



Implementation of Working Mother Parenting in Shaping Early Childhood Independence

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Abstract

Each parent certainly has a different application of parenting patterns in fostering independent behavior in children. The parenting patterns of working mothers and non-working mothers will certainly be different. One of the results of parenting patterns will be seen from children's independence when participating in school activities. This study was conducted to observe working mothers' parenting patterns in forming an attitude of independence in children at an early age. This research method uses a qualitative method with a phenomenological approach. The study was conducted at the RA Al-Istiqomah Institution, GSI, and involved five informants who were working mothers and guardians of children aged between 4 and 6 years. The results of this study indicate that the application of parenting patterns carried out by working mothers in forming the independence of early childhood children, namely: parents/working mothers are wise in implementing rules and appreciating good behavior, involving children in certain things, always being responsive to children's attitudes, always appreciating and respecting children's thoughts, feelings, involving children in decision making. Meanwhile, the independence reflected in children left by their mothers outside the home includes, the child's physical independence ability, the child's self-confidence, the child's sense of responsibility, the child's ability to be disciplined, ability to be good at socializing, being able to share, the child's emotional control develops very well and develops according to expectations.

Keywords : *Parenting Patterns, Working Mothers, Independence, Early Childhood*



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INTRODUCTION

Early childhood is a golden and sensitive period in a child's life that is very important for their development and growth in the future. Children's development is naturally different in intelligence, talent, interest, creativity, emotional maturity, personality, independence, physical, and social. Therefore, children must be stimulated early on to maximize their potential. (DHIU & FONO, 2022). According to (Novaria and Triton, 2011) that child development begins at home, so that the child's character is formed by what happens at home. Home, the child's first environment, has an important role in ensuring that the child grows and develops as expected. Therefore, parents are responsible for looking after their children. Before children go

to school, their parents are their first teachers. Children will have good character if positive actions are carried out consistently and continuously. Parents must believe self, creative, easy sociable (sociable), disciplined, independent and obedient worship. (Malik et al., 2020).

Parents as the main person responsible for raising children must have knowledge about early childhood parenting patterns. Parenting patterns are one reflection of the attitude of parents in interacting with their children. The interaction that occurs between parents and children greatly influences the independence of early childhood. In addition, parenting also includes guiding, educating, and teaching children to be independent so that they can manage their own lives. Mothers are one of the parent figures who carry out the role of parenting patterns for the growth and development of children to improve and develop independence.

Basically, mothers play a role in providing parenting patterns for children. However, in today's era, the increasing demands of family life have made mothers have to work, so they have a dual role in the household. According to Manimekalai (2019), a working mother is a situation where a mother works outside the home to earn income in addition to caring for children at home. Research conducted by Rutherford (2009) states that working mothers have a different impact on parenting stimulation than mothers who do not work (Zakiatul et al., 2023). Working mothers are able to encourage and train their children to be self-sufficient and independent so that they can be responsible for all the tasks given.

Independence is a condition in which a child is able to live alone and not depend on others. (Yanuarsari et al., 2021b). This attitude of independence is obtained cumulatively during the child's development. They do this by continuing to learn to be independent in dealing with various environmental situations, as well as thinking and acting independently with the aspects of independence they have. Rahaju et al. (2012) stated that many women participate in earning a living. Currently, a mother can function as an additional breadwinner for her family, not just as a housewife who only handles the kitchen and takes care of children. This is due to the fact that they can also help increase family income and reduce disputes over family financial matters. With government-regulated working hours, sometimes mothers do not have enough time to meet and gather with their children. This is different from mothers who do not work or are only housewives, where mothers have more time with their children. (Geofanny, 2016).

Development of independence in child is a process that directed and must be in line and based on life goals man. Children aged 5-6 years should already looks independent in doing school assignments that are your responsibility answer it yourself. However, the reality in schools shows that there are still some children who are still dependent on others so that it can be said that they are not yet independent. Early childhood is a period of development from infancy to 6 years that occurs in many aspects of development and has potential that still needs to be developed. The goal is that in the future children can grow and develop according to expectations, namely children who are intelligent, creative, innovative and pious. (Rohmah, 2012).

