



The Influence of Working Mothers' Parenting Patterns on Early Childhood Independence

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ABSTRAK

Di era globalisasi saat ini, adanya tuntutan kebutuhan dalam kehidupan keluarga semakin meningkat, sehingga membuat para ibu memainkan peran ganda dalam rumah tangga. Hal ini secara tidak langsung akan mempengaruhi pengasuhan ibu bekerja terhadap kemandirian anak usia dini. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pola asuh ibu bekerja terhadap kemandirian anak usia 5-6 tahun. Penelitian ini menggunakan jenis penelitian kuantitatif. Sampel penelitian diambil menggunakan teknik purposive sampling yaitu ibu yang bekerja di luar rumah dan ibu yang memiliki anak usia 5-6 tahun. Jumlah sampel adalah 57 responden. Alat pengumpulan data yang digunakan yaitu angket pola asuh ibu bekerja dan angket kemandirian anak usia 5-6 tahun. Analisis data dalam penelitian ini menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh antara pola asuh ibu bekerja dengan kemandirian anak usia 5-6 tahun dengan F hitung sebesar 13,968 dan besar sumbangan pengaruh positif 20,3 persen. Saran perlu adanya kebijakan dari pemerintah dan program parenting yang terstruktur untuk meningkatkan kemandirian anak usia dini pada keluarga ibu bekerja.

Kata Kunci: *pola asuh, kemandirian, ibu bekerja, anak usia dini.*

ABSTRACT

In the current era of globalization, the demands for needs in family life are increasing, thus making mothers play a dual role in the household. This will indirectly affect the care of working mothers towards early childhood independence. This research was aimed to know the effect of working mother's parenting on independence of children aged 5 to 6 years old. This research used a quantitative research type with survey method. Research sample was taken with used purposive sampling namely a working mother out of home and a mother who have children aged 5 to 6 years old many as 57 respondents. The data collection tools used are questionnaire on parenting of working mother's and self-reliance questionnaire for children aged 5-6 years old. Data analysis in this research used a simple linier regression test. The result of this research showed that there is an influence between the parenting of working mother's and the independence of children aged 5-6 years old with the value of F count is 13.968 and the contribution of the positive influence is 20.3 percent. Suggestions for government policies and structured parenting programs to improve early childhood independence in working mothers' families.

Keywords: *parenting style, independence, working mother, early childhood.*

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INTODUCTION

Preschool children according to Piaget (Castle, 2004) have the characteristics of being able to cooperate with others, imagine, and take their own initiative to perform an action, namely taking care of themselves, showing their abilities, and doing it according to what they like. Good parental direction can be seen from the parenting given to children, so that children will grow according to the right stage of development and socially emotionally will greatly help to increase children's independence. Independence is an individual attitude that is cumulatively obtained during development where individuals will continue to learn to be independent in dealing with various environmental situations, so that individuals are able to think and act (Rizkyani et al., 2019). In early childhood, independence can occur if they are able to use their own minds in making various decisions, from doing things without the help of others, determining the learning equipment they want to use and using it themselves, having the courage to play alone with friends without being accompanied by parents and so on.

Independence in children is very important to be introduced early. Independence is important to be applied to children from an early age so that children can live life without dependence on others and serves to shape children into quality individuals (Zabaleta & Peres-Izaguirre, 2022). Early childhood is at a critical period where children have a very large curiosity so that children always want to try to solve everything and master it. Factors that encourage the emergence of independence in children are divided into 2, namely internal factors and external factors. Internal factors include physiological conditions and psychological conditions, while external factors include the environment, parents' love and affection for their children, parenting patterns in the family, the level of parental independence, the mother's work status and the child's experience (Nasucha et al., 2019; Salina et al., 2014).

Parenting is one of the determinants of the growth of independence in children. Parenting can be said to be a process carried out by parents in treating, communicating, monitoring and supporting their children (River et al., 2019; Young & Tully, 2022) . A person needs opportunities, support and encouragement from the surrounding environment, especially family. Family is a very important institution in the process of parenting, especially a mother. Mothers are the closest and most frequent figure with their children in their daily lives. The mother's job is to care for and guide the child by educating the child so that the child's personality can develop as well as possible, so that it becomes a responsible adult human being.

