



Development of a Parent-Oriented Module for Optimizing Independence in Early Childhood

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ABSTRACT

The development of early childhood independence requires active parental involvement supported by structured and practical guidance that can be applied in everyday home environments. This study aims to develop a parent-oriented module to optimize early childhood independence and to examine its feasibility and effectiveness in improving parents' understanding. This research employed a Research and Development approach involving stages of needs analysis, product design, development, validation, and field testing. Data were collected through interviews, questionnaires, observations, and pre-test and post-test assessments. The results of the needs analysis indicate that parents require practical and structured guidance to support children's independence at home. The developed module was validated by experts and categorized as valid with minor revisions. User responses in both small- and large-scale trials show that the module is highly acceptable and feasible for independent use by parents. Furthermore, the effectiveness test reveals a significant improvement in parents' understanding, as indicated by an increase in the mean score from 52.00 in the pre-test to 80.75 in the post-test, supported by statistical analysis showing a significant difference ($p < 0.05$). These findings indicate that the module is effective as a practical learning resource that enhances parental involvement and supports the development of early childhood independence.

Keywords: *Early Childhood Education (ECE), Independence, Learning Module, Parenting, Parental Involvement*

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INTRODUCTION

Human development occurs continuously from the prenatal stage through adulthood, with each phase possessing its own level of urgency and significance (Andina et al., 2025; Damanik & Lie, 2025; Gusmita et al., 2025; Ristiliana et al., 2025). Among these stages, early childhood represents a particularly critical and intriguing period for further exploration. According to the Regional Regulation No. 1 of 2020 concerning Early Childhood Education (ECE) implementation, early childhood refers to children from the prenatal stage up to six years of age, encompassing several developmental phases from infancy to preschool years (Shonkoff et al., 2012; Wido Haruni, 2022). This stage is widely recognized as a foundational period that determines the trajectory of an individual's future development.

Early childhood, generally defined as the age range of 0–6 years, is characterized by rapid developmental growth often referred to as the “golden age” (Mubaroroh et al., 2023; Warmansyah et al., 2023; Wati Fajzrina et al., 2024). During this period, children require optimal stimulation from teachers, parents, and their surrounding environment to support holistic development (Budiawan et al., 2025; Syaharra et al., 2025). Each child is inherently unique, possessing distinct characteristics in physical, psychological, social-emotional, and moral dimensions (Andina et al., 2025; Fitriani et al., 2021). Therefore, appropriate stimulation plays a crucial role in activating brain development and optimizing children’s potential (Sari & Rasyidah, 2020; Sianipar & Komba, 2025). The brain’s high plasticity at this stage enables children to absorb information, skills, and experiences that form the foundation of cognitive, emotional, social, and physical development (Soliman et al., 2014).

Development in early childhood encompasses six major aspects, namely cognitive, social-emotional, physical-motor, religious, language, and artistic domains (Ministry of Education and Culture Regulation No. 137, 2014). Experiences gained during this stage significantly influence an individual’s future quality, including patterns of thinking, behavior, and social interaction. In line with this, education plays a central role in shaping individuals and society by fostering personality development, enhancing skills, and instilling knowledge (Bachtiar et al., 2022). Early Childhood Education (ECE) serves as a fundamental foundation for developing children’s knowledge, attitudes, and skills, as well as nurturing their physical, cognitive, language, and social-emotional potential (Aini & Dwi Cahyo, 2024; Gusmita et al., 2025; Muhlisah & Herlina, 2021).

Referring to the objectives of national education, as stated in Law No. 20 of 2003, education aims to develop individuals who are faithful, knowledgeable, creative, independent, and responsible citizens. Among these aspects, independence emerges as a crucial developmental outcome that needs to be fostered from an early age (Herlina & Amal, 2021). Independence reflects an individual’s ability to make decisions and carry out daily activities without excessive reliance on others (Han et al., 2023; Rey-Guerra et al., 2022; Zhao et al., 2022). Independence as the ability to perform daily tasks independently or with minimal assistance according to developmental stages (Francis et al., 2023; Mohzana & Murcahyanto, 2023). Similarly, independence is viewed as a behavior that reflects self-directed actions without dependency on others, as well as the psychological capacity to make decisions autonomously (Fadlillah & Fauziah, 2022).

The importance of independence is further supported by Erikson’s psychosocial development theory, particularly the stage of autonomy versus shame and doubt (Rozi et al., 2022). At this stage, children begin to develop a desire to perform activities independently, such as dressing, eating, and making simple choices (Maimunah et al., 2025). When children are given opportunities to explore independently, they develop confidence and autonomy; however, excessive control or restriction may lead to self-doubt (Fadlillah & Fauziah, 2022; Prime et al., 2023). The independence in early childhood is essential to prepare children for future life challenges, enabling them to function effectively without dependency on others (Sari et al., 2022).