In relation to this, in the researcher's residence there is a phenomenon of mothers who have dual roles, where they work outside the home as factory employees, agencies, and educators, while also caring for early childhood children at home. They are often seen taking their children to school wearing the uniforms of where they work.

Their children also seem to accept the fact that their parents, fathers and especially mothers, work outside the home with the consequence that when they come home from school they will not find their mother picking them up at the door and preparing a warm meal that a mother usually prepares. On the other hand, there is a phenomenon in schools where children whose mothers work outside the home can carry out activities that are customary at school, such as arriving at school on time, not crying or throwing tantrums when their parents are away at work, taking off their shoes and putting them on the shelf, putting their bags in their place when in class, trying to do their assignments independently, being affectionate towards their friends, looking happy to share, and so on.

From this background, the researcher wants to know how the application of parenting patterns of mothers who work outside the home in forming the independence of early childhood , and to know the form of child independence as a result of the process of implementing the parenting pattern. Therefore, the researcher took the title of his research on " The Application of Parenting Patterns of Working Mothers in Forming the Independence of Early Childhood ."

METHOD

This research was conducted at RA Al-Istiqomah which is located in the Griya Serdang Indah Housing Complex, Block E5/E6, RT 07/RW 06, Margatani Village, Kramatwatu District, Serang Regency, Banten Province. Study in progress from August 2023 to month January 2024. Research on “ Implementation of Parenting Patterns of Working Mothers in Forming Child Independence Early Age " at RA Al-Istiqomah GSI was conducted using a qualitative descriptive method with a phenomenological approach. which aims to tell and reveal what happened at the research location.

Data and Data Sources

Data was obtained from the research object, namely parents parents of RA Al-Istiqomah GSI students whose mothers work outside the home in various fields and agencies, as well as young children whose mothers work outside the home. Parents of students who were interviewed and used as informants and early childhood children whose independence will be observed as data sources. Meanwhile, the documentation presented, interviews with teachers are supporting data. The research informants were parents of students who had the status of working outside the home with various professions totaling 5 people and children of RA Al-Istiqomah aged 4-5 years totaling 5 children. These five children tended to have a prominent attitude of independence when doing activities at school.

Researcher meet direct with informant and ask a number of matter For get data. Some matter related with informant explained as following :

Table 1. Name Initials , age and age child informant

Initial Name	Age	Child Age
NA	37 Years	5 Years (1 Month)
UY	40 Years	4 Years (7 Months)
BM	33 Years	5 Years (2 Months)
NM	35 Years	5 Years (5 Months)

RY	31 Years	4 Years (7 Months)
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Source: 2023 research results

Table 2. Informant Education Level

Initial Name	Age	Educator
NA	37 Years	Diploma III/D3
UY	40 Years	Bachelor degree
BM	33 Years	Diploma III/D3
NM	35 Years	Diploma III/D3
RY	31 Years	S2/Postgraduate

From the table above, it can be explained that the level of education of the informant's mother working at RA Al-Istiqomah GSI is as follows: Mrs. NA graduated with Diploma III / D3 , Mrs. U Y graduated with a Bachelor's degree, Mrs. B M graduated from Diploma III / D3, Mrs. N M graduated from Diploma III / D3 Mrs. and RY graduated from S2 / Postgraduate in Sports Education. The level of education of mothers who work outside the home also has a very big influence on how to apply parenting patterns to their children who are still young, this will affect one of the attitudes, namely independence, because mothers who have higher education tend to pay more attention to all developments in child growth.

