



# Finding a Way Out of Children's Emotional Development Problems Caused by Working Mothers: A Study in Indonesia

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**Abstract.** The increasing participation of young women who are married in the workforce around the world leaves a problem that invites controversy about the fulfillment of children's rights. Early childhood care is now plural involving the role of parties other than their biological parents. Then, how exactly is the picture of problems faced in children's development in terms of the condition of their working mothers? It is an exciting thing to research. This study seeks to explain the problems of early childhood development experienced among families with the status of women or mothers as working mothers by using a qualitative approach and narrative research. With the research locus centered in Indonesia, this study revealed that children's emotional development is one aspect of child development often complained of by obstacles. Although the picture found tends to be diverse. With varying levels of barriers, the data found in several families show that the role of mothers in mothers with working status contributes to the formation of optimal emotional development of children.

**Keywords:** children's emotional development · working mother · child-rearing problems

## 1 Introduction

In Indonesia, women have a significant role in caring for the family. Women are always associated with family sustainability and resilience, including education and health. According to Zahrok and Suarmini, the role of women is the key to improving the quality of human resources through providing education to their children, who are the nation's future generation. Therefore, family is the earliest and most crucial to start education, and the mother is at the helm [1].

Regarding the context in Japan, there is a concept called ryou sai kenbo. Linguistically, ryou sai means a good wife, and kenbo means a wise mother. Ryou sai kenbo is the highest aspiration of women in Japan. Even a source says that the element and spirit of

ryousai kenbo are in every Japanese woman [2]. Ryousai Kenbo is an excellent value devoted to Japanese women. These values make them obliged and willing to devote themselves and their lives to caring for their husbands and children. Taking care means helping the husband's work, giving full support to the husband, taking care of all household needs, and also thinking about children's education and development by providing good nutritional intake so they will become healthy future generations. In the future, these children are expected to be able to serve the nation and state as future soldiers or public workers to advance their country. Therefore, the concept of Ryousai Kenbo is a form of roles and relationship division between husband and wife, emphasizing the mother's duties in the household that are connected with the state's goals [3].

The same thing happened in some parts of Indonesia. A study conducted by Kogoya seeks to reveal Dani women in Papua. The research results stated that women often experience physical, psychological, and mental oppression. However, beyond that, it turns out that Dani women also have a role in determining the sustainability of a family. Dani women spend their entire lives serving their husbands and children. In comparison, men hold complete control of the family and society [4]. It shows that in Indonesia, the role of women in caring for their children is considered ideal. In a patriarchal culture, Indonesian women are not required to earn a living. However, Indonesian women are more required to complete tasks at home, taking care of household needs and the needs of all residents, especially children and husbands.

The context in Japanese and Dani Women is similar to that in other parts of Indonesia or other parts of the world, which are still colored by patriarchal culture and supported by traditions and customs for quite a long time. In the past, women still had difficulty getting their right to work because the impact of patriarchal culture shackled them. However, the world faces changing trends that rapidly impact women's expanding role. Along with the rapid emancipation movement influenced by the revolution, the percentage of working women continues to increase today. Women now not only play a role in the family but also participate in the workforce. More and more people now realize the importance of women's participation in work. The increasing female workforce can prove this in Indonesia.

The Indonesian Central Statistics Agency (BPS) noted that the percentage of women who became professional workers had reached 49.99% in 2021. This value increased by 2.52% from the previous year, which was 48.76%. Looking at the trend, the percentage of women who become professional workers has continued to increase in the last ten years. In 2010, the percentage only reached 44.02%. Then in 2011, the percentage recorded an increase of 45.75%. The decline in the number occurred in 2013, which was 44.82%. However, the percentage of women who became professional workers rose again to 45.61% in 2014 and 46.03% in 2015 [5].

A study by Lok Lam Chou in 2019 found that parenting style is a significant factor influencing children's ability to regulate emotions. Parents who can maintain a balanced level of care and expectations in children are proven to give children the ability to manage emotions better [6]. Parenting is closely related to children's physiological and nervous responses to emotional stimuli [7].

However, the function of a working woman could not be smoother. The position of a working mother is never free from problems. These issues include parenting and guiding children. Emotionally and psychologically, the child is closer to his mother than his father. Therefore, the child's dependence on the mother is substantial. The role of caregivers, educators, nurses, and people who supervise the development of children from childhood to adulthood lies with the mother. Meanwhile, fathers spend more time working outside the home. So if the mother works outside the home, it means less time and attention to the children [8].

Even though there are still many working mothers with young children between 0 to 7 years old, thus, those mothers who have preschool children and try to hold outside jobs must prove that they are indeed "good mothers" despite their outside employment [9]. So many cases are found where young working mothers lack time to pay attention to the needs of their children due to busy work. So early childhood development is still hampered by problems related to maternal activities. In comparison, the potential development and growth and development of early childhood are also influenced by the availability of a mother's time at home to meet the needs of children and care for children. Likewise, Indonesia belongs to the category of countries with a relatively strong patriarchal culture, thus placing educating and caring for children as more similar roles to women.

