

The thing that was observed was seeing how the teacher's activity in managing the learning process from the implementation of the Daily Learning Implementation Plan (RPPH) which started from the initial activity to the final activity by using the picture and picture model, examples non examples model and the direct practice method of practical life learning activities with regard to the steps for the implementation are as follows:

- a) The teacher prepares the media about the theme and activities to play
- b) Teachers with children determine rules that must be obeyed during activities, especially about activities related to children's independence
- c) The teacher and child talk about independent activities that children can do according to the theme
- d) Children are asked to sort the pictures of independence into the correct sequence (playing picture and picture)
- e) Then the child distinguishes images of independent children and children who are not yet independent (playing examples non examples).
- f) After that children are asked to practice directly practical life learning activities in the form of independence in children's daily life according to the theme
- g) Teachers with children conclude activities about knowing independence in everyday life

B. Factors of child activity

Child activity factors studied include:

- a) Child activity during activities
- b) Courage when doing activities
- c) Children's enthusiasm during activities

C. Developmental factors of children's abilities

The developmental factors of the child's abilities studied include:

- a) Independence
- b) Accuracy in playing picture and picture, examples non examples and practical life activities I can brush my teeth myself.

Indicators of the success of this class action research are declared successful if:

A. Teacher activities

The success of teacher activities in developing children's independence through the picture and picture model, examples non examples model and direct practice method of

practical life learning if it reaches a minimum score of 38 in the Very Good category, measured using observation sheets of learning activities.

B. Children's activities

The success of children in independence when carrying out the activities of picture and picture models, examples non examples models and direct practice methods practical life learning if it reaches a minimum of $\geq 95\%$ with a very good category.

C. Results of the Development of Children's Independence

The results of the development of children's independence are said to be successful if individually the child is in a very well developed qualification (BSB) and classically at 95% of the children are in a very well developed qualification (BSB).

3. Results and Discussion

The application of learning by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities to develop children's independence in group B TK Kasih Ibu Banjarmasin can increase teacher activity. Although the application of this combination of learning models and methods is relatively new for children and for teachers, but making the learning process more targeted, the teacher becomes more prepared when facing the child because everything has been prepared in advance. Learning about children's independence can easily be introduced by the teacher to the child in a fun way because not only through pictures, but also by direct practice of independent children, so that children can practice again when they arrive at home.

For that the teacher who originally taught with a minimum or only uses one method, with this study the teacher will be more careful in preparing learning. The teacher prepares a Weekly Learning Implementation Plan (RPPM) and Learning Implementation Plan (RPPH), thinking about activities that will be carried out to develop children's independence adapted to the theme, making attractive media, preparing various tools and materials needed, preparing a place (in inside or outside the classroom) that children will use when learning. The teacher also prepared rubrics and observation sheets for teacher activities, observation sheets for children's activities and observation sheets on the results of children's abilities. This is in accordance with (Kemendikbut, 2015: 1) where PAUD teachers are expected to be able to design, develop, and carry out learning activities that are appropriate to the characteristics, needs and development of children.

At the beginning of applying learning by using the picture and picture model, examples non examples models and direct practice methods of practical life learning activities the teacher experienced a little difficulty in conditioning the class because these models and methods were relatively new for children and teachers. But the teacher quickly prepares the child so that the learning process can run smoothly. To introduce and familiarize children to be independent according to their ability to carry out activities that are independent children according to the teacher's theme is greatly

helped by the application of a combination of models and methods of learning, the teacher can explore children's knowledge and experiences of children in their daily lives, the teacher can observe the child's independence ability when direct practice child activities.

When conducting this research the teacher found many benefits, including the teacher could understand that the child would be more active when the child was directly involved in the activity, the use of interesting media would foster the attention of the child, by directly practicing the child get his own experience, become a teacher not only tells the activity but the child immediately does so that the planting of an independent attitude that the teacher wants to achieve can run optimally.

The application of learning by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities to develop children's independence in group B TK Kasih Ibu Banjarmasin can also improve children's activities, where the application of this combination of learning models and methods really involves all children in learning activities so that all children are actively involved in learning, children get hands-on experience on how to carry out their daily activities independently, children become more active in asking questions and children become more enthusiastic and willing to follow all activities in the learning process.