Life today is in the era of globalization, where the demands of needs in family life and society are increasing, thus making mothers to be able to play a dual role in their households, namely by working. According to Manimekalai et al. (2019) working mothers are a situation where a mother

works outside the home to earn income in addition to raising children at home. Several studies state the impact of working mothers including different parenting stimulation with non-working mothers (Rutherford, 2009; Rutherford et al., 2015), having restrictions on parenting (Matias et al., 2022), academic demands on children (Miller & Riley, 2022), have less parent and child relationship satisfaction (Orellana et al., 2021), low child emotional behavior problems due to maternal care (Hess & Pollmann-Schult, 2020), stress due to work demands and childcare at home (Dewi et al., 2022). On the other hand, working mothers have a positive impact, namely encouraging their children to do self-sufficiency and making children more responsible for themselves. This is in line with the results of research (Schieman et al., 2018; Rutherford, 2009) which states that working mothers pay less attention in supervising every activity their children do so that children will be able to do their own tasks without the help or attention of their mothers. Working mothers who spend more time outside the home indirectly give time to children to explore the child's ability to meet their own needs without having to depend on others.

Based on interviews with teachers during pre-research at Unila Kindergarten and Darma Bangsa Kindergarten, Rajabasa District, Bandar Lampung with a total of 108 class B children aged 5-6 years from these 2 kindergartens, overall independence is in the category of starting to develop (MB), but not a few children are also in the undeveloped category (BB). This can be said because it can be seen from the behavior shown by children in child development assessment data at school, for example, children have not shown confidence to express their opinions, children still ask the teacher to accompany them to the toilet, children do not tidy up the toys they play until the teacher reprimands them, there are children who cry when the mother who takes them to school is going home and children have not shown disciplined behavior.

Based on the results of previous studies, it is known that research on parenting patterns of working mothers associated with children's independence is still very limited. The results of research in Indonesia show that there are differences in the level of independence of early childhood between working mothers and non-working mothers in Samarinda Kota District (Geofanny, 2016), the relationship between the independence of preschool children raised by housewives is lower than the independence of preschool children raised by working mothers (Mariyam & Apisah, 2008; Nasucha et al., 2019). From the results of previous studies, there has been no research that examines how the influence of parenting patterns of working mothers with early childhood independence in the Lampung area. Thus, this study aims to analyze the influence of parenting patterns of working mothers on the independence of children aged 5-6 years.

METHODOLOGY

This study used quantitative research. The research was conducted at Darma Bangsa Kindergarten and Unila Kindergarten, Rajabasa District, Bandar Lampung City. The population in this study were all mothers of children aged 5-6 years who attended Darma Bangsa Kindergarten as many as 64 mothers and Unila Kindergarten as many as 44 mothers with a total population of 108 mothers. The sample in this study used purposive sampling technique, where the determination of samples based on 2 criteria, namely: mothers working outside the home and mothers who have

children aged 5-6 years. Based on these criteria there are 57 mothers who meet the criteria and will be sampled in the study.

The data collection technique is through interviews using a questionnaire. This questionnaire is a list of questions or entries used to measure the attitudes and opinions of respondents who are the object of research. The working mother's parenting questionnaire was adapted and developed from (Baumbrind, 2004), with a total of 24 items consisting of 3 dimensions namely democratic, authoritarian and permissive which consist of aspects of warmth, communication aspects and control aspects. The reliability of the working mother's parenting questionnaire has a Cronbach's alpha value of 0.956.

The child independence questionnaire was adapted and developed according to (Yamin & Sanan, 2010), with a total of 31 items consisting of 7 aspects including physical ability, confidence, responsibility, discipline, sociability, willingness to share and ability to control emotions. Reliability of the independence questionnaire has an alpha Cronbach value of 0.976. The parenting questionnaire and independence questionnaire have four categories of answers using a Likert scale, namely: Very appropriate (score 4), Appropriate (score 3), Not appropriate (score 2), Very Inappropriate (score 1) and unfavorable categories Very Inappropriate (score 4), Not Appropriate (score 3), Appropriate (score 2), Very appropriate (score 1). Data analysis using simple linear regression test.

