

INTEGRATION OF PRASIAGA VALUES IN THE INDEPENDENT CURRICULUM TO FOSTER EARLY CHILDHOOD INDEPENDENCE

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Abstract: *This study examines the integration of Prasiaga values within the Independent Curriculum and their contribution to the development of early childhood independence. Employing a qualitative case study design, the research involved two A-accredited early childhood education (ECE) institutions that had implemented Prasiaga-based activities. Data were collected through in-depth interviews, participatory observations, and document analysis, and were analyzed using thematic analysis supported by source triangulation. The findings reveal that the two institutions integrate Prasiaga values through different approaches. The first ECE implements a creative model based on digital exploration, while the second adopts a structured habituation approach. Both approaches contribute to children's independence, particularly in initiative, responsibility, decision-making, and readiness to engage in daily tasks. Nevertheless, challenges arise from variations in children's abilities and teachers' limitations in designing value-based activities. These findings contribute theoretically to the discourse on character education within the Independent Curriculum and offer practical implications for PAUD institutions in strengthening the systematic integration of Prasiaga values.*

Keywords: *Independent Curriculum, Early Childhood Education, Independence*

A. Introduction

Early childhood independence is an essential competency that must be instilled from an early age to support children's optimal development. Independence includes the ability of children to make simple decisions, complete tasks without assistance, and show responsibility to themselves (Saabighoot et al., 2024; Safri et al., 2019). In early childhood education (ECE), independence is a crucial foundation that enables children to adapt to future social and academic environments. Instilling these values of independence not only supports children's emotional and social development but also builds their confidence in facing daily challenges.

However, the level of independence in early childhood in Indonesia remains relatively low. A report from the Directorate of ECE in the last year shows that more than 60% of early childhood still relies on adults to carry out daily activities such as eating, dressing, and cleaning themselves (Ariyani & Prima, 2024). Research conducted by Nurhovivah (2024) also found that only 35% of early childhood in urban areas showed a level of independence according to their developmental stage. Factors such as overprotective parenting, lack of stimulation at home, and lack of a curriculum approach that supports the development of independence in ECE institutions are the main causes of this low independence (Mawardini et al., 2025).

The integration of pre-existing values in the independent curriculum offers relevant solutions to overcome the problem of early childhood independence. Pre-Readiness values, which include adaptability, decision-making, courage, and responsibility, are in line with the basic principles of independence (Eka, 2025). By adopting these values in the curriculum, children can be better prepared for real-world situations in their environment. Pre-preparedness-based programs allow children to engage in experiential and exploratory learning activities, which directly support their self-reliance development (Hadi, 2024).

Pre-readiness values include courage, tenacity, discipline, and concern for others (El Hajar et al., 2024). These values are not only relevant to building a child's character but also improving their ability to deal with new or unexpected situations. In the context of ECE, these values can be internalized through play activities,

social interactions, and activities designed to engage children actively (Ali, 2020). Thus, pre-education is not only a theoretical concept but also a practical approach that can be implemented to strengthen children's independence from an early age.

Nevertheless, the application of pre-existing values within the independent curriculum still faces several challenges. One of them is the lack of systematic guidance in integrating these values into learning activities (Novianti et al., 2025). In addition, not all educators have an adequate understanding of how to implement pre-preparedness effectively. This is exacerbated by the inconsistency of approaches between ECE institutions, which leads to disparities in learning outcomes (Veronica et al., 2024). Without a structured curriculum, the potential of pre-existing values as a tool for developing early childhood independence cannot be utilized optimally.

The development of independence in early childhood is one of the fundamental goals of education and remains a concern in the study of developmental psychology. Several recent studies confirm that children with self-regulation, decision-making skills, and self-help abilities at preschool age tend to show better school readiness, greater resilience, and more mature social adaptability (Murray et al., 2019; Whitebread & Basilio, 2016). Although the urgency of strengthening independence has been widely recognized, studies in Indonesia show that learning practices in many PAUDs are still dominated by direct instruction, which limits children's opportunities to explore and make their own decisions. This shows a gap between the demands of child development and pedagogical practices in the field.

Several previous studies have discussed the importance of independence in ECE, such as Suci & Fathiyah (2023), which examined only the relationship between parental parenting and child independence. In contrast, others explored the role of traditional games in supporting children's independence. On the other hand, the research by Danauwiyah & Dimiyati (2021) highlights the effectiveness of the Montessori method in developing independence, but has not yet integrated the concept of pre-preparedness. Early Childhood Pre-Scout Program (Prasiaga) *in the Independent Curriculum*, even though this value has a strong compatibility with the elements of the Pancasila Student Profile.