Work is something done by humans for a specific purpose that is done in a good and correct way. Humans need to work to survive. By working, someone will get income. The income obtained from the results of the work is used to meet the needs of life. Therefore, the income must come from halal work. Halal work is working in good and correct ways according to the guidance and norms adopted. Based on the results of the study, it is known that the types of work for mothers who work outside the home can be seen from the following table:

Table 3. Type of Informant's Job

Initial Name	Agency	Position
NA	PT. Krakatau Steel Industry	Head of Finance
UY	PT Mega Central Finance	Finance Staff
BM	PT. Bungasari Flour Mills Indonesia	HRGA Staff
NM	PT. Indorama Petrochemicals	Laboratory Staff
RY	Cilegon IV State Elementary School	Physical Education teacher

Source: 2023 research results

Researchers conducted direct observations or observations on children of working mothers who are students at RA Al-Istiqomah GSI. Observations made related to children's independence at school when children are left to work by their mothers. Researchers will observe children's behavior that is related to indicators of children's independence. Observations on children began on the date starting October 9-October 14, 2023. The things that researchers observed were in accordance with the objectives of the study.

Data Collection Techniques and Procedures

Data collection techniques are carried out by means of: Interviews, Observations and documentation. Where, the results of interviews with informants and Observations of children in terms of their independence using research instruments are the main data of the study, while documentation functions and interviews with environmental sources around the research site as supporting data.

1. Interview

In this study, interviews were conducted to five people parents who are active as working mothers in various fields and agencies, and five children aged 4-6 years who are students at RA Al- Istiqomah GSI. Interview with informants conducted in two ways, namely online and offline. Online interviews conducted with parents using mobile phones. Meanwhile, offline interviews were conducted by having direct conversations with parents and children. In this case, the data obtained originate from recordings during the interview, both online and offline. This interview was conducted to obtain further information about the implementation of pattern foster working mothers and know the forms of independence students of RA Al- Istiqomah GSI.

2. Observation

In this study, observations were used as supporting data. done by observing five children aged 4-6 years from working mothers who are students at RA Al- Istiqomah GSI. This observation was carried out by observing various activities carried out by children, such as when they come to school, habits keep bags and shoes, activities indoors, and when carrying out orders from the teacher.

3. Documentation

Documentation in this research was carried out by taking images using a camera during the offline interview process with parents and children. In addition, taking pictures was also done when researchers observed children's activities at school.

4. Research Instruments

Researchers formulated several research instruments in the form of indicators to obtain an overview of the application of working mother parenting patterns in shaping children's independence and an overview of early childhood independence at RA Al-Istiqomah GSI.

Data Analysis

In study This, analysis data referring to on stages analysis data qualitative with involving interaction on each one stage as chart following:

Study This use method Miles and Huberman model data analysis consisting of from a number of stage:

1. Data collection is usually done by researchers do studies library For verify and perform proof beginning For ensure that the problem that will investigated of course there is. Next, the data in the field collected through observation and interview. Initial process data collection, such as build report card, interact with subjects and informants.
2. Data reduction is the process of summarizing, selecting and sorting. all types of data obtained in the field For changed to be the writing that will be analyzed.

A verbatim of results interview with subjects and tables observation from results observation will made

3. Data presentation , after the data has been arranged in form script , the data presentation process is used For process half data So be written with channel clear themes , grouped and categorized to in more form concrete , and ends with give code. Enter and list every statement subjects and informants in accordance with category themes and subcategories , as well as give code special For every the statement given by the subject , is stage final from Miles and Huberman model data analysis. The results leading to the question study previously.
4. In research qualitative, conclusion or verification covers description from all subcategorization theme, accompanied by with verbatim quotes from interview (Kase et al., 2023).

RESULTS AND DISCUSSION

Based on interviews and observations conducted against five informants namely parents / guardians of students of RA Al- Istiqomah GSI and observations independence from son / daughter informants conducted at school , as well as to the five sources from the teacher's side, then can researcher convey is as following :

What is your mother's background in working outside the home?

