



Learning Planning Based on the Independent Curriculum in Improving Early Childhood Independence

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Abstract: This study aims to analyze learning planning based on the Merdeka Curriculum in fostering early childhood independence at RA Nurul Azmi, Batu Bara Regency. The study employed a descriptive qualitative approach with a case study design. The research subjects consisted of the head of the RA, three Group B teachers, and 20 young children. Data were collected through participatory observation, semi-structured interviews, and documentation, then analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing and verification. The findings indicate that flexible, participatory, and contextual learning planning was implemented through fruit juice-making projects, role-playing activities, and daily routines. Observational results showed that 90% of the children were able to choose activities according to their interests, 85% were able to eat independently, and 75% demonstrated initiative in completing tasks. These findings indicate that learning activities that provide children with opportunities to choose, explore, and complete tasks according to their abilities are associated with observable independent behaviors. This study highlights the importance of adaptive learning planning and teacher guidance tailored to children's developmental needs. However, the findings do not establish a causal relationship between the implementation of the Merdeka Curriculum and improvements in children's independence.

Keywords: Merdeka Curriculum, learning planning, independence, early childhood

Abstrak: Penelitian ini bertujuan untuk menganalisis perencanaan pembelajaran berbasis Kurikulum Merdeka dalam menumbuhkan kemandirian anak usia dini di RA Nurul Azmi, Kabupaten Batu Bara. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Subjek penelitian terdiri atas kepala RA, tiga guru kelas B, dan 20 anak usia dini. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran yang fleksibel, partisipatif, dan kontekstual diterapkan melalui proyek membuat jus buah, permainan peran, serta pembiasaan aktivitas sehari-hari. Hasil observasi menunjukkan bahwa 90% anak mampu memilih kegiatan sesuai minat, 85% mampu makan tanpa bantuan, dan 75% menunjukkan inisiatif dalam menyelesaikan tugas. Temuan ini menunjukkan bahwa pembelajaran yang memberikan kesempatan kepada anak untuk memilih, mencoba, dan menyelesaikan aktivitas sesuai kemampuannya berkaitan dengan perilaku kemandirian yang teramati. Penelitian ini menegaskan pentingnya perencanaan pembelajaran yang adaptif dan pendampingan guru sesuai kebutuhan perkembangan anak. Namun, temuan ini belum membuktikan hubungan sebab-akibat antara penerapan Kurikulum Merdeka dan peningkatan kemandirian anak.

Kata Kunci: Kurikulum Merdeka, Perencanaan Pembelajaran, Kemandirian, Anak Usia Dini

INTRODUCTION

Early childhood education is an important stage in building the foundation of a child's development, whether in terms of cognitive, social-emotional, language, or independence. Independence is one aspect that needs to be developed early on because it relates to a child's ability to do daily activities without always relying on others. Independent behavior can be seen through abilities like tidying up toys, choosing activities, completing simple tasks, taking care of personal hygiene, and being responsible for personal belongings (Rasid, Mukhibat, & Daryono, 2024; Purwanti, Hasanah, & Zuhary, 2025). Therefore, learning in early childhood education needs to

be designed to give experiences that encourage children to develop initiative, self-confidence, and responsibility according to their developmental stages.

The development of a child's independence requires learning planning that is focused and tailored to the needs of the students. Learning planning doesn't just involve setting goals, activities, media, and assessments, but also needs to take into account each child's characteristics, interests, and abilities. Teachers need to create activities that give children the chance to try, explore, make simple decisions, and complete tasks on their own (Afriana & Rolina, 2025). That way, lesson planning becomes an important foundation for creating meaningful learning experiences and supporting children's independence.

The Merdeka Curriculum provides space for flexible, contextual, and child-centered learning. This approach allows teachers to create meaningful play activities and gives children the chance to learn according to their interests and developmental stages (Widiastuti, Rijanto, & Prastiwi, 2026). In that context, the teacher acts as a facilitator who provides guidance without limiting the child's chance to take initiative. Learning planning based on the Merdeka Curriculum is expected to support independence through routines, exploring the environment, choosing activities, and giving simple responsibilities in daily activities (Iskandar, Mesiono, & Sit, 2025).