In this finding shows that the picture and picture model, examples non examples model and direct practice method of practical life learning activities can develop children's independence in group B Kasih Ibu Banjarmasin. This can be seen in learning activities to develop children's independence by using the picture and picture model, examples non examples models and direct practice methods of practical life learning activities. So, children's independence can develop very well compared to before applying the combination of models and learning methods. This is in line with previous research conducted by Khotijah (2016) and Rantina (2015) which states that children's independence can be improved through practical life learning.

When I first applied the combination of the learning model and method to develop the independence of the children in group B TK Kasih Ibu Banjarmasin, there were still children running around and enjoying their own activities. But with the teacher calming the children and inviting the children to all sit in a circle while showing interesting media, all the children want to pay attention to what the teacher says. The use of teacher's language by saying the word playing in each model (eg playing picture and picture) makes the child feel cool and not confused. When the child is asked by the child to come forward there are still shy children, but in cycle 2 all the children even scramble to come forward. The child is also more active in asking questions so that active communication between the teacher and the child occurs and between the child and his fellow students.

The application of the picture and picture model, examples non examples models and direct practice methods are relatively new practical life learning activities for children and for teachers. But it can foster children's motivation in participating in

activities, children become more enthusiastic and look happy when doing activities. His curiosity arises along with the use of interesting media and learning that is done while playing, and the child can practice directly the independence activities delivered by the teacher. In other words, it also increases teacher teaching activities, especially in developing children's independence.

The picture and picture model is used because in playing picture and picture children can recognize the concept of the material discussed according to the theme, then the child will know the sequence of activities, hone their memories when asked to sort the series image into the correct picture sequence, lots of children's imagination and vocabulary simple language that appears when the child gives a reason to sort the picture, the child will be embedded in his independence after knowing the sequence of pictures of independent children's activities, the child's learning activities become more active because the child is interested in going forward sorting out the pieces of pictures that have been provided. In the examples non examples model after the child is able to sort out the series of independent children's activities the children are invited to play examples non examples where children are asked to differentiate examples of children who are independent and who are not, so the child can emulate and set an example to be an independent child as shown as shown by the teacher, by implementing this example non example model the child's learning activities become more attractive, the child will be challenged to distinguish which examples are good to imitate and those that are not. The use of direct practice methods of practical life learning activities is also very beneficial for children, children are given the opportunity to get direct experience about the themes discussed not only to see pictures but also to do directly and meaningfully for children because learning activities are adapted to all activities that are close to children in their daily life, in the activities of children more and more excited, bernai tried and of course independent in doing all activities. So the application of the picture and picture model, examples non examples model, and direct practice method of practical life learning activities is very able to increase the activity of martial arts in group B TK Kasih Ibu Banjarmasin.

In the initial activities the teacher provides a stimulus to raise children's attention, the media used varies in the form of pictures or direct objects. After the child begins to recognize the theme to be discussed, the teacher will talk about the theme and convey the rules of the game before entering the core activities. At the core activity, the teacher reiterated the rules of the game so that the learning went smoothly, the child was invited to play the picture and picture model by showing several pieces of pictures related to daily activities where the child would be asked to sort the series drawings, after the child was perceived to understand the sequence of children's activities. who are independent, the child is invited to play the examples non examples model, where the children are asked to distinguish which examples of children who are independent and who are not independent. After that the child will be asked to practice daily activities according to the theme discussed.

The application of learning to develop children's independence through the picture and picture model, examples non examples models and direct practice methods of practical life learning activities by involving all children in learning activities so that all children can be active in learning. However, the application of the combination of models and learning methods still feels alien to children and teachers. On the implementation of Peratama Day, there were still some children who looked awkward. But by teaching a fun way for children, the learning process can run smoothly.

Children who were passive at first were active and enthusiastic in carrying out activities, the media used attracted the attention of children. Children are not only introduced to the form of independence, but also the stages of children's activities that are independent and differentiate examples of children who are independent and who are not to be embedded in the mind of the child to be independent as explained by the teacher (researcher). Children are involved directly so that children can practice directly their daily activities independently, of course according to the child's ability.

