



A psychopedagogical analysis of the teacher's role in developing child independence

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Abstract

This study aims to comprehensively examine the role of teachers in fostering children's independence from a psychopedagogical perspective. Independence is a crucial aspect of child development that contributes to their ability to take responsibility and effectively manage themselves in the learning process. This research employs a library research method with a systematic literature review approach. Data were collected through an in-depth examination of various credible scientific sources including journals, books, and research articles published within the last five years. Data analysis was conducted using thematic synthesis to identify concepts, strategies, and psychopedagogical implications related to the teacher's role in nurturing children's independence. The results indicate that teachers hold a central position as facilitators and role models in developing independence by implementing learning strategies that support exploration, decision-making, and positive reinforcement. The psychopedagogical approach emphasizes understanding the psychological development of children as well as applying adaptive and contextualized teaching methods. Internal factors such as teachers' emotional and pedagogical competencies, along with external factors like the learning environment, also influence the successful development of children's independence. In conclusion, the teacher's role in fostering children's independence is vital and requires a holistic and continuous psychopedagogical approach. This study recommends enhancing teacher capacity through training integrated with psychopedagogical theories and providing a conducive learning environment to optimally achieve the goal of building independence.

Keywords: Teacher Role; Child Independence; Psychopedagogy.

INTRODUCTION

Child independence is one of the fundamental foundations in shaping learners' characters to be responsible, confident, and capable of making independent decisions when facing various life situations, including the learning process (Santrock, 2018). In education, teachers not only act as conveyors of information but also as facilitators and guides in developing children's non-cognitive aspects, including independence (Vygotsky, 1978; Sartika, 2018).

The psychopedagogical approach an approach that combines psychological and pedagogical understanding provides a comprehensive framework for teachers to understand children's developmental needs and adapt learning strategies accordingly (Ryan & Deci, 2017). Psychopedagogical studies emphasize the importance of an empowering learning environment, supportive communication, and providing children opportunities to learn through direct

experience, exploration, and autonomous decision-making (Iskandar et al, 2024).

Previous studies over the last ten years have shown that teacher interventions adopting independence-based learning strategies, such as project-based learning, individual goal setting, and reflective feedback, can accelerate the internalization of independence values in children (Nurhamidah & Nurachadijat, 2023). Conversely, teachers who lack understanding of children's emotional and psychosocial developmental needs tend to apply excessive control, which hinders the development of independence (D. Y. Sari, 2018).

The cognitive-developmental theory of Jean Piaget, 1952; Ibda (2015), identifies children as active constructors of knowledge who gain independence through experiential problem-solving within developmentally appropriate stages. Complementing this view, Vygotsky's views in Wardani et al. (2023), sociocultural theory highlights the role of adult mediation in the Zone of Proximal

Development (ZPD), suggesting that teacher scaffolding is crucial for fostering autonomy in young learners. In this context, Fitriani et al. (2023) and Linda & Sianturi (2022), found that daily routines, guided practice, and differentiated instruction significantly support independence in early childhood education (ECE) classrooms.

From a socio-cognitive perspective Bandura views in Pasiska (2024), emphasizes the importance of modeling, imitation, and reinforcement in shaping independent behaviors. Teachers serve as social models whose actions are closely observed and internalized by children. This idea is supported by Arianti & Anwar (2024), who demonstrated the teacher's multifaceted role as a model, coach, and motivator in enhancing independence. In inclusive setting.

Furthermore, Erik Erikson's psychosocial theory views in Emiliza (2019), particularly the stage of "autonomy vs. shame and doubt," underlines the role of supportive environments including teacher influence in building a child's sense of self-efficacy. Recent studies Andayani & Taufiqurrahman (2023) and Saudah et al. (2022), have highlighted the importance of school-home collaboration, where teachers guide parents in maintaining consistent autonomy-supportive practices.

However, there are still gaps in educational practices, especially related to the application of psychopedagogical approaches by teachers consistently and contextually. Therefore, a comprehensive literature review is needed to better formulate the role of teachers in fostering children's independence based on psychopedagogical foundations. This research is focused on integrating psychological and pedagogical dimensions simultaneously to understand the role of teachers in shaping children's independence. This study not only identifies best practices of teachers but also examines how psychopedagogical theories can be applied contextually in classroom interactions. In addition, this study synthesizes the results of the latest research in the last 5 years to provide an up-to-date perspective on effective teacher intervention models in building independence. With a

literature study approach, this study aims to present a conceptual and theoretical synthesis of various relevant research results, so that it can enrich academic understanding while providing practical recommendations for teachers, PAUD educators, and policy makers in designing learning environments that support children's independence in a sustainable manner.

RESEARCH METHODS

This study employs a qualitative descriptive approach through a library research method. The primary objective is to explore and synthesize various scientific works related to the role of teachers in developing children's independence from a psychopedagogical perspective. Library research is characterized by the use of secondary data, including books, scientific journals, and research reports that are systematically analyzed to draw conclusions relevant to the research theme (Zed, 2010; Yana & Maielfi, 2022).

