

**Correlation Between Parenting Pattern of Working Moms and Children's Independence at Kindergarten Hang Tuah 1 Surabaya****Sisilia Indriasari Widianingtyas^{1*}, Marcellina Rasemi Widayati², Lucia Dwi Sri Wahyuni³**¹S1 Nursing Study Program, Catholic College of Health Sciences St. Vincentius A Paulo Surabaya, Indonesia²Study Program D3 Nursing, Catholic College of Health Sciences St. Vincentius A Paulo Surabaya, Indonesia³Hospital Administration, Catholic College of Health Sciences St. Vincentius A Paulo Surabaya, Indonesia**Correspondent Author:**

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Abstract

Social and economic changes in modern society have increased the number of parents working outside the home. This phenomenon has a significant impact on family dynamics and parenting patterns. One important aspect that needs to be investigated is how working parents affect the development of children's independence. Independence is an important aspect of child development, including the ability to make decisions, solve problems, and take responsibility for their actions. This study aims to explore the correlation between the parenting pattern of working moms and children's independence aged 5-6 years. This research is an observational study (non-experimental) with a cross-sectional research design. This study aims to examine the correlation between parenting patterns of working mothers (independent variable) and the independence of children aged 5-6 years (dependent variable). The research was conducted at Hang Tuah 1 Surabaya Kindergarten. The instruments used in this study were a modified Parenting Styles and Dimensions Questionnaire-Short Version (PSDQ) and a questionnaire for children's independence. The statistical test used in this study is Spearman analysis. After processing the data using the spearman's rho test the results obtained $p = 0.036 < 0.05$. These results, show that there is a correlation between parenting patterns of working mothers and the independence of children aged 5-6 years at Hang Tuah 1 Surabaya Kindergarten. Working mothers should provide attention, affection, and warmth so that children's independence both in the home and school environment will be higher.

INTRODUCTION

The family is the first environment known by children and plays a critical role in child development. Interaction through the family, children can learn to understand themselves, and other people around them, and in the family can shape the child's personality. Family parenting is very influential on the formation of children's character, families usually have different parenting patterns for children, and parents who care for or educate children will affect the development of children's independence. According to (Sari & Rasyidah, 2019) through guidance, direction, and assistance to children, they can become independent individuals. Parents who trust and get used to children doing things independently without the help of parents, and parents who provide parents or other adults need to facilitate children to able to develop their independence.

Children's independence is defined as the thing or state of being able to stand without depending on others. So, an independent child is a child whose behavior is characterized by the ability to make their own decisions about their activities and needs, in their daily life. Independence is a characteristic of a healthy personality. Individual independence is reflected

in the way they think and act, can make decisions, direct and develop themselves, and adjust constructively to the norms that apply in their environment (Susanto, 2017).

Independence begins to be seen in children aged 18 months to 3 years. During this period, a child begins to develop self-control over external arrangements or restrictions (e.g. parents and social environment). He starts doing what he wants and saying no to what he does not want. When entering preschool age (3-6 years) children should have developed the ability to be independent because children

have begun to take the initiative to do various things on their own without the help of others (Sunaini, 2022). Meanwhile, children aged 5-6 years are in early childhood and are in a golden period where children begin to develop various abilities and skills, one of which is the ability and skills of children in taking care of themselves (Wiyani Ardy & Ratri, 2013). Independence in general by Wiyani is stated as a state in which individuals can stand alone without depending on others. Meanwhile (Lie & Sarah, 2005) in the context of children aged 5-6 years, according to the definition of independence is the ability of children to carry out daily activities or tasks alone or with little guidance, by the stages of development and capacity of children.

The results of observations made at Hang Tuah 1 Surabaya Kindergarten, showed a lack of independence in children who were still awaited by their parents. This is shown in routine activities such as: entering the classroom still with the help of parents, doing tasks such as coloring and pasting still with the help of teachers and parents, going to the bathroom is still afraid of being alone and finally asking for the teacher's mother or parents. In contrast, children whose mothers work and get different parenting patterns so that children are more independent. In this case, it can be interpreted, that children's independence is not always from the child himself but the parenting patterns applied by parents in the family environment can also have a big influence on children's independence.