Barnawi and Arifin (2015) stated that opening lessons is an attempt to create preconditions so that the mental and attention of students focus on what they will learn. In order to demonstrate a skill successfully, the teacher needs to first have to master the concept or skill to be demonstrated, to anticipate failure when showing before the child. Closing the lesson is an activity that aims to conclude the core activities.

In the second cycle of meeting II it can be concluded that it is very active. The children's activities are obtained and have fulfilled the indicator that is at least $\pm 95\%$ of the children are in the very active category where all 16 children have been very active. Fakhruddin (2015) reveals that one of the characteristics that appears in the first six years of a child's life is independent.

The method is a method or technique that is considered correct to synchronize teaching material. When the child mentions the duration of time for a particular activity, challenge him that the time is too long for him. He will also try to complete his activities faster.

The teacher has a very important role in determining the quality of learning in a school. A kindergarten teacher (TK) must think and plan carefully the learning activities on a daily basis to develop every aspect of development that is owned by early childhood (Novitawati and Mutiarany, 2016). Stimulus is what the teacher gives students, while the response is in the form of reactions or responses of students to the stimulus given by the teacher (Rachmawati and Daryanto, 2015).

For this reason, carefulness is needed for a teacher in determining methods and learning models that will be used to support learning and material that is easily understood by children and of course learning activities that are fun for children. Learning activities carried out directly by children will be more meaningful for children and children will be able to easily understand the material we want to achieve in this case to develop children's independence in their daily activities.

The application of learning by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities in

the children of group B TK Kasih Ibu Banjarmasin can improve children's independence because children are introduced to examples of behavior that reflects independence, by playing children's picture and picture knowing the sequence of independent child activity activities in everyday life, when examples non examples play children are shown examples of children who are independent and who are not so that children can determine attitudes to be able to imitate the behavior of independent children, to better equip children about independence, children are invited to practice activities directly Independent children adapted to the theme of learning. This is in accordance with what is stated in (Kemdikbud, 2015) which expresses an independent attitude indicated by the behavior of children who do not depend on others, are used to making decisions independently, have the initiative to learn or do something without having to be helped or with the necessary assistance.

The application of the picture and picture model on the results of children's ability to develop children's independence is very appropriate. Children are able to mention independence activities in children's daily lives, children are able to mention the sequence of activities that show independence in each piece of a series of drawings, and children are able to correctly sort the pictures even though the teacher is randomly assigned to be the correct picture sequence, other than that the child is also able to give the reason for the child to sort the pictures in his own language so that the child's independence can be introduced as early as possible. The use of the examples non examples model on children's independence ability is very clearly seen where children are able to distinguish between pictures of children who are independent and those who are not and give reasons in simple language, so that children can decide which children will be used as children as role models for children to become children independent. Direct practice methods practical life learning activities are very useful for the development of children's independence where children can apply the explanations they have obtained when playing picture and picture and examples non examples in this direct practice activity. The child is able to sort the activities of independent children, children are able distinguish children who are independent and who do not then immediately practice it, children get direct experience so that in their daily lives the child will be accustomed to being independent according to their abilities.

There are many factors that influence the lack of independence of children, one of them is that children are less accustomed to being independent, for this reason the use of the model picture and picture is applied in this study. Examples of non examples and direct practice methods for practical life learning activities so that the independence of children in group B TK Kasih Ibu can develop and improve.

In general, the dependence of children on their parents or educators is still greater compared to other people, even though they know that both their parents and educators can not accompany them at all times. For this reason, the child is educated independently as early as possible.

If the child is accustomed to being independent, then he will grow into an independent child and vice versa.

Syarbini (2015) states that great teachers are those who are responsible for the development of all potential students, both cognitive, affective, and psychomotor. For that reason, the task of a great teacher is not only merely to transfer knowledge (transfer of knowledge), but also to instill the transfer of value and the transfer of life skills to students.

From the findings of the application of the picture and picture model, examples non examples model and direct practice method practical life learning activities showed an increase in the results of children's independence ability, in cycle 1 meeting I the percentage of children's ability showed 12.5% increased to 44% at meeting II . In cycle 2 meeting I the percentage of children's independence ability shows 87.5% and has increased in the second cycle of meeting II to 100%.