In the context of RA Nurul Azmi, Batu Bara Regency, studying learning planning based on the Merdeka Curriculum is important to understand how teachers design and carry out activities that support children's independence. Issues that need attention include the alignment between learning plans and classroom practices, especially in giving children the chance to act independently. This research also needs to look at the supporting and hindering factors in learning implementation as well as how teachers observe the development of children's independence. This focus is important so that fostering independence does not just remain a written goal in planning, but is also reflected in the children's learning experiences.

Based on the description, the study titled “Curriculum Merdeka-Based Learning Planning to Improve the Independence of Early Childhood at RA Nurul Azmi, Batu Bara Regency” aims to analyze the learning planning process, its implementation in daily activities, and the development of children's independent behavior. This research is expected to contribute to the development of early childhood education studies and serve as a reference for teachers in creating learning plans that are adaptive, participatory, and suited to children's needs. The research results are also expected to help educational institutions develop learning practices that encourage children to be more confident, responsible, and independent from an early age.

Research on learning planning and early childhood independence has been carried out by several researchers. (Diani & Pranoto, 2025) reviewing learning in developing the independence of 5–6-year-old children at TK Pertiwi 1 Pontianak. (Prastyo, Suryanti, Susilo, Mardiani, & Reswari, 2025) studying teachers' understanding of lesson planning in the Merdeka Curriculum at early childhood education units, while (Maimunah, Mundiri, Abimbowo, & Lama, 2025) discussing the challenges of lesson planning based on the Independent Curriculum in early childhood education. These three studies serve as a foundation to understand the importance of lesson planning in supporting child development.

Based on previous research, there is still room to study the connection between lesson planning based on the Merdeka Curriculum and the development of children's independence in daily learning practices. Previous studies had different focuses, so it's necessary to look into how the goals, activities, habituation strategies, and assessments are designed to support children's independence, especially at RA Nurul Azmi, Batu Bara Regency.

The novelty of this research lies in the contextual analysis of the planning, implementation, and evaluation of learning based on the Merdeka Curriculum in supporting the independence of early childhood. Using a qualitative approach, this study examines teacher strategies, opportunities for children to make simple decisions, habituation to responsibility, as well as supporting and



inhibiting factors. The results are expected to provide practical contributions for developing learning that promotes children's independence in a sustainable way.

METHOD

This study uses a descriptive qualitative approach with a case study design to provide an in-depth description of lesson planning based on the Merdeka Curriculum in developing early childhood independence at RA Nurul Azmi, Batu Bara Regency. The qualitative approach was chosen because it allows the researcher to understand the learning process, teachers' experiences, children's behavior, and the context of learning implementation in a natural way (Sugiyono, 2022). A case study design is used to closely examine the implementation of lesson planning in a particular educational unit (Creswell, 2018).

The research subjects consisted of the head of the RA, three B-class teachers, and 20 young children. Informants were selected using purposive sampling based on their involvement in planning and implementing learning based on the Merdeka Curriculum. Data was collected through participant observation, semi-structured interviews, and documentation. Observations were conducted over two weeks to observe learning activities as well as children's independent behaviors, such as choosing activities, tidying up toys, eating independently, and completing simple tasks. Interviews with the RA head and teachers aimed to gather information about lesson planning, strategies for developing independence, and implementation challenges. Documentation included lesson planning documents, semester programs, weekly activity schedules, and children's development portfolios.

The data were analyzed using the interactive model (Miles, Huberman, & Saldaña, 2014), which includes data reduction, data presentation, as well as drawing and verifying conclusions. The collected data is grouped based on themes of learning planning, teacher strategies, independence indicators, and supporting or inhibiting factors. The validity of the data is checked through source and method triangulation as well as member checking by confirming the interpretation results with the teacher as the informant (Lincoln & Guba, 1985). Through these stages, the research is expected to produce an in-depth description of how learning planning based on the Merdeka Curriculum is applied and its contribution to the development of independence in early childhood at RA Nurul Azmi, Batu Bara Regency. Since this research design is qualitative, the term 'contribution' is used to explain the connection based on field findings, not to prove a cause-and-effect relationship statistically.