Despite its importance, empirical evidence indicates that independence among young children is not yet optimally developed. Field findings reveal that many children still

experience difficulties in performing basic daily activities independently, such as dressing themselves or organizing their belongings. Interviews with parents indicate that such conditions are often influenced by parenting practices that tend to over-assist children due to affection, thereby limiting opportunities for independent practice. Furthermore, Wahyuningsih et al. (2023) found that independence skills among children aged 4–5 years remain insufficiently stimulated, as children often rely on teachers to complete classroom tasks. Similarly, Udjir (Udjir, 2023) reported that many children exhibit dependency behaviors, such as reluctance to separate from parents and inability to manage simple responsibilities.

These conditions suggest that children's independence is influenced by multiple factors, both internal and external. Internal factors include genetic traits, birth order, physical condition, intellectual potential, maturity, and gender, while external factors involve parenting styles, educational systems, and social environments (Mohzana & Murcahyanto, 2023; Rohimah & Koto, 2022). Among these factors, parenting style plays a particularly significant role. Previous studies indicate that democratic and positive parenting styles contribute significantly to the development of children's independence (Azzahra et al., 2023; Nurhayati et al., 2023; Prasetyo & Umami, 2020). This is further supported by attachment theory, which emphasizes that secure emotional bonds between children and caregivers foster confidence and encourage independent exploration.

Parents serve as primary role models in shaping children's character, including independence, as children tend to imitate parental behavior (Susanti et al., 2025). However, in practice, many parents still tend to overprotect or over-assist their children, limiting opportunities for independent learning (Wita & Villanueva, 2025). This condition is often exacerbated by limited parental knowledge regarding appropriate developmental practices, as many parents rely primarily on personal experience rather than evidence-based parenting approaches (Fadlillah & Fauziah, 2022). Consequently, children may not develop independence optimally due to a lack of structured guidance and consistent practice.

Although previous studies have examined the relationship between parenting styles and children's independence, there remains a limited focus on the development of practical, structured learning resources specifically designed to guide parents in fostering independence at home. Existing research tends to emphasize theoretical perspectives or general parenting practices without providing concrete, applicable tools that parents can directly implement in daily interactions with children. This indicates a gap between theoretical understanding and practical application in real-life parenting contexts.

In response to this issue, this study focuses on developing a parent-oriented module designed to optimize independence in early childhood. The module is intended to provide accessible guidance, practical strategies, and structured activities that parents can apply in everyday situations to support their children's independence. By integrating theoretical foundations with practical implementation, this study aims to bridge the gap between knowledge and practice in parenting.

Accordingly, this study seeks to examine the needs for such a module, design an appropriate module structure, and evaluate its validity and practicality in supporting parents to foster children's independence. The findings are expected to contribute to the field of Early Childhood Education (ECE) by providing an innovative approach that strengthens

parental involvement in developing independence as a key component of children’s overall development.

RESEARCH METHODOLOGY

Research Design

This study employed a Research and Development (R&D) approach aimed at developing and evaluating a parent-oriented module to optimize early childhood independence. This approach focuses on producing an educational product and systematically testing its effectiveness, practicality, and validity. The research process begins with a needs analysis, followed by product design, development, validation, testing, and revision to ensure that the final product meets user needs and can be applied effectively in real-life contexts.

Research Setting and Subjects

To ensure a systematic and measurable research process, this study was conducted within a structured timeline throughout 2025. Each stage of the Research and Development process was implemented sequentially, starting from preliminary analysis to product dissemination. The timeline of research activities is presented in Table 1.

Table 1. Research Timeline

No	Activity	Time of Implementation
1	Preliminary study and needs analysis	January 2025
2	Formulation of objectives and module content	February 2025
3	Design of the parent module	March 2025
4	Expert validation (content and media)	April 2025
5	Revision based on expert feedback	May 2025
6	Small group trial	June 2025
7	Revision after small group trial	July 2025
8	Large group trial	August 2025
9	Final revision and product completion	September 2025
10	Dissemination and distribution of module	October 2025

The timeline demonstrates that the development process was conducted in a structured and iterative manner, allowing continuous improvement of the product at each stage. Each phase was designed to ensure that the module met the required standards of validity, practicality, and effectiveness before being disseminated to a broader audience.

Development Procedure

The development model used in this study was the Four-D (4D) model, which consists of four stages: Define, Design, Develop, and Disseminate. This model provides a systematic framework for developing educational products.