In the second cycle of the second meeting, all the children of group B of Kasih Ibu Banjarmasin were able to get 4 stars or develop very well. The indicator of the success of the development of children's independence has been achieved, namely \pm 95% in the category of developing very well, where all the children of group B TK Ibu Kasih Banjarmasin managed to get a very good category.

The implementation of learning to develop the ability of children's independence by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities for children in group B of Kasih Ibu Banjarmasin is carried out because of the importance of early recognition and habituation. with the ability of children especially to carry out their daily activities.

This is in accordance with what Sujiono (2016) explained that learning in early childhood should pay attention to a number of principles that must be considered in order to develop a variety of humanitarian potential in children, one of which is the principle of independence. Independence is an effort intended to train children in solving problems. Therefore, learning should be designed to develop children's independence, for example eating procedures, brushing teeth, wearing clothes, removing and wearing shoes, urinating and defecating, tidying toys after use, and so on.

In accordance with the sentence of Imam Ali Zainal Abidin which reads "O Allah, help me in educating my children, shape their morals, and enrich them with virtue (Najafi and Khalfan, 2006). When a child succeeds in carrying out an activity, respect his efforts and if he has not succeeded, give motivation.

Imam Muhammad Al Bagir said, "*The worst parents are those who are overly loving and happy for their children. For this reason, give confidence that the child is able to do his own activities*" (not spoiled) (Najafi and Khalfan, 2006). All children have the potential for good, which can only develop if they gain trust (Istiadi, 2014).

For that teacher and parents should give confidence to children, that children are able to carry out their daily activities according to their abilities, but are still under supervision.

Choose songs that are educational so that children can take lessons behind the song (Januari and Murtafizatun, 2015). For that, starting with songs/songs so that the

atmosphere becomes vivid can be an alternative teacher when starting learning. By singing the child's brain in fresh condition, but it needs to be considered in choosing a song, the teacher does not carelessly choose a song.

More and more teachers give examples. Then the child will be increasingly interested and start imitating the teacher. Students will be easier to understand with the material presented by the teacher if given examples.

Activities that involve students directly remember the material for a long time. Resembling the name of a person/figure known to the child (give a name to the picture made by the teacher) will make the child more interested in hearing the explanation given by the teacher. This is what the researcher tried to do where the teacher gave the name of the character that the child knew in each picture shown.

Development in childhood will affect the development of later periods, even the disorder that occurs in adulthood can be traced to the source of the problem, which originated from childhood. Children who are educated as early as possible to be independent will later become accustomed to living independently.

The basic concept of Montessori fashion education is to provide a minimum guide because the child already has its own guide that comes from within him.

The theme is chosen based on the material of life that is passed through the curriculum compiled. in determining the theme the theme should be directly related to the real life experience and built from what they already know, the activities given must be aimed at all aspects of development and involve the child directly.

The learning methods and models that we know are very many, but not all learning methods are suitable for learning in early childhood education, for that, the selection of models and methods of learning becomes one of the things that are needed and considered important. Integrating learning models and methods can add variety to learning activities.

One part of the Montessori approach to early childhood curriculum is practical life skills. Children will learn to do activities that are often done in everyday life as a provision for important life skills in the future.

Life skills or what is often referred to as practical life skills is one part of the Montessori approach to early childhood curriculum. Children will learn to do activities that are often carried out in daily activities and this is part of the future provision of life skills.

There are many learning models that can be developed and applied in kindergarten. One of the principles in implementing early childhood education is to develop various life skills. Developing life skills can be done through various habituation processes. This is what children learn to help themselves, are independent and responsible and have self-discipline (Trianto, 2011). By playing children doing activities with pleasure. As a result of playing, other skills will increase as well.

Nurlaila and Sailendra, (2014) presenting big influential habits in our lives. Aristotle, a Greek philosopher, was the figure who made the statement. He said, who we are can be seen from what we do over and over again.

Through good habits that we instill as early as possible in children, in this case the independence of children in carrying out daily activities will be able to form an independent character in children.