Fifth Mother Work as informant convey her opinion about the reasons for working outside the home, Mrs. NA as the first informant said that, "*Initially before getting married I worked, after getting married I stopped, because I wanted to be active again and my husband allowed me to finally work again because I was used to working and by working I could help with the finances of my parents and my own family.*" According to Mrs. UY as the second informant, she stated that "*My background in working is to increase my family's income, so that my children's welfare and education can be guaranteed. With me working and my family's income increasing, I can look for quality educational institutions, which automatically requires more funding.*"

According to Mrs. BM, her work background is , "*Before getting married, she worked, so she continued after getting married because she was used to being active and of course to help the family's finances so that they can fund their children's education until they are successful.*" Meanwhile, Mrs. NM as the 4th informant conveyed her work background , "*One of the reasons I work is to help the family's economy.*" According to the last informant, Mrs. RY, the reason the mother works is, "*I work because there is an agreement to open a civil servant position, before getting married I have taught, and in order to practice the knowledge I have gained and my husband also allows it on the condition that the children remain a priority.*"

What is the perception of working mothers about early childhood parenting patterns?

In give parenting And education to child age early, everyfamily especially a Mother Which Work outside House own pattern fosterwho does not The same between One family with family other. Quote Interview with working mothers regarding early childhood parenting patterns, NA conveyed his opinion about early childhood parenting patterns "*A series of people 's behavior old in a way in a way consistent For guide And "guide children to grow well."*" according to UY "*Parenting patternsthat's*

how we educate children in their daily lives. All of them Basically, the way mothers educate their children is good, but the way the child behaves differ in digesting and understanding what their mothers say, So as mothers we are obliged to understand the character of our children." Similar thing Regarding parenting patterns, BM said, " Parenting patterns for children are... How method person old treat his son, educate, guide and discipline and protect children so that they have good attitudes and behavior towards a better direction." NM expressed his similar opinion with the opinion of UY and BM, about early childhood parenting, namely " How to we educate children especially about ethics, good daily habits, method speak to people other. Honor person old & his brothers."

RY also conveyed the perception of early childhood parenting patterns, " Parenting patterns person old to child, that is how people old treats children, educate child, guide child And to discipline child as well as protect children in reach process maturity until with shape children's behavior according to norms and good value And applicable as well as in accordance with life public." Opinion the According to is perception Which in tune Which delivered infoman previously.


How is the application of working mother parenting patterns in forming early childhood independence?



Table 8. Implementation of Parenting Patterns of Working Mothers in Forming Early Childhood Independence at RA Al-Istiqomah GSI

No	Parenting Questions / Indicators	Initial Name Informant				
		NA	UY	BM	NM	RY
3.1	Children must obey without any deliberation	X	X	X	X	X
3.2	Children must obey the rules absolutely	X	X	X	X	X
3.3	Children make mistakes, parents don't hesitate punish him	X	X	X	X	X
3.4	The relationship between children and parents is very distant	X	X	X	X	X
3.5	Parents feel smarter and more powerful than their children	✓				X
3.6	Parent not enough pay attention to the child's feelings, the important thing is that the child's behavior changes	X	X	X	X	X
3.7	parents not much manage children	X	X	X	X	X
3.8	Parents are not many control and also not much guiding children	X	X	X	X	X
3.9	Parent tend all-round allow children's wishes	X	X	X	X	X
3.10	Parents always agree, provide and serve their children's needs.	X	X	✓	X	X
3.11	Parents care too much and easily provide facilities to their children even though they do not meet their needs.	X	X	X	X	X
3.12	Parents almost never punish their children			✓	X	X
3.13	Parent wise in implementing rules and respecting good behavior	✓	✓	✓		✓

3.14	Parents always involve children in things certain		✓	✓	✓	✓
3.15	Parent old always behave responsive to child's attitude	✓	✓	✓	✓	✓
3.16	Parents always value and respect their children's thoughts and feelings.	✓	✓	✓	✓	✓
3.17	Do parents include children in decision making?				✓	✓
3.18	Parents give their children trust to make their own choices.	✓	✓	✓	✓	✓
Parenting Patterns		Democratic	Democracy	Democracy	Democracy	Democracy

Information

 = Positive
 = Sometimes
 = Negative

 = Yes
 = No

How is the independence of early childhood at RA Al-Istiqomah GSI ?**Table 9 . Observation Early Childhood Independence RA Al- Istiqomah GSI**