Various reasons arise when both parents have to work, especially those who work outside the home (in the city), including economic reasons, careers, education, and so on. Research on Children's independence is formed from the family environment in which the child lives and from the opportunities given by parents to their children to do something independently (Chairilisyah, 2019). However, what is best according to parents is not necessarily considered good according to others in raising their children. Each parent has their pattern in carrying out their duties as parents. Part of independence will develop in early childhood, therefore independence can be formed first in the family environment. Factors that influence independence are parenting, gender, and child position order. Establishing independence depends on three things: (a) general social attitudes towards independence in the culture, (b) parental attitudes and parent-child attachment, and (c) peer interaction and support for independent behavior. The results of the research (Ni'mah & Isroani, 2022) independence is influenced by the environment both family and peers. The independence of children aged 5-6 years is very good. The proof is from the results of a questionnaire about the independence of children whose mothers work there are 85% of children can always do every job independently without the help of others, the rest only occasionally need the help of others. This research aims to explore: 1) the parenting pattern of working mothers in children aged 5-6 years, 2) the independence of children aged 5-6 years, and 3) the correlation between the parenting patterns of working mothers and the independence of children aged 5-6 years.

RESEARCH METHODS

This research has been approved by the Health Research Ethics Commission St. Vincentius A Paulo Surabaya, with number No. 003/Stikes Vinc/KEPK/IX/2023. This research

is observational (non-experimental) with a cross-sectional research design where measurement, observation, and recording of the variables are studied at the same time in one measurement of the research subject. This study looks at the correlation between parenting patterns of working mothers and the independence of children aged 5-6 years at Hang Tuah 1 Surabaya Kindergarten. The variables in the current study are the parenting patterns of working mothers and independence of children aged 5-6 years. The population used in this study was all kindergarten class A and B at Hang Tuah 1 Surabaya Kindergarten. The inclusion criteria for mothers are mothers who have children aged kindergarten A or kindergarten B, mothers in good physical and mental health, mothers who live in the same house with their children and mothers who are willing to be studied. Inclusion criteria for children: children of kindergarten A or B age, children enter school when data collection, and live at home with parents (mothers). Exclusion criteria for mothers: mothers who are not willing to be respondents. Exclusion criteria for children: children do not live with parents or mothers and children who are not willing to be respondents. with sampling techniques using stratified random sampling techniques or random samples. The size of the samples in this study were 43 respondents (mothers and children). This research was conducted on October 1-5, 2023

Data collection in this study used a questionnaire measuring instrument (Hidayat, 2014). A data collection instrument is a tool used to collect data to obtain data by the research objectives. Data collection instruments can be in the form of questionnaires, observation sheets, and other forms that aim to collect data (Notoadmodjo, 2012). The instrument used in this study was a questionnaire. The questionnaire is a data collection technique that is done by giving several questions or written statements to respondents to answer (Nursalam, 2016). The instruments used in this study were a modified Parenting Styles and Dimensions Questionnaire-Short Version (PSDQ). The instrument has been modified and focused on child independence. The instrument consists of 28 different statements item that can be filled out by the mother each item is rated using a Likert type of scale with values of 1 (never), 2 (rarely), 3 (sometimes), 4 (often) and 5 (always). The independence questionnaire can be measured by several indicators including physical ability, self-confidence, responsibility, discipline, sociability, sharing and controlling emotions. There are 20 statements with Likert type of scale.

After all the data is collected, the next step is data analysis. All data analysis processes use computer program packages. The statistical test used in this study is Spearman analysis. Data processing and analysis using a statistical data processing computer program with a significance level of $p < 0.05$ and a 95% confidence interval. After conducting statistical tests the data results are read, namely if $p > \alpha$ with a significance level of 0.05 then H_0 is accepted and H_1 is rejected, if $p < \alpha$, then H_0 is rejected and H_1 is accepted. This study concludes that if the results of H_0 are accepted then H_1 is rejected, which means that there is no relationship between the relationship between parenting patterns of working mothers and the independence of children aged 5-6 years at Hang Tuah 1 Surabaya Kindergarten.

RESULT

The following presents general data on the demographic data characteristics of 43 respondents (mothers and children). Based on Table 1, it can be seen that the characteristics of research respondents in kindergarten. Hang Tuah 1 Surabaya, namely out of 43 respondents. The highest number of respondents was male. The highest age of the child is 5 years old, while the respondent is the 1st child of 2 siblings. Respondents with the most family types are nuclear family types. It can also be seen that the highest number of mother's age is 20-29 years old. Based on the type of work, most respondents are self-employed. Respondents with the most

education are mothers with higher education. Most respondents with income more than the minimum wage.