Define Stage

The define stage focused on identifying and analyzing the needs for developing the module. Activities included needs analysis, identification of user characteristics, formulation of development objectives, and analysis of problems related to children’s independence and parental roles.

Design Stage

In this stage, the conceptual framework of the module was developed. This included determining the content, organizing materials, and designing evaluation tools. The module covered key topics such as the concept of independence, stages of development, influencing factors, parenting strategies, and practical activities for parents. The initial design was then prepared for validation.

Develop Stage

The develop stage involved expert validation and product testing. Experts evaluated the content and design of the module to ensure its feasibility. After validation, the module was tested with users through small group trials followed by larger group trials. Feedback obtained from these trials was used to revise and improve the product.

Disseminate Stage

The dissemination stage involved implementing the final product and distributing it to target users. The module was provided to parents for use in real settings. Feedback from this stage was used to evaluate the effectiveness and readiness of the product for wider application.

Data Collection Techniques

Data were collected using observation, interviews, questionnaires, and documentation. Observation was conducted to understand real conditions related to children's independence and parenting practices. Interviews were carried out in a semi-structured manner to explore parents' experiences and challenges. Questionnaires were used to gather quantitative data regarding product validity, practicality, and user responses. Documentation was used to support data through written records, images, and related materials.

Research Instruments

The research instruments were designed to support systematic data collection and evaluation of the developed module. These included instruments for preliminary studies, expert validation sheets, parent response questionnaires, and pre-test and post-test instruments.

The preliminary study instruments were used to identify initial needs and conditions related to children's independence and parenting practices. Expert validation instruments were used to assess the content and design quality of the module. The parent response questionnaire measured aspects such as ease of use, clarity of content, attractiveness, and usefulness of the module. Meanwhile, pre-test and post-test instruments were used to measure changes in parents' knowledge and understanding before and after using the module.

Data Analysis Techniques

This study employed both qualitative and quantitative data analysis techniques. Qualitative data were obtained from interviews, expert feedback, and user responses, and were analyzed descriptively to improve the product. Quantitative data were analyzed using

simple statistical techniques, particularly mean scores and percentage calculations. The scoring criteria for validation are presented in Table 2.

Table 2. Validity Criteria Based on Percentage

Percentage	Validity Level	Description
85–100%	Very Valid	No revision
69–84%	Valid	No revision
53–68%	Fairly Valid	Partial revision
37–52%	Less Valid	Revision needed
20–36%	Invalid	Revision required

The improvement of parents' understanding was categorized as shown in Table 3.

Table 3. Parent Test Qualification

Percentage	Category	Description
85–100%	Very High	Improved
69–84%	High	Improved
53–68%	Moderate	Slight improvement
37–52%	Low	Not improved
20–36%	Very Low	Not improved

The developed product was considered feasible if it achieved a minimum validity score of 65%, categorized as “fairly valid,” ensuring that the module met acceptable standards before wider implementation.

RESULTS AND DISCUSSION

Results

This study developed a parent-oriented module to optimize early childhood independence through a Research and Development approach. The findings are presented according to the four development stages, namely define, design, develop, and disseminate. The results demonstrate that the module was developed systematically, validated by experts, revised based on feedback, and tested through small- and large-group trials involving parents of young children.

Needs Analysis and Formulation of Development Objectives

At the define stage, a needs analysis was conducted through questionnaires, interviews, and observations involving parents. The results indicated a strong need for a practical module that could guide parents in stimulating children's independence at home. Most parents expressed the need for practical information, age-appropriate independence activities, and consistent guidance in assisting children without relying on punitive approaches. The findings also revealed that parents had not yet had access to a complete and structured guide specifically focused on fostering independence in early childhood. To represent this stage in the article, the most relevant data can be condensed into a summary table that highlights the strongest indicators of parental need.

Table 4. Summary of Parental Needs Analysis for the Development of the Module

Indicator of Need	Percentage
Need for guidance to assist children's independence at home	100%
Need for practical information on how to improve independence	100%
Need for age-appropriate daily activities to foster independence	100%
Need to understand developmental stages of independence	100%
Interest in having a module that can be used independently at home	80%
Desire to be more actively involved in stimulating children's independence	80%
Need for practical materials to support independence according to age	80%

The interview data strengthened these quantitative findings. Parents reported that children often preferred being helped, while parents themselves frequently lacked practical strategies and consistency in guiding children's independence. These findings became the basis for formulating the development objectives, namely to provide parents with conceptual understanding, practical strategies, positive parenting approaches, and structured activities that could support children's self-confidence and independence development at home .