No	Indicator Child Independence	Child's Ability	Child Initial Name RA Al- Istiqomah GSI				
			UM	QN	GZ	ZK	FS
4.1	Children are able to take off and put on their own shoes.	Ability Child's Physical					
4.2	Children are able to eat their own food						
4.3	Children dare to appear in front of the class	Ability Child Confidence					
4.4	Child able to do tasks alone i						
4.5	Children are able to tidy up their own toys	Ability to Responsibly Answer the Child					
4.6	Children are able to tidy up their own books						
4.7	Children are able to come to school on time	Ability Child Discipline					
4.8	Child puts shoes on the shelf						
4.9	Child not disturbing his friends	Clever Ability Socializing with					

4.10	Child like help his friend	Kids					
4.11	Child Want to share food with friends	Children's Sharing Skills					
4.12	Child want to lend stationery to his friend						
4.13	A child does not cry when his parents leave him at school	Ability to Control Children's Emotions					
4.14	Child Want to queue to wash hands						

Information**BSB** : Developing Very Well**MB** : Starting to Develop**BSH** : Developing As Expected**BB** : Not Yet Developed

Table 10. Teacher Observations on Early Childhood Independence RA Al- Istiqomah GSI

No	Indicator Independence Child	Child's Ability	Name of Child Initials RA Al- Istiqomah GSI				
			UM	QN	GZ	ZK	FS
4.1	Children are able to take off and put on their own shoes.	Ability Child's Physical					
4.2	Children are able to eat their own food						
4.3	Children dare to appear in front of the class	Ability Child Confidence					
4.4	Child able to do tasks alone i						
4.5	Children are able to tidy up their own toys	Ability to Responsibly Answer the Child					
4.6	Children are able to tidy up their own books						
4.7	Children are able to come to school on time	Ability Child Discipline					
4.8	Child puts shoes on the shelf						
4.9	Child not disturbing his friends	Clever Ability Socializing with Kids					
4.10	Child like help his friend						
4.11	Child Want to share food with friends	Children's Sharing Skills					
4.12	Child want to lend stationery to his friend						

4.13	A child does not cry when his parents leave him at school	Ability to Control Children's Emotions					
4.14	Child Want to queue to wash hands						

Information**BSB** : Developing Very Well**MB** : Starting to Develop**BSH** : Developing As Expected**BB** : Not Yet Developed

From the results of the research conducted, it can be depicted answer from problem formulation in research on application pattern the role of working mothers in the independence of early childhood at RA Al- Istiqomah GSI, namely :

Background working outside the home

Everyone has needs in their life . Everyone's needs are different . Human needs form goals that will be achieved and will be fulfilled by each person with certain needs and goals . Work is one way for humans to fulfill their needs as a goal in life. Over time, women's awareness to improve themselves, whether married or not, has increased. This has led to an increase in the work done by women. Women not only work as housewives, but also as workers outside the home.

From the interviews conducted to the five informants who have the status of housewives but Mekara is also active in working outside home , they have almost the same background or motivation as each other, including :

- a. Get permission from your husband as the leader of the family
- b. Before getting married, I had already worked, so after getting married I wanted to put into practice the knowledge I had gained.
- c. To develop a career .
- d. To add family income
 - 1) Can help parents or extended family
 - 2) Can meet the welfare of children
 - 3) Can meet quality education funding
 - 4) Can meet children's education funds to the next level

According to Kartono (1985), women's work motives can classified into three, namely economic needs , development career , awareness that development requires work . Munandar (1983) said motivation a housewife to work so she has to leave the house, among other things , to make money family income , not financially dependent on her husband , to avoid boredom or filling free time, dissatisfaction with marriage , with interests or abilities certain that you want used for status and development self .

Based on several opinions , it can be It was concluded that the factor of mothers working was reason financial , also factors others , both internal, external and relational , which develop along with the development of the times . and emancipation Woman .