Table 1 Characteristics of respondents in kindergarten Hang Tuah 1 Surabaya on 5-10 October 2023

Variable	Frequency (n)	Percentage (%)
Gender		
Male	25	58%
Female	18	42 %
Age (Year)		
5	30	69%
6	13	31%
Son, How many siblings		
1 1	6	14%
1 2	12	28%
1 3	10	23%
2 2	10	23%
2 3	5	12%
Family Type		
Nucleus	35	81%
Large	8	19%
Age of Mother (Years)		
20 - 29	25	58%
30 - 39	18	42%
Occupation of Mother		
Civil Servant	12	28%
Private	11	26%
Self-employed	20	46%
Education of Mothers		
Elementary Education	0	0
Intermediate Education	15	35%
University education	28	65%
Income		
>Regional Minimum Wage	30	70%
< Regional Minimum Wag	13	30%

Table 2 Distribution of respondents based on parenting patterns

Variable	Frequency (n)	Percentage (%)
Parenting Pattern		
Authoritarian	10	23%
Authoritative	25	58%
Permissive	8	19%

The results showed that the most parenting pattern applied by parents of students at Hang Tuah 1 Surabaya Kindergarten, is authoritative parenting. Authoritative parenting (58%) was the dominant parenting pattern. Authoritative parenting has the largest percentage, indicating that the majority of parents use this approach. It is known as balanced parenting, combining warmth and appropriate control. Authoritarian parenting (23%) had the second highest percentage. This pattern emphasizes complete control and adherence to rules without much two-way communication. Permissive parenting (19%), the lowest percentage. Permissive parenting is known for high freedom, where parents don't set many rules or limits.

Table 3 Distribution of respondents based on child independence

Variable	Frequency (n)	Percentage (%)	Category
Physical ability	11	25%	Developed as expected
Self-confidence	7	16%	Developed as expected
Responsible	8	19%	Begin to Develop
Discipline	5	12%	Developed as expected
Good at socialising	3	7%	Developed as expected
Sharing	5	12%	Developed as expected
Controlling emotions	4	9%	Begin to Develop

The main component of children's independence, physical ability (25%) has the highest frequency, indicating that at this stage, the ability to independently manage physical activities (such as eating, dressing, or maintaining personal hygiene) is the most developed aspect of independence. Next, responsible (19%) and self- confidence (16%) are also significant. This shows that kindergarteners are beginning to demonstrate the ability to believe in their own abilities and understand small responsibilities given, such as putting away toys or following simple rules. In addition, there are components of independence that need more attention discipline (12%), sharing (12%), controlling emotions (9%) and good at socialising (7%), have relatively lower percentages. This could indicate that children in kindergarten are still in the early stages of learning social rules and self-control.

Table 4 Crosstabulation of Parenting Pattern within Child Independence

			Child Independence					
			Physical ability	Self-confidence	Responsible	Discipline	Good at socialising	Controlling emotions
Parenting Pattern	Authoritarian	Count % within child independence	1 9.09%	1 9.09%	4 36.36%	1 9.09%	1 9.09%	2 18.18%
	Authoritative	Count % within child independence	10 90.9%	5 71%	3 37.5%	4 80%	1 33%	2 40%
	Permissive	Count % within child independence		1 14.2%	1 12.5%		1 33.3%	2 50%

Table 4 shows that the independence in the high category is more from children raised with authoritative parenting than authoritarian parenting. This shows that authoritative parenting has a greater contribution in fostering independent behavior. The results showed that the independence of students at Hang Tuah 1 Surabaya Kindergarten is the highest in physical abilities. After processing the data using Spearman's rho test, the result $p = 0.036 < 0.05$. These results show a correlation between working mothers' parenting patterns and the independence of children aged 5-6 years at Hang Tuah 1 Surabaya Kindergarten.

DISCUSSION

Based on the study results, the factor that can affect the parenting patterns of working mothers is the level of education of parents. The results of the study obtained data that showed that as many as 65% of respondents had a bachelor's degree. According to the researcher, the higher a person's education level, means that the higher of mother's knowledge of how to provide good parenting for their children. The existence of parents as the first and main educators in laying the foundation of education for children and being the people responsible for educating children with faith and morals, forming them with physical and psychological maturity, and handing them over to the thought of useful knowledge and various cultures are parents (Baiti, 2020).

The results show that all parents have jobs. when associated with children's independence, it can show the work of parents. Status Job parents are believed to be one of the factors in the difference in the level of independence between children aged 4-5 years old with working fathers and mothers and working fathers and non-working mothers. Namely, the level of child independence is influenced by the work and career of parents (Suardani et al., 2016). Children with working parents are accustomed to serving themselves so that children have more practice living independently. while children with parents who do not work when at home still have free time so they still get control from parents in serving themselves (Wahyuni et al., 2023).