Module Design

Based on the identified needs, the module was designed in A5 print format using Canva. The product consisted of a main module and a user guide. The module content was organized into four learning units. The first unit discussed the basic concept of independence, forms of independence, developmental stages, influencing factors, and parent worksheets. The second unit focused on parenting concepts, parenting styles, the role of parents in fostering independence, parent-child communication, and parent worksheets. The third and fourth units expanded the content by incorporating self-regulation and self-efficacy as psychological foundations of independence. To strengthen the article presentation, product visuals should be inserted at strategic points. The following figure placements are recommended.



Figure 1. Initial Cover Design of the Parent Module

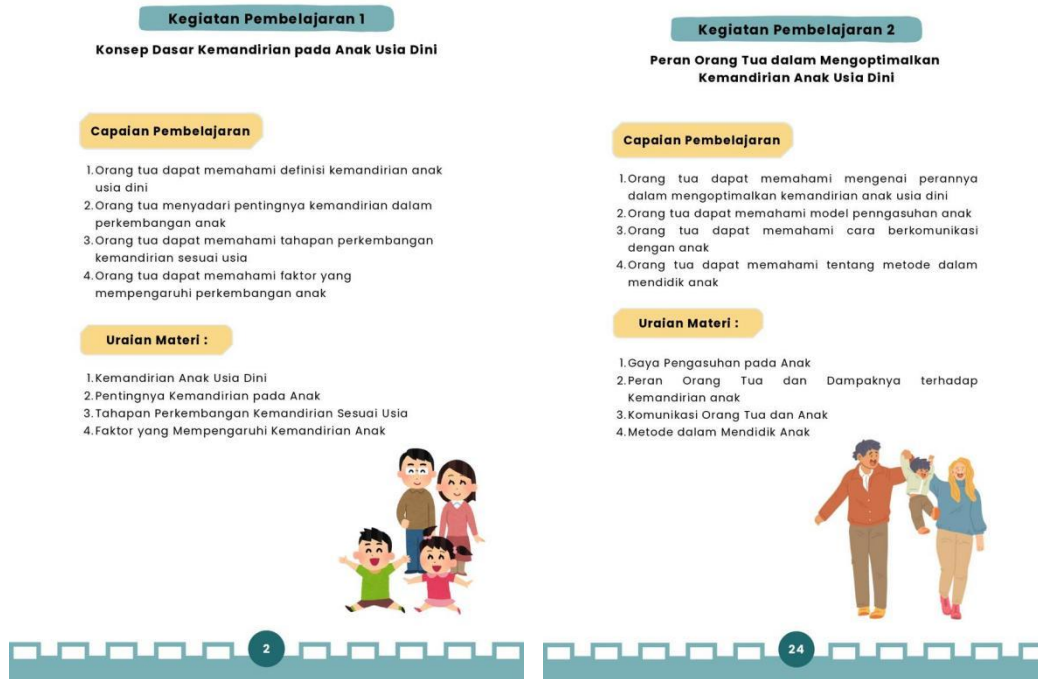


Figure 2. Initial Layout of the Module Content and Table of Contents

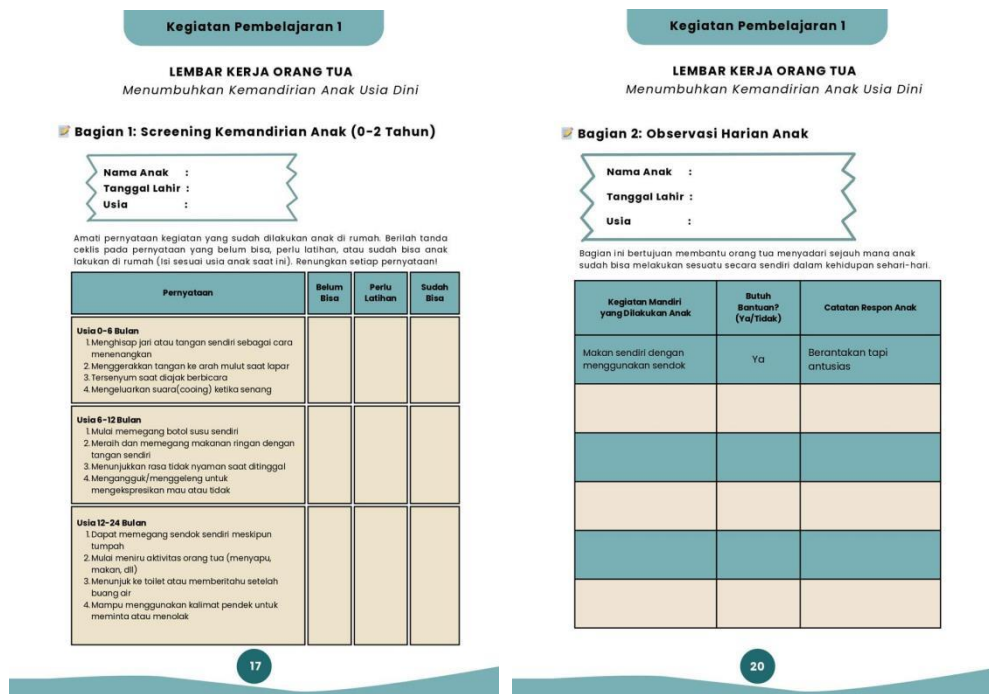


Figure 3. Parent Worksheet and Daily Observation Pages

These figures are important because the product in this study is not merely conceptual but a tangible educational module whose design, readability, and usability are central to the development process.

Expert Validation Results

After the initial design was completed, the module was validated by two experts in Early Childhood Education (ECE). The validation assessed the quality of the book components, content, language, writing, illustrations, layout, and usability. The first validator gave a mean score of 3.50, categorized as very good, while the second validator gave a mean score of 3.00, categorized as good. The combined mean score was 3.25, indicating that the module was valid and only required minor revisions. For article purposes, the expert validation can be summarized in one concise table.

Table 5. Expert Validation Results of the Parent Module



Validator	Mean Score	Category	Decision
Validator 1	3.50	Very Good	No major revision
Validator 2	3.00	Good	Minor revision
Overall Mean	3.25	Good / Valid	Minor revision

In addition to numerical scores, the experts provided several important suggestions, including correction of spelling and punctuation, improvement of layout consistency, addition of theoretical reinforcement related to self-regulation and self-efficacy, inclusion of answer keys and scoring for the pre–post test, enrichment of parent reflection activities, and adjustment of font size and visual readability. These suggestions were used to revise the product before field testing.

Product Revision