Data collection was conducted by reviewing academic sources published in the last five years (2019–2024), focusing on topics such as educational psychology, pedagogy, teacher roles, and child development. The sources were obtained through academic databases such as Google Scholar, SINTA, and Garuda using keywords including teacher role, psychopedagogy, child independence, and learning facilitation.

The selection of literature was carried out using inclusion criteria, namely: (1) relevance to the research theme, (2) publication within the last decade, (3) peer-reviewed sources, and (4) availability of full text. Articles not meeting these criteria were excluded. After selection, the literature was analyzed thematically to identify key concepts, theoretical patterns, and findings from previous studies (Prasetia, 2023). The data analysis procedure included content analysis and thematic synthesis to categorize recurring themes and construct an integrative understanding of the psychopedagogical framework in fostering children's independence.

This method allows the researcher to gain a deep and contextual understanding of how teachers contribute to the development of children's independence within the scope of educational psychology and pedagogy.

RESULTS AND DISCUSSION

To systematically examine the teacher's role in fostering child independence, it is essential to identify key developmental indicators that reflect a child's growing autonomy. According to the Kemdikbud (2020), and supported by Lally et al. (2009), child independence can be observed through several important behaviors and skills. These indicators include self-help skills, such as dressing, eating, and toileting independently, which demonstrate a child's ability to manage basic personal needs without assistance. Decision-making ability is another critical indicator, where children are able to choose activities and solve simple problems on their own, reflecting cognitive growth and confidence. Emotional regulation is also fundamental, as children learn to express their needs appropriately and manage frustration in social situations. Furthermore, responsibility in tasks such as completing assignments or participating in classroom duties signals the development of reliability and accountability. Lastly, confidence in social interactions, including initiating communication with peers and adults, highlights social-emotional competence that supports independent behavior. These comprehensive indicators provide a framework for teachers to observe, guide, and support the development of independence in early childhood education settings.

Child independence is a crucial aspect of individual development that significantly impacts their readiness to face life's challenges (Handayani et al., 2024). The role of teachers as facilitators in the process of fostering child independence has been the focus of numerous studies over the past five to ten years. From a psychopedagogical perspective, the development of independence results from the interaction between internal factors within the child (psychological) and external factors (education and social

environment), mediated by the strategic role of the teacher (Nurwita & Syaputra, 2024).

According to Jean Piaget's views in Ayyubi et al. (2024), cognitive development theory, children are active learners who construct knowledge through interaction with their environment. Independence develops when children are given opportunities to experience, explore, and solve problems independently within the stages of their cognitive development. In this context, Yuliati et al. (2024), found that differentiated instruction is highly effective in stimulating independence because teachers tailor teaching methods to children's needs and characteristics. This aligns with the findings of Suryani et al. (2024), who found that consistent habituation, guidance, and positive reinforcement from teachers effectively foster children's independence.

Lev Vygotsky's views in Sari (2018), social constructivist theory asserts that optimal learning occurs within the Zone of Proximal Development (ZPD), where children are assisted by adults or peers to accomplish tasks they initially cannot complete alone. The teacher's role as a scaffolder is critical in this process. For example, Nurfitriani et al. (2023), at RA Al-Izzah Kota Serang emphasized the importance of daily habituation and regular evaluation to enhance independence in children aged 5–6 years. Similarly, Meilyana et al. (2023), showed that teachers' roles as educators, mentors, and assessors effectively shape independent attitudes at TK Jasa Mekar Mandiri, Seluma.

From Albert Bandura's views in Firmansyah & Saepuloh (2022), social cognitive theory perspective, children develop behaviors through observation, imitation, and reinforcement. Teachers function as social models whose behaviors are emulated by children. Research by Nur et al. (2023), highlights the critical role of teachers as models, coaches, and motivators in nurturing children's independence.

Furthermore, Erik Erikson's views in Emiliza (2019), stage of "autonomy vs. shame and doubt" emphasizes the importance of autonomous experiences supported by the environment, including teachers, to build

children's self-confidence. The study by Andayani & Taufiqurrahman (2023), underscores the vital role of teachers in guiding parents on fostering independence. Collaboration between teachers and parents creates a holistic and consistent environment between school and home. This is supported by Hasanah (2023), who stress the importance of balanced cooperation in providing responsibility and freedom between teachers and parents.

Other studies, such as by Qorimah & Laksono (2023), at SD Muhammadiyah Unggulan Botok, reinforce the teacher's role as an active facilitator. Teachers who provide opportunities for children's active participation accelerate emotional maturity and independent behavior. Ludiana & Fitriani (2025), found that reflective approaches through storytelling and discussion help children make independent decisions. Taib et al. (2024), emphasize the importance of systematically designed routines by early childhood teachers in fostering independent habits.