These problems directly or indirectly affect the development of children. Attention to the problems of working mothers in the efforts to balance work tasks and the duties of caring for children at home needs to be a priority. The growth and development of early childhood are also determined by the parenting pattern and the environment where they grow and develop. Furthermore, this is important in maintaining and increasing its growth and development in the following periods. As stated by Krishnan, early experiences shape long-term human development [10].

One of the shreds of evidence of the impact of the depletion of the mother's parenting role caused by the increased activity of mothers in the world of work is the problem of emotional development in children. The problem of children's emotional development is evidenced by decreased enthusiasm in their daily lives, exclusivity, the tendency to close themselves off from the environment and relationships, and difficulties in controlling emotions. These problems are still experienced by children in several areas in Indonesia and are primarily associated with working mothers' reduced role in child-care.

This problematic phenomenon became the basis for the authors to be interested in carrying out this research. This study focuses on two main things: Varying Children's Emotional Development Problems; and second, Breaking the Childrearing Problems for Working Mothers. This research was conducted using the following techniques and methods to answer those points.

## 2 Method

The approach used in this study is qualitative. According to Lincoln and Guba, as quoted by Mulyadi, this approach makes it possible for the researcher to use himself as a research instrument [11]. It aims to reveal various facts in the field by maximizing their senses. Therefore, the researcher, in this case, is part of the research instrument. In contrast, the type of research is narrative inquiry. According to Creswell, narrative research is a qualitative approach in which the researcher studies a person's life and asks one or more informants to tell about their lives [12].

The techniques used to explore and collect data are interviews, observation, and documentation. The interview chosen was the type of unstructured interview. While the observation used is a combination of the participant and non-participant types of observation. The participants in this study were four Indonesian women aged 33–40 years and were married. Each participant has something in common: working or being a working woman. Each participant has something in common: working or being a working woman. Participants have children who are entrusted with the age of 2 months to 4 years. In this study, the researchers focused their observations on participants who had preschool-aged children who were around 3–6 years old. Each age of the mother and child who is the subject of the study is detailed as follows: S1 (34) with 3.5 years old son, S2 (40) with 3 years old daughter, S3 (33) with 6 years old son and 3 years old daughter; and S4 (35) with 3 years old daughter.

The process of analyzing the data uses the Creswell data analysis model. Creswell's data analysis model includes the following stages:

1. Data organization;
2. Reading/memoing data;
3. Describing the data into codes and themes;
4. Classifying data into codes and themes;
5. Interpreting the data; and
6. Presenting and visualizing the data [13].

## 3 Result and Discussion

Based on observations and interviews conducted with three families with mothers' status as workers, various descriptions were obtained regarding the conditions of early childhood development. Each depiction of the child's developmental condition shows some differences in terms of the problems faced by the child. The following data are presented from observations and interviews.

|           |  |
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| Subject 1 | <p>A 34-year-old woman with the initial RSL works as an immigrant woman. She has a 3.5-year-old son. She has been working abroad for the past 2.5 years to help her husband provide for the family's economic needs. The husband also works in the Maluku Islands as a farmer. So far, RSL has only been able to communicate with their children via the cellular phone network, either through phone calls or video calls using the Whatsapp application. However, the intensity is still being determined. Usually, S.1 makes a call about once every three weeks if the opportunity arises. If not possible, she calls once a week or any time when there is an opportunity on holidays or weekends. Sometimes she calls her family in Indonesia when her employer is not home. Her son has a severe problem communicating. He tends not to talk much when interacting with his mother and is also reluctant to answer when asked about something. Sometimes he likes to say bad words. He spent his time playing with gadgets. However, when observed from the child's daily behavior, he is active and likes to play. When his mother calls, he is usually silent and wants to turn off the phone quickly. He even shows an unconcerned attitude when his mother calls him on the phone. He admitted that he did not like interacting with his mother and preferred to play with friends. The boy also often issued rude and disrespectful words. Even though every time he is contacted by telephone, his mother often sends messages to him so that he always does good and shows the habit of saying kind words to anyone. The boy was abandoned by his mother when he was one year old. Moreover, since then, he has been cared for by his grandmother.</p> |
| Subject 2 | <p>A 40-year-old woman works as a laborer in a tobacco factory. She was placed as a worker in the sorting section. Currently, he has a 3-year-old daughter. Every time S.2 goes to work, she entrusts her daughter to her sister, who lives at home daily and is a housewife. The woman works from half past 7 in the morning and returns home at 4 in the evening. She only gets a day off from work on Sundays. Her daughter, AQ, has a little difficulty getting along with her peers. She tends to be shy and reluctant to join friends at school and around the house. According to the mother, AQ rarely socializes with her peers because when she was cared for by her aunt, she stayed at home and rarely left the house. Usually, all she does is play on her cell phone or play with her aunt. She felt comfortable living at her aunt's house. However, when she is with other peers, she tends to be quiet, finds it difficult to start a conversation, and even rarely responds to what her friends say. When the mother came home, the child often cried. The mother also said that her daughter's speech development was late compared to other children her age. The number of vocabulary and sentences spoken is a little. Her interaction with her parents was not too good. Nevertheless, it is just that AQ showed bad behavior and seemed to want attention.</p>   |