The revision stage was conducted once after expert validation. The revisions included improvement of the cover design through the addition of institutional identity and more representative family illustrations, correction of typographical and EYD-related errors, refinement of illustrations and layout, addition of theoretical content on self-regulation and self-efficacy, and enhancement of parent reflection activities. These revisions improved both the academic substance and the visual quality of the module. To document this stage in the article, the revised visual product should be inserted.

Tabel 6. Revised Version of the Parent Module after Expert Validation

No	Aspect	Reviewer Comments	Before Revision	After Revision
1	Cover Design	The cover lacked institutional identity and did not fully represent parental roles.		

2 Language (Type & EYD) Several spelling and typographical errors reduced readability and professionalism.

Kegiatan Pembelajaran 2

4 Hukuman
Hukuman dalam pendidikan anak bersifat mendidik, bukan membalas. Bertujuan untuk menanamkan kesadaran atas konsekuensi dari perbuatan salah. Anak akan belajar bahwa setiap tindakan memiliki akibat. Hal ini dapat menumbuhkan tanggung jawab pribadi dan pengendalian diri, dua aspek penting dari kemandirian.
Contoh; jika anak tidak membereskan mainannya, ia tidak boleh bermain dengan mainan lain hingga yang sebelumnya dibersihkan.

5 Nasihat
Nasihat diberikan dengan penuh kasih sayang, menggunakan bahasa yang lembut dan sesuai usia anak, agar mudah dipahami dan diterima.
Contoh; menjelaskan pada anak mengapa penting mengatur waktu bermain dan belajar, agar anak bisa memilih dan mengelola waktu secara mandiri.



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Kegiatan Pembelajaran 2

4 Hukuman
Hukuman dalam pendidikan anak bersifat mendidik, bukan membalas. Bertujuan untuk menanamkan kesadaran atas konsekuensi dari perbuatan salah. Anak akan belajar bahwa setiap tindakan memiliki akibat. Hal ini dapat menumbuhkan tanggung jawab pribadi dan pengendalian diri, dua aspek penting dari kemandirian.
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3 Illustration were monotonous and did not clearly reflect children's independence activities.

Kegiatan Pembelajaran 1


Konsep Dasar Kemandirian pada Anak Usia Dini

Capaian Pembelajaran

- 1.Orang tua dapat memahami definisi kemandirian anak usia dini
- 2.Orang tua menyadari pentingnya kemandirian dalam perkembangan anak
- 3.Orang tua dapat memahami tahapan perkembangan kemandirian sesuai usia
- 4.Orang tua dapat memahami faktor yang mempengaruhi perkembangan anak

Uraian Materi :

- 1.Kemandirian Anak Usia Dini
- 2.Pentingnya Kemandirian pada Anak
- 3.Tahapan Perkembangan Kemandirian Sesuai Usia
- 4.Faktor yang Mempengaruhi Kemandirian Anak