This research aims to fill this gap by examining how pre-existing values can be systematically integrated into the independent curriculum to increase early childhood independence. With this approach, it is hoped that the research can make a significant contribution to the development of a more relevant and contextual independent curriculum.

B. Method

This study uses *a multiple case study* design (Creswell & Poth, 2017) because it involves two A-accredited ECE institutions as two bounded *cases*. All participants were informed of the research objectives, data collection procedures, potential risks, and the right to stop participation at any time. Consent is obtained through *written informed consent*, and the identities of the participants are strictly protected by using anonymous codes for all data and research reports, in accordance with the principles of educational research ethics.

Each ECE has distinct contexts, routines, and practices for integrating Prasiaga values, thereby enabling researchers to conduct intra-case and inter-case analyses. The unit of analysis in this study is the process of integrating Prasiaga values into the Independent Curriculum at each institution. The selection of two ECEs was carried out purposively based on the following criteria: (1) have implemented Prasiaga activities regularly, (2) have used the Independent Curriculum, and (3) have adequate documentation readiness. This approach was chosen to deeply understand how pre-existing values are integrated into the independent curriculum in the context of two different educational institutions (Syaodih, 2012). The research focuses on two ECE schools, so it is expected to provide an overview of best practices for developing early childhood independence. The research subjects consisted of two ECE teachers and two Scout coaches from each school at which the research was conducted. Both schools were chosen because they have been accredited A, which shows high standards of educational quality, and have learning programs that involve pre-existing values.

Data collection was carried out through in-depth interviews, participatory observations, and documentation studies. Interviews were conducted in a semi-structured manner

to explore experiences, views, and practices regarding the integration of pre-existing values in learning. In addition, observations were made on learning activities and activities involving pre-alert values. This observation aims to understand how these values are implemented directly in the classroom and in extracurricular activities. The documentation study examined documents such as syllabi, lesson plans, and learning modules used by the two schools to identify the formal integration of pre-existing values into the curriculum.

The collected data is analyzed using a thematic analysis approach. The data analysis was carried out using a *six-stage thematic analysis* (Braun and Clarke, 2019), beginning with the familiarization phase, which involved repeated reading of all interview transcripts and observation notes. In the second stage, the researcher conducts *open initial coding to identify units of meaning* relevant to the focus of independence and Prasiaga practice. The third stage involves grouping the code into initial themes, such as “behavioral independence,” “social independence,” and “the role of the challenge program.” The fourth stage is carried out by reviewing the suitability of the theme to the overall data to ensure internal coherence. Furthermore, the theme is defined and named conceptually in the fifth stage by referring to the theory of the development of independence. The last stage is the preparation of a thematic narrative that connects field findings with scientific literature to produce a comprehensive picture of Prasiaga’s contribution to the development of children’s independence.

C. Result and Discussion

1. Prasiaga Program Planning

The two ECEs studied have different ways of planning the Prasiaga program. In the First ECE, Participant One explained that activity planning was carried out through discussions among teachers, with references to social media such as YouTube. “We often discuss finding ideas, sometimes we look to YouTube for inspiration,” said Participant One. The program was only implemented this school year and is scheduled once every third or fourth week. In the Second ECE, Participant Three stated that the program has been running since 2000, with a monthly

implementation schedule at the end of the month. “We used lesson plans and learning outcomes to design this activity for a long time,” said Participant Three. Second, ECE does not yet have a special curriculum for Prasiaga, but seeks to integrate the value of independence into the designed activities.

The results of the study show that the two ECEs have different approaches in planning the Prasiaga program. The First ECEs rely on discussions between teachers and on social media references, while the Second ECEs are more structured, using lesson plans and learning outcomes. This is in line with the research and Rahayu et al. (2022), which states that the planning of early childhood learning programs often relies on teachers’ creativity, especially in integrating value-based activities into the existing curriculum. However, the existence of a special curriculum that includes extracurricular activities such as scouting is still a challenge. Oktaviana et al. (2024) also emphasized the importance of flexibility in planning, especially to adapt to the needs of early childhood.

The integration of Prasiaga values into the Independent Curriculum aligns with the principle of differentiated, child-centered learning (Aniza et al., 2024). Although there is no specific curriculum for Prasiaga, teachers’ efforts in designing independence-based activities reflect the spirit of the Independent Curriculum, which emphasizes the formation of Pancasila Student Profiles from an early age. Prasiaga values such as discipline, responsibility, courage, and cooperation can be established through exploratory and contextual activities designed by teachers flexibly. Thus, Prasiaga activities are not only a forum for character building, but also a form of curriculum implementation that is adaptive to the needs of early childhood development.

