

WORKING MOTHER'S FOSTER PATTERN RELATIONSHIP TOWARDS CHILD'S SELF-RELIANCE LEVEL

Andalia Roza¹, Risda Aprilia², Putri Wulandini³
^{1,2,3}
Faculty of Pharmacy and Health Sciences, Abdurrab University
email: andalia.roza@univrab.ac.id

ABSTRACT

Parents' foster pattern is an active role for parents on the development of their children. Especially when they are still in the pre-school stage, to increase self-reliance on children there are 3 kinds of foster pattern namely democratic, authoritarian, permissive. The purpose of this research is to analyse the relationship between mother's foster patterns that work with self-reliance on children. The design of this research is correlated with a cross sectional approach, sample selection with purposive sampling. The research was conducted from October 2019 to April 2020 with data collection in March 2020 using questionnaire at 176 mothers Desa Tualang Kec. Tualang Kab.Siak. Data processing and variable dependent.. The test results statistic obtained a significant relationship between mother's foster pattern working with the child's self-reliance level, with a value of $P \text{ value} = 0.011 < \alpha = 0.05$. With a good democratic foster pattern of 134 respondents who have children with a very independent level of self-reliance. Based on the results of these studies the researchers suggest that health works provide parenting training to mother's so they can broaden their horizons in educating and caring for their children.

Keywords : *Parenting, parents, self-reliance patterns*

1. INTRODUCTION

Parenting is a way for parents to encourage children to achieve the desired goals. The application of proper parenting is the way parents provide arrangements for children, how to pay attention to children so that children can be educated both directly and indirectly (Isni Agustiwati, 2014). One of the phases of development in children has developmental characteristics and tasks such as gross motor skills, fine motor skills, language and social skills. These abilities are reflected in children's behavior such as the desire to play, a sense of adventure and imagination (Sumiati et al., 2016).

The parenting style of accepting parents will make children feel loved, protected, valued and supported by their parents. This parenting style is very conducive to supporting the formation of a personality that is proposial self-confident, and independent but very concerned about the environment. Meanwhile, parenting that refuses can make children feel unacceptable, unloved,

belittled, and even hated by their parents. Children who experience rejection from their parents will become individuals who are not independent, or appear independent but do not care about others (Wibowo, 2012). According to Al Tridhonanto (2014), there are several factors that influence children's parenting, namely the age of the parents, the involvement of both parents. The parenting pattern considers that the mother is an important role in caring for and educating her children. The role of mothers is needed by their children, especially when children are in the development stage (Astuti, 2013).

Research in big cities in Indonesia, where (51.7%) good parenting style and the rest (41.7%) poor parenting style. This is due to the role of parents who always spoil their children causing the child to be socially less mature, less independent and less confident. The prevalence of the population in Indonesia is the population who apply democratic parenting (53.85%), authoritarian parenting (23.66%), and permissive parenting (22.49%) (Fakhrudin, 2011).

Independence according to Novan Ardy Wiyani (2014) is a character that can make children independent, independent from other people, especially their parents. The independence of children is influenced by several factors. Novan Ardy Wiyani (2014) shares the factors that encourage children's independence, namely there are two kinds, namely internal factors (from within the individual) and external factors (from outside the individual). Internal factors consist of two conditions, namely conditions physiological and psychological conditions. There are several indicators of children's independence according to Muhammad Yamin (2010), namely: children are more confident, responsible, and disciplined when doing activities they enjoy.

The level of independence in children can be grown by allowing children to do the activities of their choice (Hurlock, 2013). Mothers can encourage their children by asking what their children want. The development of the level of independence in children can be seen from the time the child was a child and will continue to develop through certain stages until it becomes a relative character. As children have developed a level of independence, they can wear shoes, wear clothes without assistance, eat while interacting with others, and clean themselves (Isni, 2014).

In today's development, many women are competing for the advancement of their family's economy and science. Women can work outside the family environment as career

women. There are many reasons why mothers work, starting from meeting the economic needs of the family to as a form of self-actualization. The pros and cons of the phenomenon of working mothers continue. There are those who say that mothers should be at home so that children's development is better, but there are also those who argue that staying quiet at home does not guarantee a better child's development. Along with these pros and cons, many results have emerged. the results of research both against and supporting working mothers (Itabiliana, Vera K. Hadiwidjojo, 2013).