2

Kegiatan Pembelajaran 1


Konsep Dasar Kemandirian pada Anak Usia Dini

Capaian Pembelajaran

- 1.Orang tua dapat memahami definisi kemandirian anak usia dini
- 2.Orang tua menyadari pentingnya kemandirian dalam perkembangan anak
- 3.Orang tua dapat memahami tahapan perkembangan kemandirian sesuai usia
- 4.Orang tua dapat memahami faktor yang mempengaruhi perkembangan anak

Uraian Materi :

- 1.Kemandirian Anak Usia Dini
- 2.Pentingnya Kemandirian pada Anak
- 3.Tahapan Perkembangan Kemandirian Sesuai Usia
- 4.Faktor yang Mempengaruhi Kemandirian Anak




2

4 Layout and Structure (spacing, alignment, and visual structure) needed improvement

Kegiatan Pembelajaran 2

Terus Bertumbuh Bersama Anak

Selamat untuk anak anda jika sudah mencapai beberapa standar tingkat kemandirian sesuai dengan tahapan usianya. Semangat untuk terus menstimulasi anak anda agar mencapai perkembangan secara optimal. Dan jangan lupa untuk berkonsultasi dan bekerja sama dengan pendidik, anak anda terkait perkembangan kemandirian anak yang belum muncul.



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Kegiatan Pembelajaran 1


Konsep Dasar Kemandirian pada Anak Usia Dini

Capaian Pembelajaran

- 1.Orang tua dapat memahami definisi kemandirian anak usia dini
- 2.Orang tua menyadari pentingnya kemandirian dalam perkembangan anak
- 3.Orang tua dapat memahami tahapan perkembangan kemandirian sesuai usia
- 4.Orang tua dapat memahami faktor yang mempengaruhi perkembangan anak

Uraian Materi :

- 1.Kemandirian Anak Usia Dini
- 2.Pentingnya Kemandirian pada Anak
- 3.Tahapan Perkembangan Kemandirian Sesuai Usia
- 4.Faktor yang Mempengaruhi Kemandirian Anak



2

5 Content Depth The module required additional theoretical support, particularly psychological aspects of independence

Kegiatan Pembelajaran 3


Konsep Regulasi Diri pada Anak Usia Dini

Capaian Pembelajaran

1. Menjelaskan Konsep Regulasi Diri dan Faktor-Faktor yang Mempengaruhinya pada Anak Usia Dini
2. Menganalisis Hubungan antara Pola Asuh Orang Tua dan Perkembangan Regulasi Diri Anak
3. Mengidentifikasi Peran Regulasi Diri dalam Pengoptimalan Kemandirian Anak
4. Menerapkan Strategi Pengasuhan yang Mendukung Perkembangan Regulasi Diri dan Kemandirian Anak

Uraian Materi :

1. Pengertian Self-Regulation (Regulasi Diri)
2. Hubungan Regulasi Diri dan Pola Asuh Orang Tua
3. Regulasi Diri sebagai Dasar Kemandirian Anak Usia Dini
4. Strategi Orang Tua untuk Mengembangkan Regulasi Diri Anak



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Kegiatan Pembelajaran 4


Konsep Efikasi Diri pada Anak Usia Dini

Capaian Pembelajaran

1. Menjelaskan konsep efikasi diri dan faktor-faktor yang mempengaruhinya pada anak usia dini
2. Mendeskripsikan hubungan antara pola asuh orang tua dan pembentukan efikasi diri anak
3. menganalisis peran efikasi diri dalam pengembangan kemandirian anak usia dini

Uraian Materi :

1. Pengertian Self-Efficacy (Efikasi Diri)
2. Komponen Efikasi Diri
3. Hubungan Efikasi Diri dengan Pola Asuh Orang Tua
4. Efikasi Diri sebagai Fondasi Kemandirian Anak Usia Dini



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6 Parent Reflection Reflection activities needed to be strengthened to enhance parental awareness.

Kegiatan Pembelajaran 2

LEMBAR KERJA ORANG TUA

Refleksi Gaya Pengasuhan pada Anak

Bagian 2 : Refleksi Sikap dan Perilaku Pengasuhan

Bacalah dan amati setiap pernyataan berikut, dan berikan jawaban yang menggambarkan diri anda :

Pernyataan	Sering	Kadang-Kadang	Tidak Pernah
Saya mendengarkan pendapat anak dengan sabar dan tanpa menghakimi			
Saya memberikan aturan yang jelas dan konsisten di rumah			
Saya lebih memilih menghukum daripada menjelaskan kesalahan anak			
Saya memeluk dan memberi pujian saat anak melakukan hal baik			
Saya membiarkan anak melakukan semuanya sendiri tanpa arahan			
Saya melibatkan anak dalam pengambilan keputusan sederhana di rumah			
Saya cenderung memarahi anak saat ia melakukan kesalahan			