RESULTS AND DISCUSSION

Parenting Patterns of Working Mothers

The first outcome data is the parenting patterns of working mothers. Parenting patterns of working mothers are divided into three dimensions, namely: authoritative, authoritarian and permissive. Then the data is grouped by category as follows:

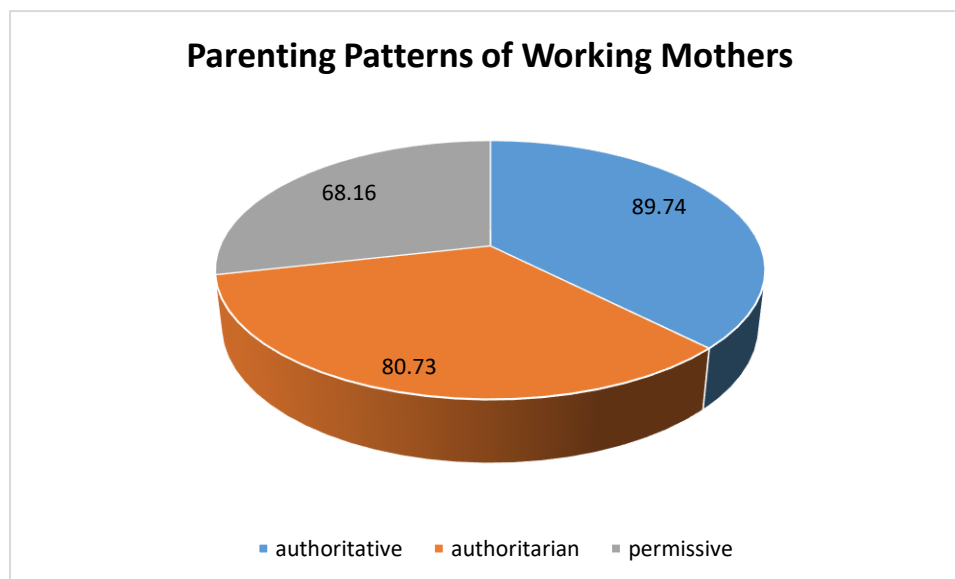


Figure 1. Distribution of respondents based on parenting patterns of working mothers

Based on the results of descriptive analysis (Figure 1), it is known that the democratic dimension with an average score of 89.74, there are 13 statements from the democratic

dimension. The statement from the democratic dimension that has the largest percentage (8.12%) is that I always support the activities carried out by my child in developing their independence and the statement that has the smallest percentage (7.1%) is that every action related to my child is made by involving the child.

Furthermore, the analysis results state that the authoritarian dimension with an average score of 80.73, there are 5 statements from the authoritarian dimension. The statement from the authoritarian dimension that has the largest percentage (20.7%) is that I rarely give praise or prizes when my child succeeds in getting an award or champion and if I don't like the activities my child does then the child should not do it and the statement that has the smallest percentage (19.1%) is that I don't think my child needs to be comforted when he is sad.

The results of the analysis stated that the permissive dimension with an average score of 68.16, there were 6 statements from the permissive dimension. The statement from the permissive dimension that has the largest percentage (17.5%) is that I do not be firm with my child so that the child does not get angry and the statement that has the smallest percentage (15.3%) is that when the child wants to play outside the house I let the child do whatever he wants so that the child does not get angry. Based on the table above, the parenting of working mothers in this study has a positive mean value of 79.5 and a standard deviation of 6.5 is obtained.