Independence is also one of the 9 character pillars in kindergarten. Please note that the age of 0-5 years is the golden age of children. In those times the body and all the child's brain put the basic foundation as the foundation for further growth and development. This period is very short, therefore parents and teachers should understand what and how to treat children, so that children are independent according to the ability stage in their development.

Teachers have a very strategic and decisive role for educational success.

Dirman and Juarsih (2014) reveal that the learning process organized by the teacher in general aims to bring about changes in the behavior of students to be better and develop.

Given the importance of developing the potential of students, teachers need to find the right learning strategies in order to develop the full potential of students. Interest is the concentration of attention on the subject matter and the learning process experienced by children needs to be raised through intonation, motion, expression and activities that challenge children's knowledge.

The effect of early childhood education will have a lot of influence on the child's development in the future.

Education for early childhood is the basis for further child development. When a child gets a good education, his development in the future will be optimal and maximal. Early childhood education aims to optimize children's growth and development. Early childhood children with the tendency to imitate what they get in their daily lives are exemplary.

Another form of parental participation is parents' attention to children's learning activities both at school and at home (Wahyudi, 2016). This is in accordance with the results of research conducted by researchers, where parents give positive responses to their children's behavior that become more independent at home and school.

The years from 3 to 6 are a time when children develop fundamental movement skills that are basic blocks for functional movements they use throughout their lives (Years from 3 to 6 are times when children develop basic movement skills which are building blocks for functional movements they use throughout their lives) (Chambers and Sugden, 2014).

Lengeveld (Suriansyah, 2011) reveals that education is an effort that can influence, protect and even provide assistance to the maturity of their students or in other words, can help participants to be able to carry out their life independently without help from others.

For this reason, the development of independence for children in group B by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities is very appropriate where this learning

activity will help children to carry out their daily activities more independently according to their abilities.

4. Conclusion and Recommendation

Based on the results of classroom action research (PTK) conducted on the children of group B TK Kasih Ibu Banjarmasin in South Banjarmasin subdistrict in the ability of children's independence using the picture and picture model, examples non examples model and direct practice method practical life learning activities carried out in 2018 carried out through 2 cycles with each cycle consisting of 2 meetings and an analysis of the discussion in chapter I, chapter II, chapter III, chapters IV and chapter V after being done showing success because it is in accordance with the success indicators that have been determined, it can be concluded as follows:

1. Learning activities develop children's independence by using the picture and picture model, examples non examples model and direct practice method. Practical life learning activities for children in group B Kasih Ibu Banjarmasin can improve teacher activity successfully with a score of 40 with very good criteria (A).
2. Children's activities in carrying out learning activities develop children's independence by using the picture and picture model, examples non examples model and direct practice method of practical life learning activities in the Kasih Ibu Banjarmasin Kindergarten B group children have been implemented well so that the class average reaches very criteria active (SA) and classical are in the very active category (SA).
3. Children's independence ability uses the picture and picture model, examples non examples model and direct practice method of practical life learning activities for children in group B of Kasih Ibu Kindergarten in Banjarmasin, South Banjarmasin in semester 2 of the academic year 2017/2018. The results of the development of children's independence abilities are assessed in two categories, namely individually and classically. The results of the development of children's self-sufficiency in individual and classical skills are in the very well developed category (BSB).

Based on the conclusions above, some suggestions can be made as follows:

1. For the teacher, the picture and picture model, the examples non examples model and the direct practice method of practical life learning activities can be an alternative model and learning method that can be used to develop children's independence.
2. For the head of kindergarten, it is recommended as a reference material to improve the quality of schools and in the guidance of teachers, especially in developing students' independence through the model of picture and picture, examples non examples and direct practice methods of practical life learning activities.

3. For the Banjarmasin City Education Office, it is recommended as a reference material to improve the quality of education, as well as in the guidance of TK Supervisors. The head of kindergarten and kindergarten teachers, especially in developing the independence of students through the model of picture and picture, examples non examples and direct practice methods of practical life learning activities.

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EXAMPLES NON EXAMPLES MODEL AND PRACTICAL METHOD DIRECTLY ACTIVITIES OF
LEARNING PRACTICAL LIFE IN GROUP B TK KASIH IBU, BANJARMASIN, INDONESIA

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