RESULT AND DISCUSSION

Result

This study was conducted at RA Nurul Azmi, Batu Bara Regency, to describe the implementation of learning planning based on the Merdeka Curriculum in fostering early childhood independence. The research data were obtained through observations of learning activities, in-depth interviews with teachers, and an analysis of the Daily Learning Implementation Plans (Rencana Pelaksanaan Pembelajaran Harian, RPPH). The data were analyzed thematically by identifying patterns in learning planning, instructional implementation, teacher scaffolding strategies, and children's independent behaviors. The analysis revealed four main findings: flexible and contextual learning planning, teacher strategies for fostering independence, the development of children's independence indicators, and challenges and solutions in implementing learning activities.

Flexible and Contextual Learning Planning

The findings indicate that learning planning at RA Nurul Azmi is designed to provide learning experiences that align with children's interests, needs, and everyday environments. One illustrative activity identified in this study was a fruit juice-making project. This activity connected



children's everyday experiences with learning activities involving the preparation of ingredients, the use of equipment, task completion, and the cleaning and organizing of materials after the activity. Through this project, children had opportunities to participate directly in the learning process rather than merely receive explanations from the teacher.

The flexibility of learning planning can be examined through adjustments to the types of activities, the selection of tools and materials, the allocation of tasks, and the level of guidance provided to children. These adjustments enable teachers to direct learning activities toward the development of independence indicators, such as the ability to choose activities, demonstrate initiative, complete tasks, and take responsibility for the materials used. Thus, learning planning serves not only as a guideline for implementing instructional activities but also as a foundation for creating opportunities for children to develop the ability to perform tasks independently.

To clarify the relationship between children's interests and planning decisions, the RPPH documents need to be examined in terms of learning objectives, planned activities, implementation procedures, and targeted developmental indicators. Teacher interviews are also an important source of information for explaining the considerations underlying activity selection and any adjustments made during the learning process. Methodologically, it is necessary to distinguish whether the fruit juice-making project was included in the RPPH from the outset or developed in response to children's interests during the activity. This distinction is essential to ensure that the flexibility of learning planning is explained on the basis of the processes that actually occurred.

Teacher Strategies for Fostering Children's Independence

Observations of learning activities indicate that teachers' strategies for fostering independence involve providing children with opportunities to choose, perform, and complete activities according to their abilities. In role-playing activities, for example, children were given the opportunity to choose roles as sellers or buyers and use equipment appropriate to their chosen roles. These activities are associated with the development of decision-making skills, initiative, and a sense of responsibility for the choices children make.

In addition to play-based activities, the establishment of daily routines is an important component of fostering independence. Activities such as putting away school bags, tidying up play materials, and washing hands before meals provide opportunities for children to perform simple everyday tasks. These routines encourage children to become less dependent on teacher assistance while developing a sense of responsibility for themselves and their learning environment.

The relationship between teacher strategies and the development of independence needs to be explained through concrete behaviors observed during learning activities. Relevant indicators include children's ability to initiate activities, follow task sequences, complete activities, and organize materials after use. The level of teacher assistance must also be considered, as behaviors performed independently differ from those exhibited after verbal instructions or direct assistance. Therefore, observation records and teachers' accounts should complement one another to explain how instructional strategies are implemented and how children respond to the opportunities provided.

Development of Early Childhood Independence

Based on the observational data and teachers' anecdotal records reported in this study, most children demonstrated the ability to perform certain activities independently. Of the 20 children observed, 17 (85%) were able to eat without assistance, 18 (90%) were able to choose learning activities according to their interests, and 15 (75%) demonstrated initiative in completing tasks. The children were also reported to have begun demonstrating confidence in expressing their opinions during small-group discussions, including when selecting a group leader for collaborative activities.



Table 1. Distribution of Children's Independence Indicators at RA Nurul Azmi

Independence Indicator	Number of Children	Percentage
Able to eat without assistance	17	85%
Able to choose activities according to their interests	18	90%
Demonstrates initiative in completing tasks	15	75%
Total number of children observed	20	100%

Source: Observational data and teachers' anecdotal records as reported in the study.

Table 1 shows that the ability to choose activities according to individual interests had the highest percentage, at 90%. This was followed by the ability to eat without assistance, demonstrated by 85% of the children, while 75% demonstrated initiative in completing tasks. These differences indicate that children's independence was not demonstrated uniformly across all indicators. The ability to choose activities was more frequently observed than the initiative to complete tasks. Therefore, learning planning needs to place greater emphasis on activities that encourage children to initiate, continue, and complete tasks with an appropriate level of assistance.