Independence of early childhood

Based on the interval calculation, it can be seen that many categories are 3 and the interval is 31. Then the data is grouped in the table as follows:

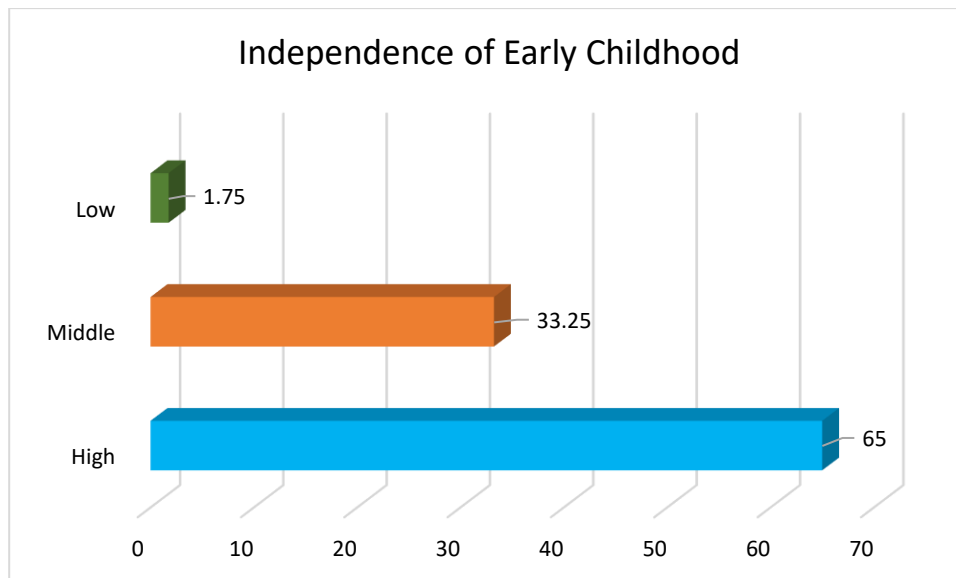


Figure 2. Distribution of respondents based on the independence of early childhood

Based on the results of descriptive calculations (Figure 2), the largest percentage (65%) of respondents had independence in the high category. The statement with the largest percentage

(36.6%) is in the aspect of being able to control emotions, namely the child does not cry when reprimanded by his parents, while the statement with the smallest percentage (11.4%) is in the aspect of responsibility, namely the child puts the clothes he wears in any place.

The results of the analysis stated that the independence of the moderate category was 19 children with a percentage of 33.25 percent. The statement with the largest percentage (38.3%) is in the aspect of being able to control emotions, namely the child does not cry when reprimanded by his parents, while the statement with the smallest percentage (11.3%) is in the aspect of discipline, namely the child continues to play without knowing the time.

In addition, based on the calculation results, 1 child with a percentage of 1.75% has independence in the low category. The statement with the largest percentage (40%) is in the aspect of self-confidence, namely the child wants to get acquainted with other people and the child dares to ask the teacher when in the classroom as well as in the aspect of being able to control emotions, namely the child speaks politely and does not shout when telling what he wants and the child tantrums and throws things when he doesn't get what he wants while the statement with the smallest percentage (8.3%) is in the aspect of responsibility, namely the child does not put back shoes and sandals on the shelf as usual before use. As the table above shows, the independence of children aged 5-6 years in this study has an average value of 97.1 and a standard deviation of 12.3.

Test of the Effect of Parenting on Early Childhood Independence

Based on the results of the analysis (Table 1) of the effect of parenting on the independence of children aged 6-6 years, it is known that there is an influence between the parenting of working mothers on the independence of children aged 5-6 years ($\beta = 0.450$, $p = 0.000$). That is, the better the parenting of working mothers, the better the independence of children aged 5-6 years. The results showed that there was an influence between the parenting of working mothers and the independence of children aged 5-6 years with an F count of 13.968 and a large contribution of positive influence of 20.3 percent.