Perceptions of Early Childhood Parenting Patterns

From the results of the interviews delivered by the five informants regarding the perception of early childhood parenting patterns, there were similarities. According to fifth informant pattern foster care is:

- a. The way parents treat their children,
 - 1) Educating children
 - 2) Guiding children
 - 3) Disciplining children
- b. How parents to plant ethics and good habits in daily life , such as method speak to others , respecting parents and his family .
- c. How parents protect children in a better direction , so that children can achieve the maturity process well
- d. How parents to form Children's behavior is in accordance with good and applicable norms and values and in accordance with community life .

According to (Casmini, 2007), Parenting is defined as the way parents educate, guide, and discipline their children so that they can grow up. Every family must have a unique and incomparable parenting pattern. Parenting is the habit of parents to lead, care for, and guide children from birth to adolescence. Parenting shapes children's behavior according to the norms, values, and life of society. A child is educated and educated at home by his parents, which influences his growth before the child knows the school environment (Koto, nd, 2022) .

According to Djamarah (in Fadillah, 2015) parenting patterns are consistent behavioral patterns that are applied to children from time to time and can be felt by children and can have negative or positive impacts. Parenting patterns are the best way that parents can use to educate their children as a form of their responsibility towards them. Based on what has been said above, it can be concluded that parenting patterns are a process of interaction between parents and children that includes all the things parents do to care for, educate, guide, and discipline their children as they develop, both directly and indirectly (Yanuarsari et al., 2021b)

From the results of interviews with informants, it can be seen that the perception of parenting patterns conveyed by the five is in accordance with several opinions above. According to researchers, parenting patterns are a way of directing, guiding and educating children from the beginning of their lives until they grow up so that they can form a self-identity that is responsible for themselves and their environment in accordance with the values and ethics that exist in the surrounding environment.

Implementation of Working Mother Parenting Patterns in Forming Early Childhood Independence

Implementation pattern foster to early childhood in order to to form independence child age early, in every family especially a Mother Which Work outside House naturally own pattern foster who does not The same between One family with family other.

In this discussion, the description of the application of working mother parenting patterns in forming children's independence will be examined by referring to several types of parenting patterns and their characteristics that will be used as indicators. This was conveyed by several experts and previous researchers, including those conveyed by Hurlock (1990), there are three types of parenting styles: authoritarian, permissive , and democratic. Authoritarian parenting involves parents who implement strict rules, eliminate opportunities for children to voice their opinions, emphasize punishment (both physical and verbal), and supervise children. Permissive parenting shows the following: parents tend to give children complete freedom

without rules and restrictions from parents, no praise or rewards even if the child behaves well, and no punishment even if the child breaks the rules. (Sri Asri, 2018) .

Baumrind, there are three types of parenting patterns, namely (a) authoritarian parenting, (b) democratic parenting, and (c) permissive parenting. Authoritarian parenting is characterized by children having to submit, obey their parents or not being able to make their own decisions. (Ayun, 2017)

Types and Characteristics Pattern The foster care used as an indicator in the study can be seen in the table following :

The application of working mothers' parenting patterns in forming the independence of early childhood in this study can be seen in table 8, regarding the application of working mothers' parenting patterns in early childhood at RA Istiqomah GSI, while the characteristics of parenting patterns used as indicators are in table 11. Types -types and characteristics of parenting patterns. From the results of observations carried out by researchers and resource persons regarding the attitudes of independence of early childhood children at RA Al-Istiqomah, it can be described about children's physical abilities, children's self-confidence, children's responsibility, children's discipline, children's sociability, children's sharing and children's emotional control. This will be described in the following table:

Table 11. RA Al-Istiqomah GSI Children's Independence Abilities

Types of Patterns Foster Care		
Parenting Authoritarian	Parenting Permissive	Parenting Democratic
Children must obey without any deliberation	Parents are not many manage children	Parent wise in implementing rules and respecting good behavior
Children must obey the rules absolutely	Parents are not many control and also not much guiding children	Involving children in things certain
When a child does something wrong, parents don't hesitate punish	Parent tend all-round allow children's wishes	Parents always behave responsive to children's attitudes
The relationship between children and parents is very distant	Parents always agree to provide and serve their children's needs.	Parents always value and respect their children's thoughts and feelings.
Feel smarter and have power over your child	Parents care too much and easily provide facilities to children even though they do not meet their needs.	Parents include children in decision making
Lack of attention to children's feelings, what's important is that the child's behavior changes.	Parents almost never punish.	Give children confidence to make their choices