Hertz (2011) revealed that there were no adverse effects for children whose mothers worked. This study was conducted by a team in America which revealed that there were no developmental problems in children whose mothers worked outside the home. This study revealed that mothers are indeed an important source of childcare but do not have to stay at home for 24 hours with children.

The mother is central in the early development of the child, while the position of the father is only a secondary role, the father is solely a moral booster for the mother, the mother can give her milk and have maternal hormones, which determine the child's behavior (Gunarsa, 2012). The parenting patterns of working mothers, the educational background of parents have an influence on the early development of children. Parents who have a high educational background will pay more attention to all changes and every development in their child. Working mothers usually apply very strict parenting styles, so that when the child is far from their parents, the child is able to carry out activities on their own without the help of others (Baumrind, 2010). The independence of the child usually depends on how the parenting style is given to the child (Desmita, 2012).

In Indonesia the number of women working is increasing. From the data of the National Statistics Agency in 2012, it shows that out of 100% of women in Indonesia, 97.25% are found working and the remaining 2.74% of women who do not work (Taju et al., 2015). The demands and service standards that a working mother must provide have a dual role, namely as a career woman on the one hand as a housewife is neglected. Children's rights become a hereditary problem to grow child independence. In addition, child custody is neglected (Samsu, 2016). Interpersonal

skills and emotional control are needed by parents to raise children to provide a sense of comfort to children. So that with proper parenting will affect the level of independence in children (Ulfah, 2015).

Research conducted by (Sofian, 2014) states that children's development cannot be separated from the important role of parents, where parents are responsible for everything, especially the role of a mother in caring for and educating children. When mothers work it has a negative impact and a positive impact on children's development. The negative impact of mothers who do not work is that the presence of the mother in the daily life of the child is less spoiled, so that the mother's opportunity to provide motivation is very limited. The positive impact of working mothers on children can be seen from the children's good social interactions, as well as the physical or independence of children who are more active.

The phenomenon of parenting mothers who work towards the level of independence in children is parents, especially mothers who play an important role in cultivating independence in children. Working mothers make free time for children less, so that children tend to do their own activities. Working mothers do not abandon their main role as babysitter. Children who are raised with parenting styles that match the child's way will be more independent, easier to work, more confident and creative. The growth and development of children is very much influenced by the way parents take care of them, especially mothers play an important role in child care. In America, there is an interesting phenomenon in which a mother has a dual role which turns out to be a natural thing. If the traditional society in rural areas views that mothers only play a role in caring for and looking after the house, it turns out that this is not in accordance with the findings in America. American mothers who work become the majority. Even though, usually not many or even very few women in rural areas choose to leave traditional patterns and switch to modern patterns by playing multiple roles (Hertz, 2011).

Based on the 2019 monograph data of Tualang Village, it is known that Tualang Village is one of the largest villages in the sub-district with a large area of 30,409 ha. Tualang Village is a village that has many factories, where the socio-economy of Tualang village is medium, this can be seen from the majority of the population who work as employees. Initial data were obtained in Merbau

hamlet, one of the hamlets in Tualang village. In this Merbau hamlet, an interesting phenomenon was found about mothers who have dual roles, namely as mothers in charge of caring for children and mothers who work. Researchers obtained information about the process of caring for working mothers from various sources. The researcher obtained information that the majority of mothers who live in Tualang village have a dual role as child caregivers and work to earn a living. From this the researchers are interested in knowing the parenting process carried out by working mothers.

Based on this data, it is known from the population report of Tualang village that there are 90 heads of families, 77 mothers are involved in caring, 45 of whom work and only 32 are housewives. The majority of working mothers work as teachers as many as 9 people, as many as 8 private civil servants, 18 traders and 10 factory workers. Some of the phenomena that occur in Tualang village are when children are neglected because they are not able to spend enough time. When you are busy with work and come home with supplies in the form of office tasks that must be completed quickly so that it can drain the mother's energy. As an effect, it is physically weak and the feeling is weakened due to a busy mother. So that the time together between mother and child is reduced or even consumed by the presence of a figure named office duties. Automatically the attention to children can be less.

Based on the above phenomena that have been described, researchers are interested in conducting research on "The Relationship of Working Mother Parenting to the Level of Independence in Children".