Teachers play a direct and multifaceted role in fostering early childhood independence. First, as motivators and inspirers, they offer praise, encouragement, and emotional support that builds children's confidence to complete tasks independently. This can be seen in the Kusmiran study (2021), where children dare to try on their own and show initiative. The role as a guide and trainer

Teachers not only give instructions, but also provide examples, guide the process, and provide space for children to try. This encourages self-help skills, simple decision making, and a sense of responsibility, as seen in Khotijah et al. (2023) study, while the role as a learning environment facilitator. Teachers provide media, play tools, and activities that are appropriate to the child's age and needs. This encourages active and independent learning, for example through project-based learning in Hardiyanti & Alam, (2025) study, which strengthens children's ability to complete tasks independently. The role as a collaborator with parents. Children's independence is also strengthened when

teachers and parents work together. Udjir (2023), study shows that active communication with parents is very helpful in strengthening children's independent attitudes, both at home and at school.

Research in the last five years shows that the role of teachers in shaping early childhood independence is multidimensional, ranging from facilitators, mentors, social models, to collaborators with parents. The following table summarizes several relevant empirical studies:

Tabel 1
Recent Studies on Teacher Roles in Fostering Child Independence

| Authors | Year | Teacher Role | Impact on Child Independence |
|---------------------------|------|--|--|
| Amanda et al. | 2019 | Motivator, mentor, and inspirator | Increased self-reliance and responsibility |
| Sumiyati & Pamungkas | 2020 | Counselor and facilitator | Improved decision-making and self-awareness |
| Kusmiran | 2021 | Guide, motivator, and facilitator | Improved confidence and ability to act independently |
| Khotijah et al. | 2023 | Positive reinforce ment and structured support | Development of routine, responsibility, and independence |
| Udjir | 2023 | Guide and trainer | Improved daily independence through guided support |
| Nurfitriani et al. | 2023 | Facilitator & Evaluator | Increased daily self-help skills |
| Meilyana et al. | 2023 | Mentor & Assessor | Improved problem-solving independence |
| Nur et al. | 2023 | Model & Motivator | Boosted self-regulation and confidence |
| Andayani & Taufiqurrahman | 2023 | Advisor to Parents | Strengthened home-school consistency |
| Qorimah & Laksono | 2023 | Active Facilitator | Enhanced emotional maturity |
| Taib et al. | 2024 | Routine | Developed |

| | Designer | consistent independent habits |
|-------------------------|---|---|
| Yuliati et al. 2024 | Differentiated Instructor | Stimulated personalized learning |
| Suryani et al. 2024 | Habituation & Guide | Reinforced habitual independence |
| Hasanah 2023 | Collaborator with Parents | Balanced autonomy across settings |
| Hardiyanti & Alam 2025 | Classroom manager and parent collaborator | Improved independence via routines and project-based learning |
| Ludiana & Fitriani 2025 | Reflective Guide | Improved decision making |

Based on the table above, it can be concluded that the role of teachers in shaping children's independence is very diverse but complementary. The most dominant role includes teachers as facilitators, mentors, behavioral models, and partners with parents. This shows that teacher involvement in designing a conducive learning environment, providing examples, and establishing active communication with families is an important aspect in shaping children's independence.

In a psychopedagogical context, these roles do not only include delivering material, but also go deeper into meaningful social interactions. For example, through Vygotsky's approach to the Zone of Proximal Development, teachers who act as scaffolders provide appropriate assistance to develop children's potential. From Piaget's perspective, teachers enable children to build independence through active exploration and problem solving. Bandura emphasizes the importance of teacher exemplars as models imitated by children, while Erikson highlights environmental support for achieving children's autonomy.

Overall, the role of teachers is closely related to children's development, both in terms of cognitive, social, and emotional aspects. When teachers provide space for children to make decisions, manage responsibilities, and reflect on their actions, children are experiencing a character development process that is important for the

next stage of development. Thus, the analysis of the role of teachers in the above studies provides a strong foundation that appropriate pedagogical strategies contribute significantly to the achievement of early childhood independence.

Overall, the literature review and theoretical synthesis demonstrate that the teacher's role in fostering child independence is multidimensional. Teachers act as designers of learning environments, companions in socio-cognitive processes, behavioral models, and bridges between educational settings and family life. Integrating psychopedagogical approaches into educational practice—incorporating developmental principles, social learning, and contextual interventions—is key to sustainably cultivating children's independence.

CONCLUSION

Based on the literature review and synthesis of psychopedagogical theories, it can be concluded that the role of teachers in fostering children's independence is a crucial factor determining the success of their developmental process. Teachers function not only as instructors but also as facilitators, role models, and mediators who holistically integrate cognitive, social, and emotional learning. Through habituation strategies, differentiated instruction, intensive communication with parents, and supportive classroom management, teachers can effectively nurture independent attitudes and behaviors in children.

Moreover, adaptive and empathetic interactions, especially within inclusive education contexts, further enhance children's capacity to develop independence. The psychopedagogical approach, which involves understanding cognitive development according to Piaget, social learning as proposed by Vygotsky and Bandura, and Erikson's psychosocial aspects, provides a strong theoretical foundation for teachers in fulfilling their roles.

Therefore, the implementation of psychopedagogical principles in both formal and non-formal educational practices is essential to create a conducive learning

environment that supports the comprehensive and sustainable development of children's independence.

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