2. Implementation of the Prasiaga Program

The implementation of programs in both ECE emphasizes activities that are interesting, fun, and in accordance with the stage of early childhood development. In ECE, according to Participant Two, activities include simple marches such as marching to class with a cue from the teacher, clapping the scouts with repeated rhythms to build morale, group games such as “doll rescue missions” that practice cooperation, as well as nature explorations

such as walking around the school park to observe leaves, insects, and rocks. “The kids love the marching activities and the applause of the scouts because it’s simple but fun,” said Participant Two. This activity is carried out in a relaxed atmosphere, but still structured so that children learn to listen to instructions and follow simple rules.

Meanwhile, in the Second ECE, Participant Four explained that the activity began with a simple ceremony, including saluting the flag and singing the children’s obligatory song. This activity aims to instill discipline and nationalism from an early age. Next, the children followed a picture story on the themes of courage and help, then sang scout songs whose lyrics conveyed character messages. The activity was closed with practical simulations, such as putting on shoes and tidying up your own bags, as well as exercises to help friends, such as bringing drinking water or holding the door. “We always start with a small ceremony so that the children get used to the discipline,” said Participant Four. Second, ECE implements a habituation-based approach through a consistent routine designed to train children to be more independent, responsible, and able to work together in small groups.



Figure 1. Implementation of Prasiaga in ECE

The implementation of programs in both ECE emphasizes habituation-based approaches through age-appropriate activities,

such as marching, group games, and nature exploration. This approach is relevant to constructivist learning theory, which emphasizes the importance of hands-on experience in children's learning. Andhriana & Tanjung (2021) found that experiential learning can improve early childhood social and motor skills. In addition, programs that involve elements of illustrated stories and practical simulations, such as those in the Second ECE, support the research of Rahayu & Setiasih (2022), which shows that story-based learning and practical simulations help children understand concepts more deeply and applicatively.

3. The Role of Teachers and Prasiaga Coaches

The roles of teachers and coaches are significant in implementing activities. Participant One in the First ECE stated that the teacher accompanies the child by preparing tools, motivating the child, and providing relevant examples. "Our teachers always accompany the children to make sure they understand and are comfortable," said Participant One. In the Second ECE, Participant Three added that teachers collaborate closely with coaches to design activities that meet children's needs. Participants Two and Four, as coaches, respectively, lead activities such as marching and educational games and provide space for children to explore. "We want children to learn through hands-on experience," explained Participant Four.

The roles of teachers and coaches are significant to the program's success. Teachers in both ECE settings function as facilitators who accompany children, motivate them, and provide real-world examples. This is in accordance with the research of Arzaqi & Rahayu (2025), which emphasizes that teachers are the main figures in shaping children's character. In addition, collaboration between teachers and scout coaches, as implemented in the Second ECE, supports the findings of Anggraini (2022), which emphasizes the importance of synergy between formal educators and coaches in creating relevant and effective programs.



Figure 2. Activity in Prasiaga

4. The Influence of Programs on Child Independence

The results of the study showed that the two PAUDs implemented the Prasiaga program through a series of structured activities, including Prasiaga ceremonies, marching exercises, agility activities, life task simulations, and courage activities. Observations in PAUD A indicate a more creative approach, combining exploratory games, task challenges, and activities that stimulate children's initiative. On the contrary, PAUD B uses a more disciplined and routine approach so that Pre-Warning activities become part of the daily learning rhythm. These findings are consistent with the character of scouting-based education, which emphasizes character formation through routines, hands-on experience, and directed physical-motor activities (Thomas, 2020; Rohmah & Aldino, 2022).

In the context of Indonesian PAUD, the Prasiaga program provides space for children to engage in experiential learning, in line with UNESCO's (2019) recommendation that character education in early childhood must be based on direct experience and habit formation. Both PAUD have consistently implemented these elements.

This program positively impacts children's independence. Participant One noted that children in ECE began to show initiative and responsibility in completing small tasks, such as putting garbage in the dustbin. "Now they are more initiative, such as immediately throwing away garbage after eating," said Participant One. In the Second ECE, Participants Three and Four observed that

children became more courageous in making decisions and were able to solve minor problems without significant assistance. “The children can tie their own shoelaces without being asked,” said Participant Three.