These findings describe the independent behaviors observed during learning activities. However, the reported percentages cannot be directly interpreted as evidence of improvement resulting from the implementation of the Merdeka Curriculum in the absence of comparative measurements or developmental records collected at different points in time. Accordingly, the observational findings are more appropriately used to describe the distribution of the observed independence indicators and to provide a basis for analyzing the extent to which learning activities align with children's developmental needs.

The Relationship Between Learning Planning and Independence Indicators

To clarify how learning planning is translated into concrete activities, the relationships among learning activities, planning flexibility, independence indicators, and relevant sources of evidence are summarized in Table 2.

Table 2. Relationship Between Learning Planning and Children's Independence Indicators

Planning Component	Activity or Adjustment	Independence Indicator	Relevant Sources of Evidence
Activity selection	A fruit juice-making project connected to children's everyday experiences	Choosing activities and demonstrating initiative	RPPH documents and teacher interviews
Activity preparation	Children participate in preparing ingredients and equipment	Initiative and responsibility	Classroom observations
Activity implementation	Children perform the stages of an activity according to their abilities, with appropriate assistance	Performing tasks independently	Classroom observations and anecdotal records
Decision-making	Children are given opportunities to choose roles during play	Decision-making and self-confidence	RPPH documents, observations, and teacher interviews
Activity completion	Children participate in cleaning and organizing the equipment	Task completion and responsibility	Classroom observations



Adjustment of guidance	Teachers adjust task difficulty and the level of assistance according to children's readiness	Completing tasks according to individual abilities	Teacher interviews and observation records
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Source: Synthesis of the research findings; the correspondence of each component should be verified against the original documents and field notes.

Table 2 demonstrates that planning flexibility cannot be adequately explained merely by stating that teachers adapt activities to children's interests. Flexibility needs to be evidenced through concrete decisions, such as selecting activities, adjusting tools and materials, organizing task sequences, and determining appropriate forms of guidance. These decisions can then be linked to observable indicators of independence during learning activities. Through this mapping, the relationship between learning planning and children's independence can be analyzed as a sequence of interconnected processes encompassing planning, implementation, guidance, and observation of children's behaviors.

Challenges and Solutions in Learning Implementation

The findings also indicate differences in children's readiness to perform activities independently. Some children still require assistance, particularly when activities involve fine motor skills or the comprehension of verbal instructions. These differences are important considerations for teachers when determining the level of task difficulty and the type of guidance appropriate to each child's abilities.

One approach relevant to these findings is differentiated instruction, which involves adapting learning activities and support to children's developmental needs. Teachers can provide demonstrations or initial guidance and then gradually reduce assistance as children become increasingly capable of completing tasks independently. This approach is related to the concept of scaffolding, which refers to temporary support provided to help children perform activities that they cannot yet complete entirely on their own.

To strengthen these findings, observations should document the types of assistance provided, children's responses, and the circumstances under which support is gradually withdrawn. Teacher interviews can complement these observations by explaining the considerations underlying decisions about appropriate guidance. Thus, challenges in learning implementation can be understood not merely as differences in children's abilities but also as a basis for teachers to adapt learning planning and instructional practices to individual developmental needs.

Synthesis of Findings Based on Data Sources

Thematic analysis in this study requires the integration of RPPH documents, teacher interviews, and classroom observations to develop a more comprehensive understanding of the implementation of learning planning based on the Merdeka Curriculum. These three sources serve different but complementary functions: RPPH documents describe the planned learning activities, interviews explain the considerations underlying teachers' decisions, and classroom observations illustrate the implementation of activities and children's behaviors.

Table 3. Synthesis of Data Sources and Research Findings

Data Source	Analytical Focus	Contribution to the Findings
RPPH documents	Learning objectives, activity selection, activity procedures, and developmental indicators	Explains how children's independence is incorporated into learning plans
In-depth teacher	Considerations in selecting activities,	Explains the rationale behind



interviews	responses to children's interests, and forms of guidance	planning decisions
Classroom observations	Activity selection, task completion, use of equipment, and responses to assistance	Identifies independent behaviors demonstrated during learning activities
Anecdotal records	Individual children's behaviors and the development of independence indicators	Complements the description of children's performance on each indicator

Source: Analytical synthesis framework developed for this study.