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Kegiatan Pembelajaran 4

LEMBAR KERJA ORANG TUA

Efikasi Diri dan Kemandirian pada Anak

Bagian 2 : Refleksi Orang Tua

Bacalah dan amati setiap pertanyaan berikut, dan berikan jawaban yang menggambarkan diri anda :

1. **Usia berapa anak anda saat ini?**

2. **Aktivitas apa yang paling disukai anak saat ini?**

3. **Apakah anak menunjukkan peningkatan kepercayaan diri setelah aktivitas ini?**

4. **Bagaimana perasaan anda ketika memberi kesempatan anak mencoba hal secara sendiri?**

5. **Hal apa yang akan anda lakukan secara rutin untuk menumbuhkan efikasi diri pada anak?**

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Small-Group Trial

The revised module was first tested in a small group involving 10 parents. Parents were asked to study the module independently for approximately one week, after which they completed a response questionnaire and participated in pretest and posttest assessment. The parent response data indicated that the module was positively received. Most participants rated the module in the valid to very valid range, showing that the module was acceptable and usable without further substantial revision. The article does not need to include the full item-by-item response table, because that would be too long for journal format. The most relevant representation is the summary classification table.

Table 7. Parent Response to the Module in the Small-Group Trial

Category	Frequency
Very Valid	5
Valid	5
Less than Valid	0
Total	10

The pretest and posttest results in the small-group trial showed a consistent increase in parents' understanding after studying the module. Before using the module, parent scores ranged from very low to moderate. After using the module, scores shifted into the moderate, high, and very high categories, indicating a positive improvement in knowledge and understanding regarding children's independence.

Large-Group Trial

The module was subsequently tested in a large-group trial involving 20 parents. Similar to the small-group trial, participants completed pretest and posttest assessments and filled out a response questionnaire after using the module. The response data again showed positive acceptance, with most parents rating the module as valid or very valid. This indicates that the module was well received by the target users on a broader scale.

Table 8. Parent Response to the Module in the Large-Group Trial

Category	Frequency
Very Valid	12
Valid	8
Less than Valid	0
Total	20

The large-group pretest and posttest results provided stronger evidence of effectiveness. Before using the module, the mean pretest score was 52.00, indicating a relatively low to moderate level of parental understanding. After studying the module, the mean posttest score increased to 80.75, indicating a high level of understanding. The gain of 28.75 points shows a substantial improvement in parents' cognitive understanding of how to support early childhood independence .

Table 9. Descriptive Statistics of Parent Understanding Before and After Using the Module

Test	Mean	N	Standard Deviation	Standard Error Mean
Pre-test	52.00	20	8.491	1.899
Post-test	80.75	20	7.656	1.712

Before conducting hypothesis testing, normality was checked using the Shapiro–Wilk test. The significance values for the pretest and posttest were 0.440 and 0.323, respectively, both exceeding 0.05. This indicates that the data were normally distributed and suitable for further analysis using the paired-sample t-test .

Table 10. Normality Test of Pre-test and Post-test Scores

Variable	Shapiro–Wilk Sig.
Pre-test	0.440
Post-test	0.323

The effectiveness of the module was then tested using the paired-sample t-test. The analysis showed a mean difference of -28.750, with $t = -10.900$, $df = 19$, and $\text{Sig. (2-tailed)} = 0.000$. Because the significance value was lower than 0.05, there was a statistically significant

difference between parents’ understanding before and after using the module. These findings confirm that the developed module was effective in improving parental understanding related to optimizing early childhood independence .

Table 11. Paired-Sample t-Test Results on Parent Understanding Before and After Using the Module

Comparison	Mean Difference	t	df	Sig. (2-tailed)
Pre-test – Post-test	-28.750	-10.900	19	0.000

To visually strengthen the effectiveness results, a graph comparing pretest and posttest means should also be inserted in the article.