2.MATERIALS AND METHODS

In this study, researchers used a type of correlation research with cross sectional research design, which aims to obtain information about the relationship between working mothers' parenting and the level of children's independence. In this study, the population was the parents (mothers) who worked in the village of Tualang Perawang as many as 316 mothers. Because the total population of 316 mothers means <1000, the researchers used the formula: $n = \frac{N}{1 + N(d)}$ 2. SAMPLE

TOTAL 176 mothers. research instruments using a questionnaire. Data analysis used univariate and bivariate analysis.

3.RESULTS

Table 1 Frequency Distribution of Respondents based on Parenting Patterns of Working Mothers on the Level of Child Independence

No	Parenting	Frekuensi	Persentase
1	Permisif	18	10,2
2	Otoriter	24	13,6
3	Demokratis	134	76,1
Total		176	100%

Table 2 Distribution of Respondents Frequency Based on Independence in Children

No	Level of Independence	Frekuensi	Persentase
1	Independent	111	63,1
2	Not Independent	65	36,9
Jumlah		176	100%

Table 3 Relationship between Working Mother Parenting and the Level of Child Independence

Parenting	Childrens Independent						P value
	Independent		Not Independent		Total		
	N	%	N	%	N	%	
Demokratis	92	52,3	42	23,9	134	100	0,011
Permisif	10	5,7	8	4,5	18	100	
Otoriter	9	5,1	15	8,5	24	100	
Jumlah	111	63,1	65	36,9	176	100	

4.DISCUSSION

The results of the analysis of the relationship between maternal parenting and children's independence found that 111 respondents (63.1%) of children had independence and 65 respondents (36.9) children did not have independence. In democratic parenting, there are 134 respondents who have democratic parenting, so there are 92 children (52.3%) who already have independence and there are 42 children (23.9%) who do not have independence. Then, in permissive parenting there are 18 respondents, so that 10 respondents (5.7%) children have

independence and 8 respondents (4.5%) children do not have independence. In authoritarian parenting, there were 24 respondents, so that 9 child respondents had independence, and 15 child respondents did not have independence. The results of statistical tests show that the P value = $0.011 < \alpha = 0.05$. It can be concluded that there is a significant relationship between maternal parenting and children's independence in Tualang Village, Tualang District, Siak Regency in 2020.

Children who have independence and do not have independence are caused by many factors, one of which is parenting. If parents have proper parenting, children tend to have a level of independence. Even though the mother has provided proper parenting, the child still does not have independence, this happens because of other supporting factors, such as: family and school environment (Restiani, 2017).

Democratic parenting is how parents communicate, transact, interact, their words and actions are always rational, responsible, open, objective, firm, warm, realistic, flexible, so as to be able to foster confidence, self-confidence in children to make decisions about their activities and needs. . This is supported by the opinion of Santrock (2009), which states that democratic parenting is very good in an effort to increase independence.

Permissive parenting is how parents when communicating, transacting or interacting with children, always give freedom to children, are less demanding of responsibility, ignore them, are very weak in implementing discipline, and are less assertive in implementing regulations. According to Santrock (2009), Gordon (2000), parental behavior makes the child's personality not develop well, including inhibiting the child's independence.

Authoritarian parenting is how parents communicate, transact, interact with children, tend to set standards that absolutely must be obeyed, demand obedience, dictate, are less warm, stiff and hard, lack trust, punish. This is supported by Papalia (2008), Santrock (2009), that authoritarian parenting makes children not develop well, because they feel depressed and afraid, so they are unable to be independent.

This result is in line with the research findings of Indrawati (2002) and Komaruddin (2005) which state that more independent children are cared for with democratic parenting. The results showed that there was a positive and significant relationship between parenting styles and children's independence. This finding is consistent with Komaruddin (2005) who examined the contribution of parenting to student independence, which revealed that there was a positive and significant contribution of parenting to children's independence; Indrawati (2002) about the influence of parenting styles on adolescent independence at SLTP Muhammadiyah 6 DAU Malang, provides the findings that there is a positive and significant influence between parenting and independence; Arifin (2008) examined children's independence from parenting styles, concluding that there is a meaningful and meaningful relationship between parenting styles and children's independence. Astuti (2009) examines the role of parenting in the formation of independent learning of students in SMA PGRI 1 Taman Pematang Regency 2008/2009 academic year, concludes that there is a significant relationship between the role of parenting and the formation of student learning independence.

Based on the explanation above, the mother's parenting style can make the child more independent, even though the mother has to work outside the home. This is because mothers are able to educate and provide parenting as desired, such as directing with good words and sentences.