Overall, the findings indicate that learning planning based on the Merdeka Curriculum at RA Nurul Azmi is directed toward providing contextual learning experiences, offering children opportunities to participate actively, and adjusting guidance according to their developmental needs. The reported data show that the ability to choose activities, eat independently, and demonstrate initiative was evident among some of the children, although the percentages varied across indicators. These findings highlight the importance of connecting learning-planning decisions with observable indicators of children's independence.

To strengthen the validity of the findings, interpretations of planning flexibility must be supported by traceable evidence from RPPH documents, interview transcripts, and observation records. Such evidence is necessary to explain concretely how children's interests are taken into account, which aspects of the learning plans are adjusted, and how teachers' decisions relate to indicators of independence. Supported by authentic evidence, the findings can provide a clearer and more defensible account of the implementation of learning planning based on the Merdeka Curriculum in the context of early childhood education.

Discussion

The findings of the study at RA Nurul Azmi indicate that learning planning based on the Merdeka Curriculum is directed toward providing flexible, contextual, and developmentally appropriate learning experiences. This is reflected in activities such as a fruit juice-making project, role-playing as sellers and buyers, and the establishment of daily routines, including putting away bags, washing hands, and tidying up play materials. These activities provide children with opportunities to participate directly in the learning process, make simple decisions, complete tasks, and take responsibility for the materials they use. These findings suggest that learning planning serves not only as a guideline for implementing learning activities but also as a foundation for creating a learning environment that supports the development of children's independence.

Conceptually, these findings are consistent with the learning principles of the Merdeka Curriculum, which emphasize child-centered learning, adaptation to developmental stages, and the provision of meaningful learning experiences. In early childhood education, learning planning needs to recognize that children differ in their interests, levels of readiness, and developmental pace. Therefore, activities closely related to children's everyday lives can serve as a means of connecting their concrete experiences with learning objectives. For example, the fruit juice-making project provides children with opportunities to identify ingredients, select equipment, follow the stages of an activity, and tidy up the equipment after use. This sequence of activities illustrates how the objective of fostering independence can be translated into learning experiences that can be directly observed.

Findings at RA Nurul Azmi also align with the research (Noho, et al., 2024; Nirmalasari & Cahyani, 2026) Regarding early childhood learning approaches in the Merdeka Curriculum at TKS Muslimat NU XVIII Taro'an Pamekasan. The study reported that interactive and participatory learning can support the development of children's independence and creativity, even though its



implementation faces challenges such as differences in teachers' understanding and limited resources. The similarity between the two studies lies in the importance of designing activities that give children space to be actively involved, not just following teachers' instructions. In the context of RA Nurul Azmi, opportunities to choose activities, determine roles in play, and complete simple tasks are concrete forms of this participatory learning. Therefore, the relevance of the Merdeka Curriculum in developing independence should be viewed through how the learning principles are applied in daily activities, not just through the presence of planning documents.

Research (Halimah, Nurwahidin, & Sari, 2025; Paramita, Setyowahyudi, Indrawati, & Drupadi, 2026) Regarding the implementation of the Merdeka Curriculum in early childhood education units, it also emphasizes the importance of teachers' understanding of the curriculum's concepts and structure, flexible assessment, and parental involvement. These findings reinforce the argument that flexibility in learning planning must be accompanied by an adequate understanding of children's developmental goals. At RA Nurul Azmi, the choice of projects like making fruit juice and role-playing activities can be seen as efforts to connect learning experiences to daily life. However, methodologically, the suitability of these activities with Merdeka Curriculum-based planning needs to be proven through analysis of the Daily Learning Implementation Plan (RPPH), teacher explanations, and observation notes. If an activity arises as a response to children's interests during learning, it needs to be explained as a form of implementation adjustment, rather than being directly considered as an activity that was planned from the start.