The Prasiaga program has been shown to positively impact children’s independence, including initiatives to complete small tasks and the courage to make decisions. Research by Nurbani et al. (2024) supports these findings, stating that habituation-based activities such as scouting can improve early childhood self-reliance skills. In addition, research by Septiani & Kasih (2021) shows that children involved in scouting activities are more disciplined and responsible than those who do not participate in similar programs.

5. Early Childhood Independence Development Through Prasiaga

Data analysis showed that the Prasiaga program successfully stimulated four groups of independence *skills* that are relevant to early childhood development, namely: self-help skills, self-regulation, decision-making skills, and social independence.

Self-help skills develop through activities such as using one’s own attributes, tidying up equipment, preparing tools, carrying bags, and completing tasks without a teacher’s help. The teacher said that several children who initially needed help were now able to complete the activity independently. These findings are consistent with Montessori research (2017) and contemporary studies by Lillard (2023), which show that practical life routines at an early age increase motor independence, self-care independence, and a sense of internal competence.

This is also supported by research by Arzaqi, R. N., Hendriawan, D., & Rahayu, A. K. (2024), which confirms that practical tasks improve the development of executive functions, especially working memory and planning, which support children’s independence.

Self-regulation develops in the child’s ability to follow instructions, wait for turns, regulate emotions during group activities, and complete tasks step by step. Observations at PAUD A show that children are able to wait for their turn more consistently than before taking Prasiaga.

These findings are in line with Arzaqi, R. N., Rahayu, A. K., & Hendriawan, D. (2024), who emphasized that structured activities, such as following group rules or routines, are able to strengthen

behavioral regulation in early childhood. Recent research by McClelland et al. (2021) also shows that activities involving social rules, rhythm, and group discipline can improve effortful control and self-regulation capacity.

Children's decision-making develops through activities such as choosing a game tool, determining strategies for task challenges, choosing group roles, and expressing opinions verbally. Interviews with teachers show that children are increasingly daring to make choices such as becoming a yelling leader or selecting the type of activity.

This finding is supported by research by Grolnick & Raftery-Helmer (2014), which indicates that early-life decision-making opportunities increase children's autonomy and confidence. This is in line with Erikson's stage of development (initiative vs. guilt), which holds that children must be given space to take the initiative to develop a sense of competence and responsibility.

Social independence takes the form of a child's ability to interact positively, take on roles in groups, offer help to friends, and initiate communication. Observations noted improvements in prosocial behaviors, such as helping friends use attributes and completing group tasks.

Research by Denham et al. (2012) and Eisenberg (2016) explains that structured social interactions, such as Prasiaga activities, foster a sense of social responsibility, empathy, and the ability to work together. This is relevant to the dimension of cooperation in the Pancasila Student Profile.

Cross-case analysis revealed that the creative approach in ECE A was more dominant in developing initiative-based independence and decision-making. In contrast, the disciplined approach in ECE B was stronger in regulatory independence and behavioral consistency. These approaches show that independence can be developed through diverse pedagogical paths. Still, both are effective as long as they have repeatable, meaningful, and relevant characteristics to the child's life.

These findings support Lickona's (2018) view that character education is effective when values are strengthened through habituation in the context of meaningful activities. Prasiaga's activities as *experience-based character education* bridge these two aspects.

The integration of Pre-Standby in the Independent Curriculum is also in accordance with the findings of the Ministry of Education and Culture's study (2022), which emphasizes the importance of contextual and routine-based learning in the formation of the Pancasila Student Profile, especially the "independent" dimension.

6. Parent Support

Parents in both ECEs showed enthusiasm for this program. According to Participant Two, although the program was initially considered unusual, parents in the First ECE ultimately fully supported it because they observed their children's development of independence. "At first, the parents were hesitant, but now they are happy to see their children independent," said Participant Two. On the other hand, Participant Four stated that parental support in the Second ECE was excellent, but some children still showed difficulty adapting to scouting activities. "There are children who take longer to adjust," added Participant Four. The main challenge is the variation in children's abilities and the need for further teacher training.

Parental support in both ECE is quite good, although some challenges remain, such as differences in children's abilities and adaptation to activities. Rahayu & Setiasih (2022a) show that parental participation in ECE programs has a significant influence on program success. Challenges in program implementation, as mentioned in this study, are also supported by the findings of Aniza et al. (2024), who state that teacher training and facility support are key factors to overcome barriers to program implementation.