Table 1. Test results of the influence of parenting on early childhood independence

Variabel	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	50.612	14.633		3.459	.001
Parenting Patterns of Working Mothers	.637	.170	.450	3.740	.000
F	13.968				
R	0,450				
R Square	0,203				
Adjusted R Square	0,188				

Based on the research results in Table 3, it is known that there is an influence between parenting patterns of working mothers on the independence of children aged 5-6 years. The results of data processing show that mothers with democratic parenting in working mothers are in the high category, where children have a good level of independence according to their stages through the attitude of children who have begun to take care of themselves, children also do not depend on others, children have the courage to ask the teacher, children are confident when told to tell stories by the teacher in front of their friends, children want to be responsible for what they do and easily adjust to the environment and playmates and strangers they have just met. This is in line with research by Sofia & Adiyanti (2014) that parents who apply democratic or authoritative parenting are characterized by communication, attention and control from parents. The results of research by Sari et al. (2019) also shows that there is a strong and significant relationship between attachment to the mother and the independence of children aged 5-6 years, good / safe attachment will cause children's independence to be good / high as well.

The results of the above study indicate that authoritarian parenting in working mothers is in the moderate category, where with this parenting pattern children can grow independently but the treatment given is different from democratic parenting. Authoritarian parenting is parenting that is hard on children in every way, parents will tend to demand the child to get the best grades, children will always be ordered to study, the rules given by parents must be obeyed and do not hesitate to punish children if they make small mistakes. According to Handayani et al. (2021) authoritarian parents are attitudes that like to punish physically, command (require or order children to do something without compromise), are rigid and tend to be emotional and also reject. Although this parenting pattern turns the child into a coward, in the end the child will do all the orders that the parents want without the help of others and can take care of themselves in order to realize the wishes of the parents.

The results of the above research also show that permissive parenting is in the low category, where children whose mothers work are not spoiled, children are no longer dependent on others because the people who are usually relied on by children, namely mothers, have jobs and little time to take care of their children's needs. Even though the mother is busy working and cannot always supervise the child, direction and guidance are still given. The explanation above is in line with Hurlock's theory (Smetana, 2017; Utami, 2016) which mentions the nature of this parenting as child centered, parents give children the freedom to seek and determine for themselves what they want, thus creating a child-centered family environment.

Furthermore, the results of research by Salina et al. (2014) and Rizkyani et al. (2019) states that the factors that influence children's independence are the position of children in the family, children who are often left by their parents, the attitude of the mother and father or family, the age of the mother, the level of education of the parents, and the application of discipline that is not firm. In addition, the cause of children not being independent is that children are accustomed to receiving excessive assistance from parents or other adults (Salina et al., 2014). The results of this study are supported by research by Nasucha et al. (2019) and Salina et al. (2014) also said that

there are 2 factors that affect children's independence, namely internal factors and external factors. Internal factors include physiological conditions and psychological conditions while external factors include the environment, parents' love and affection for children, parenting patterns applied by parents in the family and children's experience factors. Independence behavior that can arise from external factors is the influence of environmental elements, one of which is the parenting of working mothers.

The final results of this study indicate that independence is influenced by the parenting style of working mothers. In line with the results of Geofanny (2016) research which shows that there are differences in the level of independence of early childhood in terms of working mothers and non-working mothers in Samarinda Kota District. Likewise with research conducted by Nasucha et al. (2019) that the level of independence of preschool children raised by housewives is lower than the level of independence of preschool children raised by working mothers. Then in line with research conducted by Mariyam & Apisah (2008) that non-working mothers have children with lower levels of independence than working mothers. This is because non-working mothers tend to serve and obey their children's wishes. The results of Al-khoury et al. (2018) research also state that working mothers and mothers who are at home are similar in terms of academic achievement and the emotional state of their children. However, the difference lies in the aspect of children's independence. It was found that children who came from mothers who were at home experienced more dependence on their mothers.

CONCLUSION

Based on the results of research and discussion that has been carried out in this study, it can be concluded that there is an influence between parenting patterns of working mothers on the independence of children aged 5-6 years. This is reinforced by the results of research showing that parenting is one of the important factors that encourage the growth of children's independence. Proper parenting will help develop children's independence including children's physical abilities, children become confident, children will be responsible for their treatment, children want to share with others and children are able to control their emotions. Suggestions for further research, using large data with sampling techniques that describe the conditions of working mothers. There needs to be a policy from the government and a structured parenting program to increase early childhood independence in working mothers' families.

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