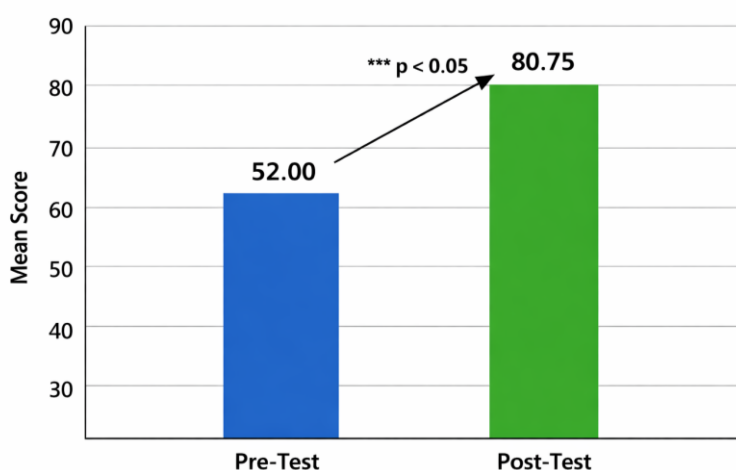


Figure 5. Comparison of Mean Pre-test and Post-test Scores of Parent Understanding

This figure should present a simple bar chart comparing the mean pre-test score (52.00) and post-test score (80.75), showing the improvement after the use of the module.

Dissemination Stage

At the dissemination stage, the revised and tested module was prepared for implementation with actual users and for broader utilization. This stage included validation testing in real settings and product packaging through module printing and distribution. The purpose of this stage was to ensure that the module could be adopted and practically used by parents beyond the research trial context

Discussion

The findings of this study indicate that the developed parent-oriented module meets the criteria of validity, practicality, and effectiveness in supporting early childhood independence. The needs analysis revealed that parents require structured, practical, and applicable guidance to assist children in developing independence at home. This confirms that the lack of accessible and systematic parenting resources remains a critical issue in Early

Childhood Education (ECE) contexts (Freeborn et al., 2023; He et al., 2026; Kambona, 2025). The module developed in this study addresses this gap by providing step-by-step guidance, daily activity examples, and reflective exercises that align with children's developmental stages. These findings reinforce the importance of parental involvement as a central factor in fostering independence, particularly when supported by structured learning materials designed for home implementation.

The expert validation results further demonstrate that the module is academically and pedagogically appropriate. The content of the module aligns with early childhood independence indicators as outlined in national Early Childhood Education (ECE) standards, and it integrates practical activities such as self-feeding, organizing toys, and developing responsibility according to developmental stages. From a linguistic perspective, the module uses clear and accessible language, which is essential for ensuring comprehension among parents from diverse educational backgrounds. This supports the argument that the effectiveness of educational media for parents is highly dependent on language clarity and accessibility (Alotaibi, 2023; Rusady et al., 2025; Warmansyah et al., 2023; Rika et al., 2023). In addition, the visual design of the module, including the use of illustrations and color combinations, enhances readability and engagement, which is consistent with the view that well-designed visual elements can increase user motivation and facilitate learning (Miswati et al., 2025; Novia Maulana et al., 2025).

The effectiveness of the module is strongly supported by the results of the field trials, which show a significant increase in parents' understanding after using the module. The mean score increased from 52.00 in the pre-test to 80.75 in the post-test, with statistical analysis confirming a significant difference ($p < 0.05$). This improvement indicates that the module functions effectively as an educational intervention for parents. These findings are consistent with Bandura's social learning theory, which emphasizes that children learn through observation and interaction with adults (Rumjaun & Narod, 2025; Virginia Koutroubas & Michael Galanakis, 2022). By using the module, parents are encouraged to model independent behavior and provide opportunities for children to practice autonomy in daily activities. Furthermore, from Erikson's psychosocial perspective, children who are given opportunities to act independently develop a stronger sense of autonomy and self-confidence (Ida Ayu Nythiani et al., 2025). The module facilitates this process by guiding parents to create supportive environments where children can experience success in performing tasks independently.

In addition to improving parental understanding, the module also positively influenced parental attitudes and engagement. Parents responded enthusiastically and reported becoming more consistent in guiding their children toward independence. This finding aligns with the view that independence in early childhood is not formed instantly but develops gradually through repeated practice in everyday interactions (Aliyudin & Alvionita, 2025; Diani et al., 2025; Warmansyah et al., 2023). The structured and practical nature of the module helps parents move from intuitive parenting to more conscious and informed practices. Overall, the effectiveness of the module highlights the importance of equipping parents with systematic and developmentally appropriate guidance, as parental involvement

supported by structured resources can significantly enhance children's independence across physical, emotional, and social domains.

CONCLUSION

This study shows that a parent-oriented module can serve as an effective and practical tool to support early childhood independence by providing structured guidance, developmentally appropriate activities, and applicable parenting strategies for daily use. The module facilitates parents in adopting more consistent and intentional approaches in guiding children, thereby strengthening their role as active facilitators of independence development. Its implementation enhances parents' understanding and engagement, indicating that systematic and accessible learning resources can improve the quality of parenting practices and contribute to the development of children's autonomy, responsibility, and self-confidence.

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