From Table 11 above, it shows that there is an attitude outstanding independence very well developed (BSH) from seven the abilities studied in early childhood who are in group B, namely UM, GZ and ZK with an age range of 5-6 years

Meanwhile, in the QN and FS children who are in group A with an age range of 4-5 years, it is clear that there are abilities that must be stimulated and developed so that these abilities can be achieved. his independence become developing very well (BSB).

From the picture ability early childhood independence at RA Al- Istiqomah GSI then can It is also described how mothers work outside the home by sharing various types of professions as biological mothers. children age early can apply the pattern good care so that the ability the independence of early childhood children can reflected in attitude independence at school early childhood education programs.

Hurlok stated that the democratic parenting pattern uses rational and democratic approach. Parents pay close attention to their children's needs and fulfill them by considering realistic interest and need factors. Of course, not only following the child's wishes, but also teaching the child to appreciate the needs that are important for their lives. Parents also supervise their children's activities. Children are given the freedom to be active and socialize with their friends. Parents provide freedom accompanied by responsibility, that the child can do activities and socialize with others. Parents who apply this democratic parenting pattern usually offer various warmth and accept the child's assertive behavior regarding the rules, norms, and values adopted and are willing to negotiate with children. With clear and consistent rules, children will learn to know what their parents want and expect. (Sari et al., 2020) .

Good parenting is intended to provide children with comfort, give them comfort, and give them the freedom to do what they want as long as they are still under parental supervision (Amaliana & Afrianti, 2022) . Children in their daily lives certainly want something, if something a child wants is a basic need within reasonable and normal limits, then we as parents can fulfill it so that children feel comfortable and free to do what they want on condition that it is in accordance with the agreement that has been communicated in advance with the parents.

By fulfilling the child's desires that are in accordance with the positive values in their environment and these desires are also in accordance with the conditions of the parents, we will fulfill them by hoping that the child will learn to be responsible for what he wants. For example, a child wants a new bag, because the old bag is torn, then the parents can fulfill it by buying a bag according to his wishes on the condition that he must take good care of it, because the new bag was bought with the struggle of his parents to earn a living, and a form of gratitude because of Allah SWT. And do not depend on other people in various things . Montessori said that children prefer to receive discipline spontaneously and choose for themselves what they want (Raniyah et al., nd2022). At school, some children who are left behind by their working mothers show positive behavior. Children whom working mothers leave behind tend to be diligent in going to school, because they can meet many people and can express what is on their minds and hearts. The behavior and abilities of these children are reflected in the existence of self-confidence, responsibility, discipline, sociability, willingness to share, and easy to control emotions, they also have the ability to survive on their own and not depend on others in various things. The things above are forms of independent child behavior.

Novelty of this research, Early childhood according to Regulation President (Presidential Decree) Number 60 of 2013, is a newborn baby until the child is not yet fully grown aged six years. Meanwhile , according to Constitution Number 20 of 2003

concerning the National Education System, early childhood defined as people in the age range of 0-6 years, where the growth and development process is very rapid (Khairani & Putra, 2021; Wartini & Riyanti, 2018). According to (Illahi, 2016), Children age early will given guidance and motivation so that they can experience development important things needed For life next. Children should maximize their full potential at an early age, or golden age. Children have different features from adults. They are curious, enthusiastic, active, and always involved with what they see, hear, and feel. They Keep going experiment and learn every day. (Daviq, 2019). Family is the first and most important place to learn. In it there are father, mother and child. Children as developing individuals naturally really need special attention from their parents. The family is the place where parents provide the first education and guidance to their children (Koto, nd).