From the results obtained, it can be said that the parenting patterns of working parents are in the category of authoritative parenting. Authoritative parenting according to is a parenting pattern that has a mutually open attitude between parents and children. Authoritative parenting has an open attitude between parents and children. Parents always accompany, and teach children to want to participate in activities at school. Parents teach children to respect others. The observation shows that parents also educate and teach their children to greet their elders, older people, and others (Kaligis & Tendean, 2024). Authoritative (democratic) parenting, shows that there is communication between parents and children, interacting, saying, and acting rationally. Their actions are always rational, responsible, open, objective, assertive, warm, realistic, and flexible, so that it can grow confidence, and self-confidence in children to make decisions about their activities and needs (Sunarty, 2016).

The results showed that the independence of students at Hang Tuah 1 Surabaya Kindergarten is the highest in physical abilities, and almost all the categories of children's independence were developed as expected. Children's independence is developed from the family environment where children live and from the opportunities given by parents to their children to do things independently. Based on the data analysis and processing results, the percentage of almost all indicators of the results of the analysis of children's independence is in the developed as expected criteria. An independent child is a child who has high self-confidence. With his confidence, the child dares to appear and express himself in front of many people or the public (Susanto, 2017).

Children who do not depend on others and can take responsibility for what they do. This can be caused by the surrounding environment supporting the development of the child's personality, who can make decisions and be responsible in doing various actions that have been done (Fatimah, 2006). Children's independence can also be taught to children by providing knowledge, training children to get used to being organized, inviting children to play according to their age, allowing children to make choices, internalizing good manners, and encouraging children to stay away from laziness (Kumayang et al., 2016)

The results showed that there is a correlation between parenting patterns of working parents and independence in children. Authoritative parenting can increase children's independence, because of the words and actions of parents: (1) view themselves and their children have their roles; (2) give responsibility and encourage children to do their activities; (3) have a dialogue, giving and receiving give and take, listen to complaints, respect, and honor decisions; (4) acting objectively, assertively, warmly and understanding, firm in decision-making; (5) trust self fosters confidence at the child (Sunarty, 2016).

Democratic parenting tends to listen more to the child's opinion, this kind of parental trait is what children need, although it is famous for its friendliness, democracy can also be firm with the child but democracy knows the limits of children's boundaries, democratic parenting sometimes often asks about the wishes of the child, this is to find out what the child needs so that the child feels cared about, However, sometimes democratic parenting does not hesitate to punish the child if the child makes a mistake, but democratic parenting will explain what the child did wrong, what caused the child to make a mistake, and democratic parenting will explain how to behave properly, especially respecting elders (Pratiwi et al., 2020).

There is a similarity of results with research on (Lestari, 2019) the correlation between parenting patterns and children's level of independence shown from parents with authoritative parenting models with the largest number of respondents and only a few who come from parents with authoritarian parenting. So that the relationship between parental parenting and the level of children's independence is that children of parents who tend to apply authoritative parenting have a level of independence that is more than parents with authoritarian parenting. The family has an important role in the formation of traits and attitudes for child development, because in the family the child gets the first and main experience. Methods in training and educating children influence the process of forming children, children who are released by authoritative or slightly authoritarian parents will have better personal and social adjustment.

According (Awalunisah, 2015) the behavior of children who have democratic parenting, that independent children, can control themselves, have good relationships with friends, have an interest in new things, and co-operative with others. other people. Children who have this parenting pattern have a high attitude of independence starting from taking care of themselves at home and school. This is reinforced by the theory of (Santrock, 2007) which says that democratic parenting or authoritative parenting makes children independent, and able to establish boundaries and control on their activities. Parents are very attentive to the needs of children. Parents also supervise the activities of children's activities. Parents give freedom with a sense of responsibility so that children can do activities and socialize with others.

According to research (Jayantini & Sedanayasa, 2014), family education is reflected in the intensity of the family relation in the parenting pattern of parents educating their children, which is manifested in the form of parents' attitudes and behavior towards their children. The role of the family is important to educate children in terms of religious review, social review, society and individual review. If family family education is good, it will be able to foster the development of the child's personality into an adult human being who has a positive attitude towards religion, a strong personality, independence, physical and spiritual potential and an

optimally developed intellectual. How influential the connection between parenting patterns on all aspects of child development, in this explanation concludes that parenting patterns are the first and most important school that will shape as well as develop aspects of child development, the school environment is only a complementary environment that will help optimize child development.

CONCLUSION

Based on the results and discussion it can be concluded that there is an influence of parenting on children's independence at Hang Tuah 1 Surabaya Kindergarten. Suggestions for parents, to increase the independence of children, should use democratic or authoritative parenting in the parenting process. Parents start to open themselves, especially when conducting dialogue to create a good and harmonious relationship so that children can reveal their problems and their needs, without fear of their parents.

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