7. Program Challenges

The Challenge program in Prasiaga activities is a form of experiential learning that provides challenging but safe tasks to encourage the development of executive function, independence, and perseverance in early childhood. The challenges given, such as directed motor activities, sequential task completion, teamwork, and life skills simulations, are pedagogically relevant to the findings of Arzaqi, R. N., Hendriawan, D., & Rahayu, A. K. (2024), who affirm that activities that stimulate focus, inhibitory control, and cognitive flexibility can increase self-regulation capacity in early childhood. In the context of *challenge-based learning*, activities that include elements of real problems and the choice of actions have been

shown to increase *mastery motivation* and persistence in facing difficulties (Jung & Kim, 2020). Another study by Ursache, Blair, and Raver (2019) showed that repeatedly performing challenging tasks helps children develop self-regulation and the ability to complete tasks without relying on teacher support.

Pre-warning activities that integrate aspects of courage and decision-making have also been shown to support the development of children's self-efficacy, in line with the findings of Fitzpatrick et al. (2020) that successful experiences help children solve challenges, increase their sense of ability, and build confidence in learning contexts. In addition, the cooperative element in the challenge program strengthens *social independence*, especially the child's ability to negotiate, offer help, and complete group tasks; the findings are consistent with the research of Septiani, I., & Kasih, D. (2021) which emphasizes that collaborative activities at an early age play a significant role in building social independence and interpersonal competence. Thus, the Challenge Program in Prasiaga is not just a physical activity but also an experience-based pedagogical mechanism that strengthens children's independence by stimulating executive function, fostering resilience, and building confidence.

8. Program Evaluation and Expectations

Evaluation is carried out through direct observation of children during the activity. Participants Three stated that they recorded children's development of independence over time to assess the program's effectiveness. "We often record children's development for evaluation materials," said Participant Three. Participant Four emphasized the importance of stronger collaboration between teachers and coaches, as well as innovation in activities to make the program more attractive and appropriate for early childhood development. "We want this activity to be more innovative so that children don't get bored," said Participant Four. Second, ECE hopes that this program can continue with additional training support for teachers and more specific curriculum development.

Evaluation through direct observation of child development is an effective method, as Aini et al. (2023) emphasize that observation-based evaluation can provide a real picture of child development. The hope for innovation and more specific curriculum development is in line with Nawangsasi & Kurniawati

(2022), who state that ECE programs must continue to evolve to accommodate the dynamic needs of children and the challenges of the times.

The findings of this study provide a relatively rich picture of how the Prasiaga program can contribute to the development of early childhood independence, primarily through consistent, meaningful, and experiential activities across different pedagogical contexts. Although the conclusions obtained appear to indicate a particular pattern, the interpretation still needs to be done with caution due to the contextual nature of the data and to the practices of each institution. The study has the strength of using two different locations, so it provides an opportunity to see implementation variations. However, the limited number of locations may limit the generalization of findings to the broader context of early childhood education. In addition, data are primarily sourced from interviews and observations, so follow-up research may need to include long-term documentation or supporting quantitative instruments to strengthen the evidence's consistency.

Taking these limitations into account, future research could explore the relationship between the type of Prasiaga activity and the development of independence over a more extended period, or expand the study to institutions with different sociocultural characteristics. The *mixed methods* approach also has the potential to help deepen understanding of how the Prasiaga program affects specific aspects of independence, such as *self-regulation*, *executive function*, and *decision-making skills*. Thus, the findings of this study are expected to serve as the initial basis for developing a more comprehensive habituation model for early childhood education.

D. Conclusion

This study indicates that integrating the Prasiaga program meaningfully supports the development of early childhood independence through consistent, experience-based activities. Although the two PAUD institutions applied different pedagogical approaches, one more creative and exploratory, the other more structured and routine, both were effective in stimulating children's self-help abilities, behavioral and emotional regulation, simple decision-making, and autonomous social interaction.

Creative approaches tended to enhance initiative and confidence, while structured routines supported discipline and behavioral consistency.

The novelty of this study lies in its systematic mapping of how specific Prasiaga elements, particularly challenge-based activities, relate to four domains of children's independence as framed by contemporary developmental theory. These findings reinforce that Prasiaga functions not merely as a ceremonial routine but as a mechanism of character habituation aligned with the Pancasila Student Profile, especially the independence dimension.

Given these findings, teachers' competencies in designing developmentally appropriate challenges and conducting systematic documentation need further strengthening. PAUD institutions are also encouraged to integrate Prasiaga activities more explicitly into the Independent Curriculum to ensure that habituation practices contribute sustainably to children's character and independence development.

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