Another important aspect is the relationship between the opportunity to make decisions and the development of a child's independence. Research (Sulastya, et al., 2025; Cahyani, 2026) Regarding the development of independence through the full-day school system, it was found that thematic and project-based learning can provide contextual experiences that encourage children to start tasks, solve problems, and complete activities independently. The study also positions teachers as facilitators who give guidance without taking over the children's entire learning process. These findings align with research results at RA Nurul Azmi, especially in project activities like making fruit juice and role-playing games. When children are given the opportunity to choose supplies, decide roles, and carry out tasks according to their abilities, they gain space to practice decision-making and responsibility. Nevertheless, this similarity shows a conceptual connection between the findings, not evidence that the two research contexts produced identical impacts.

The development of children's independence at RA Nurul Azmi can be analyzed further through observation data showing that 18 out of 20 children (90%) are able to choose activities according to their interests, 17 children (85%) can eat without help, and 15 children (75%) show initiative in completing tasks. This data shows that the ability to choose activities is the most commonly demonstrated, while initiative in completing tasks still needs more attention. This difference indicates that independence is a multidimensional skill that does not always develop evenly across every activity. Children may be able to make choices, but they still need support to stay engaged, face challenges, and finish their work. Because of that, teachers need to plan activities that not only give freedom of choice, but also train perseverance, task completion, and responsibility after the activities end. It's important to stress that the percentage shows the condition of the children being observed, not evidence of improved ability due to the Merdeka Curriculum, since this study hasn't provided before-and-after measurements or a comparison group.

Findings about the importance of teacher mentoring align with research (Lisnawati, Jannah, & Sari, 2024; Nurhalimah, A.E, & Hatiningsih, 2026) about scaffolding and self-regulation in preschool children. The study found that cognitive support in the form of elaborative assistance and positive feedback is positively related to the development of children's self-regulation. These findings are relevant for explaining why children who still have difficulties with fine motor skills or understanding verbal instructions need appropriate guidance. In learning at RA Nurul Azmi, teachers can provide examples at the initial stage, give instructions step by step, and give children



the chance to try again before offering direct help. Such guidance needs to be tailored to individual needs, so children still get support without losing the chance to take initiative. Thus, the teacher's role is not just to help children complete tasks, but to facilitate the learning process so that children can gradually do it on their own.

Besides that, research (Arum, Putro, & Jatmiko, 2023; Mentari, Jayadinata, Nikawanti, & Sari, 2025) Regarding the Merdeka Curriculum based on differentiated learning in early childhood education, it provides a conceptual foundation for adjusting learning based on children's needs. In relation to RA Nurul Azmi, differences in children's readiness show the need to adjust the difficulty level of tasks, the way instructions are delivered, and the intensity of support. Children who are able to complete tasks can be given more responsibilities, while children who still need help can receive more structured examples or guidance. This approach allows each child to have the opportunity to develop according to their own readiness. However, these adjustments need to be documented concretely so that differentiated learning is not just a concept in planning, but is truly reflected in learning practice.

Overall, the research results at RA Nurul Azmi show a connection between contextual lesson planning, giving children the chance to make decisions, habituating daily activities, and teacher guidance with observed independence behavior. These findings support previous research that highlights child-centered learning, experience-based activities, and teacher support as important elements in early childhood education. The contribution of this study lies in mapping the relationships between planning components, activity types, independence indicators, and sources of evidence used to explain the learning process at RA Nurul Azmi. To ensure the research conclusions are reliable, documents like RPPH, teacher interviews, class observations, and anecdotal notes need to be analyzed together. In that way, the research not only shows kids' independence behaviors, but also explains how planning and carrying out learning create opportunities for those skills to develop.

CONCLUSION

This study concludes that lesson planning based on the Merdeka Curriculum at RA Nurul Azmi, Batu Bara Regency, is aimed at developing children's independence through contextual activities, like making fruit juice projects, role-playing, and daily routine habits. Observations of 20 children showed that 90% were able to choose activities according to their interests, 85% could eat without help, and 75% showed initiative in completing tasks. These findings suggest that teachers need to design child-centered learning, give opportunities for decision-making, and tailor guidance to each child's developmental needs. However, this study is limited to one institution, a relatively small number of participants, and independence indicators that do not cover all aspects. Besides that, the available data hasn't been able to prove that implementing the Merdeka Curriculum directly causes an increase in children's independence. Therefore, future research is recommended to involve more early childhood education institutions, use more comprehensive measurement indicators and instruments, and apply longitudinal observations or quasi-experimental designs to get stronger evidence about the development of children's independence.

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