In everyday life, mothers are quite close to their children. The status of working mothers can help children become independent and help them enter further education. This is reinforced by the opinion of Choirunnisa (2013) who stated that mothers have a very important role in building children's independent personalities. There are some mothers who are housewives, but some mothers also work outside the home. The family, especially the mother, has a role as the first socialization media for children. This role is responsible for the physical and mental development of children. Mother-child interaction has been shown to be very important during early childhood development, because this is a period of rapid social and emotional cognitive growth and development of brain cells, as stated by the National Research Council and the Institute of Medicine (Wulan & Kurniawati, 2021).

Parenting patterns defined as the way parents educate, guide, and According to Surya (in Suhada, 2016) Parenting style refers to the way parents raise, care for, and educate their children, which has an impact on the child's ability to learn on their own. According to Djamarah (in Fadillah, 2015) parenting style is a consistent pattern of behavior that is applied to children over time and can be felt by the child and can have both negative and positive impacts. Parenting style is the best way that parents can use to educate their children as a form of their responsibility towards them. Based on what has been said above, it can be concluded that parenting style is a process of interaction between parents and children that includes all the things parents do to care for, educate, guide, and discipline their children as they develop, both directly and indirectly (Yanuarsari et al., 2021b).

Parenting style is defined as the way parents educate, guide, and discipline their children so that they can grow up. (Casmini, 2007) Baumrind (in Santrock, 2010) said, there are three types of parenting patterns, namely: (a) authoritarian parenting, (b) democratic parenting and (c) permissive parenting. Authoritarian parenting is characterized by children having to submit, obey their parents or not being able to make their own decisions. Democratic parenting is characterized by encouraging children to say what they want. Protection Methods permissive is similar to parental care that provides freedom.

Independence defined in language as the ability to act alone and not depend on others in all tasks (Sembiring Helena, 2022). Meanwhile, Suwarsiyah (1999) defines independence as a child's ability to do something alone or be able to stand alone in various things. Wiyani (2013), defines independence as a child's ability to do everything on their own, both in terms of helping themselves and daily activities,

without relying on others. Early childhood must learn to be independent because at this age they have begun to learn to separate themselves from their families and parents and enter a wider environment, such as kindergarten or playground. (Yanuarsari et al., 2021b). Independence in children is an ability that is possessed and carried out by children without wanting to depend on others, having self-confidence and discipline, and being responsible in completing their tasks and carried out with awareness and willingness from themselves. Therefore, mothers play a major role in nurturing, guiding, and helping to direct children to become independent because childhood is the most important period in the process of developing independence. Although the world of school also plays a role in providing opportunities for children to be independent, the family remains the main and first pillar in the formation of the child's character itself. (Dewi & Putri, 2020)

CONCLUSION

This study concludes that working mothers have various backgrounds for working outside the home, such as obtaining permission from their husbands as family leaders, continuing jobs they had before marriage to apply their knowledge, developing their careers, increasing family income, helping parents or extended family, and meeting the welfare and education costs of their children. Working mothers tend to perceive that the parenting patterns they implement include educating, guiding, and disciplining their children, instilling good ethics and habits, protecting children, and shaping their behavior according to the norms and values of community life. The implementation of parenting by highly educated working mothers tends to lead to a democratic parenting style, which makes them more creative, careful, and responsible in educating their children. Additionally, the role of the husband as a balance is crucial in supporting the mother in fulfilling her responsibilities at home and in the workplace. Observations at RA Al-Istiqomah GSI show that children whose mothers work and apply democratic parenting patterns demonstrate good independence development, reflected in their physical abilities, self-confidence, responsibility, discipline, sociability, sharing, and emotional control according to their age.

This study recommends that the government and institutions establish regulations that support the comfort and welfare of working mothers. Additionally, it is necessary to create forums for working mothers to share insights on positive parenting practices, and non-governmental organizations can develop articles or pocketbooks to remind working mothers about the importance of good parenting. Educational institutions are also advised to hold more activities involving children and parents to foster family togetherness. By applying good parenting patterns, especially democratic ones, working mothers can shape their children's independence from an early age, which will serve as the foundation for their positive behavior in the future.

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