From the research data above, it is found that democratic parenting according to Baumind in Dariyo (2014) is the position between children and parents who are equal. A decision is taken together with the consideration of both parties, the child is given responsible freedom, meaning that what the child does must still be under parental supervision and can be morally responsible.

5.CONCLUSION

Based on the results of research and discussion conducted on March 24, 25 and 26, 2020, the following conclusions can be drawn:

The mother's parenting style in Tualang Village, Tualang District, all have democratic parenting with a total of 134 respondents (76.1%), in permissive parenting, 18 respondents (10.2%) are

obtained, and 24 authoritarian parenting styles are obtained. (13.6%). So, the parenting style applied by mothers who work in Tualang Village is democratic parenting

Some children in Tualang Village, Tualang District, have a level of independence that is independent.

REFERENCES

- Agustiawati, I. (2014). Pola Pembelajaran Dan Pengasuhan Pendidikan Anak Usia Dini Di PAUD Madura. *Jurnal Komunikasi*. 9(02), 113-118.
- Anggraini., at.all. (2017). Hubungan Pola Asuh Orang Tua Dengan Kepribadian Siswa SMA di Kota Bengkulu. *Jurnal Ilmiah Bimbingan dan Koseling*. 1(1), 10-18.
- Arinta, E. P., Sukidin., Pudjo., S. (2019). Pola Pengasuhan Dan Internalisasi Nilai Kemandirian Anak Pda Wanita Karir Di Desa Tembokrejo Kecamatan Gumukmas Kabupaten Jember. *Jurnal Ilmiah Ilmu Pendidikan*. 13(1), 79-86.
- Astuti. (2013). Hubungan Pola Asuh Orang Tua Dan Kemandirian Anak. *Jurnal Of EST*. 2(3). 152-160.
- Baumrind, (2010). Pola Asuh Orang Tua Dan Implikasinya Terhadap Pembentukan Karakter Anak. *Jurnal Pendidikan UNIGA*, 5(1), 70-84.
- Bokko, D. (2014). Hubungan Pola Asuh Orang Tua Dengan Tingkat Kemandirian Anak Usia Prasekolah Di Kelurahan Pantan Kabupaten Tana Toraja. *Jurnal Keguruan dan Ilmu Pendidikan*. 3(1), 381-397.
- Desmita. (2012). Kemandirian Anak Usia Dini Di Suku Bajo. *Jurnal Pendidikan Usia Dini*. 9(1), 75-90.
- Djamarah, (2014). Pengaruh Konsep Diri Kemandirian Dan Motivasi Belajar Terhadap Prestasi Belajar Ekonomi Siswa SMA Negeri Di Kabupaten Gresik. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 1(2), 130-139.
- Fakhrudin, (2011). Hubungan Tipe Pola Asuh Orang Tua Dengan Kebebasan Penggunaan Gadget Pada Anak SD Di SD Negeri Burat Kecamatan Kepil Kabupaten Wonosobo. *Jurnal Komunikasi Kesehatan*, edisi 17, 9(02), 18-28.

- Fatih, (2011). *Jenis-jenis Pola Asuh Konsep Keperawatan Anak* : Media Group, Jakarta.
- Gunarsa. (2012). Pola Asuh Orang Tua Dalam Menanamkan Nilai Moral Pada Anak Di Desa Winong Kecamatan Bawang Kabupaten Banjarnegara. [Skripsi]. Yogyakarta. Universitas Negeri Yogyakarta.
- Handayani, S. D., Sulastri., A., Mariha., T., Nurhaeni., N. Penyimpangan Tumbuh Kembang Pada Anak Dari Orang Tua Yang Bekerja. *Jurnal Keperawatan Indonesia*. 20(1),48-55.
- Hastari,. (2015). Pola Asuh Orang Tua Dan Implikasinya Terhadap Pendidikan Anak. *Jurnal Pendidikan Kewarganegaraan*. 7(1), 33-47.
- Hoskins, (2014). Pola Asuh Orang Tua Dengan Menggunakan Kekerasan Terhadap Anak Dalam Keluarga Di Manggarai [Skripsi]. Nusa Tenggara Timur. STKIP Santa Paulus Ruteng, Program Studi PGSD.
- Hikmah, N. U. (2012). Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Anak Usia Dini Di RA Perwanida 01 Boyolali [Skripsi]. Surakarta. Universitas Muhammadiyah Surakarta.
- Hikmah, U. N. (2012). Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Anak Usia Dini Di RA Perwanida 01 Boyolali [Skripsi]. Surakarta. Universitas Muhammadiyah Surakarta.
- Hurlock, dkk (2012). *Jenis-Jenis Pola Asuh Pada Anak* : Kencana Prenada Media Group. Jakarta.
- Itabiliana, dkk., (2013). Perkembangan Wanita Karir. 20.00, 135, 28-31.
- Lina, A. R. (2014). Peningkatan Kemandirian Anak Di Sekolah Melalui Metode Bermain Peran Di Kelompok B TK PKK Prawirotaman Yogyakarta. [Skripsi]. Yogyakarta. Universitas Negeri Yogyakarta.
- Maulina, F. (2014). Tingkat Kemandirian Anak Usia Dini Di Tinjau Dari Status Kerja Ibu Di Kecamatan Reban Kabupaten Batang [Skripsi]. Semarang. Universitas Negeri Semarang.

Notoadmojo, S. (2012). *Metodologi Penelitian Kesehatan*. Jakarta: Rineka Cipta.

Pratyaharani, H. P., Nurislaminingsih, R. (2016). Analisis Pola Asuh Ibu Bekerja di PT Wijaya Karya (Persero) Tbk., Jakarta Dalam Menumbuhkan Minat Baca. *Jurnal Ilmu Perpustakaan*. 5(2), 1-12.

Putra, Y.F. (2012). Hubungan Pola Asuh Orang Tua Dengan Tingkat Kemandirian Personal Hygine Anak Usia Prasekolah Di Desa Balung Lor Kecamatan Balung Kabupaten Jember [Skripsi]. Jember. Universitas Jember.

Saripah. I. (2010). Profil Kemandirian Siswa Berdasarkan Urutan Kelahiran Dan Implikasinya Terhadap Bimbingan Dan Konseling. *Journal of education*. 1(2), 145-162.

Seifi, D. (2016). Pengaruh Tingkat Pendidikan Dan Pola Asuh Orang Tua Terhadap Prestasi Anak, *Jurnal Pendidikan UNAND*, 13(3), 1-10. Padang.

Soetijiningsih, (2013). Faktor-faktor Yang Mempengaruhi Kemandirian Untuk Berwirausaha Pada Siswa SMK. *Jurnal Pendidikan Vokasi*, 3(3), 335-344.

Suarmini, Wayan. *Hubungan Pola Asuh Orang Tua Terhadap Tingkat Kemandirian Personal Hygine Pada Anak Di Desa Sigumpar* : Univeristas Sumatera Utara.

Sumiati, at all,. (2016). Pola Asuh Orang Tua Dalam Pemberian Makanan Pada Anak Yang Mengalami Obesitas. *Jurnal Medika Karya Ilmiah Kesehatan*. 2(2), 120-158.

Suryanda., Rustati., N. (2019). Hubungan Pola Asuh Orang Tua Bekerja Dengan Kemandirian Anak Pra Sekolah. *Jurnal Ners Dan Kebidanan*. 6(1), 035-043.

Suseno, D. D. (2010). Hubungan Antara Pola Asuh Orang Tua Dengan Kemandirian Anak Usia Prasekolah Di TK Aisyiyah Mendungan Sukoharjo [Skripsi]. Surakarta. Universitas Muhammadiyah.

Taju,. Et all. (2015). Peran Ganda Ibu Rumah Tngga Pekerja K3L UNPAD Dalam Rangka Menunjang Perekonomian Keluarga. *Jurnal Ilmu Sosial dan Politik*. 5(2), 188-197.

Ulfah, M. (2015). Pengaruh Pola Asuh Orang Tua Yang Bekerja Terhadap Perkembangan Kepribadian Remaja [Skripsi]. Jakarta. Universitas Islam Negeri.

Wibowo, A., Saidiyah, S. (2013). Proses Pengasuhan Ibu Bekerja. *Jurnal Psikologi Integratif*. 1(1), 105-123.

Yuliati,. U. (2011). Analisis Peran Ganda Wanita Sebagai Pekerja Paruh Waktu Pada Masyarakat Pedesaan Di Kecamatan Junrejo Kota Baru. *Jurnal Perempuan dan Anak*. 2(2), 23-34.