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| Subject 3 | <p>A 33-year-old mother with an initial HRD works as a teacher in a village in East Java, Indonesia. She has a 6-year-old son and a 3-year-old daughter. She and her husband are both busy working outside the home. So that every day their two children are cared for and taken care of by their grandmother. HRD always tries as much as possible to have time with her two children every day between her busy work. The son and daughter did not experience significant physical problems. It means that their physical development is going well. They can also walk before the age of one year, master language skills well, not speak late, and have an interest in art and music. The fantastic thing is that both children can master much vocabulary reasonably quickly, starting at 18 months of age. Therefore, they have the habit of speaking very intensely and are good at imitating adults' intonation and speaking style. However, the two children still have one problem: managing emotions when they are angry or dislike something. Their mother complained that the two children tended to use a high-pitched tone or shout when they were becoming mad. Sometimes they may throw their toys or other objects when they want to express annoyance or dislike for other people's choices. Shouting is their habit when expressing their annoyance to the people around them. S.3 or HRD does not have much time to pay attention to their children's emotional problems. The mother complained that she could not deal with her children's attitude, <i>"if they are angry, and I respond with anger too, they will speak even louder, even showing a somewhat extreme attitude. They wanted me to fulfill their wish..."</i></p> |
| Subject 4 | <p>A 35-year-old woman with the initials MSL works as an employee at a private bank. She has a 3-year-old daughter with the initial ANT. ANT is taken care of by her grandmother whenever her mother goes to work. Her grandmother met all his needs while his mother worked. Her mother worked from morning to evening and often came home at night, so they did not have much time to spend together. In the morning, the mother had to leave for work quickly. Due to the limited time with her daughter, the mother tries to spend time taking her to play or go for walks on weekends. The mother's routine occurs daily, making the daughter spend more time with her grandmother than her mother. However, the grandmother said ANT did not experience significant speaking skills problems. ANT can also interact smoothly with the people around her, both with her parents and friends. The mother is used to and often invites her to talk during office breaks via phone. Whenever there is free time, the mother invites the child to interact actively, then discuss various things. The mother always tries to divide her time regularly so that she can still monitor her daughter's development. ANT can also respond to various questions, remarks, and reactions from her mother well. She hardly ever showed an expression of displeasure or anger towards her mother. At first glance, she does not seem to have any serious emotional problems.</p>  |

## 4 Discussion

### A. Varying Children's Emotional Development Problems

Based on the results of observations and interviews with Subject 1 and Subject 2 and their children, we can find that the experience of children who are far from their mothers

due to work reasons has contributed to the emergence of several obstacles, both from the child's and mother's side. What is clear from the child's side is that some obstacles have to do with their development, one of which is managing emotions. For example, what happened to Subject 1, who had been left working by his mother abroad for years? He understood that his mother was forced to go abroad as an immigrant worker to make ends meet. Because his mother abandoned him when he was one year old, the adaptation process with his grandmother, who raised him, was not too complicated. However, the child becomes less concerned about his mother and does not want to build a closer relationship with his parents.

Similar to that experienced in subject 1, the findings in subject 2 show similar problems in terms of child emotional development. The difference is that the developmental problems in subject 2 are more inclined to the psychosocial aspects of children's development. Children from Subject 2 have a habit of being more comfortable staying at home and reluctant to leave the house. Children generally look for friends to play with or want to walk around the house to learn more about the world and their environment. However, the children from Subject 2 did not want to join their peers. He does not like crowds and prefers to be alone. The feeling of comfort with this aloof attitude is further exacerbated by the habit of playing with gadgets or cell phones.

On the one hand, according to her aunt, she was never in trouble or trouble by asking for something to be bought or given something challenging to fulfill. While playing with gadgets, he spent hours until the night. However, on the other hand, the obstacles experienced in psychosocial development are getting worse. He tends to not get along with his friends, does not want to share his possessions with others, experiences mood swings, and is not confident dealing with others.

These two conditions are slightly different from that experienced by the children from Subject 3. The two children in the third case have developed quite well. However, emotionally and behaviorally, they are still experiencing severe obstacles. Barriers were experienced by the two children in the form of a lack of ability to manage anger and empathize. It is ironic because the mother works as a teacher but faces behavioral and emotional problems of children that she cannot face alone.

Children with those varying conditions have sufficient time to meet physical needs, such as eating, clothing, and playing. They can also access new educational facilities and experiences even though their biological mother does not accompany them. Childcarers are essential in providing these physical needs, including grandmothers and grandfathers, aunts, or child care services. However, there is one thing that the child's acquisition cannot guarantee through the role of the caregiver, namely the love and affection of parents, one of whom is the mother. Anyone can pay attention to the child. However, attention from parties other than biological parents is generally not the same as the love and affection of biological parents. It is the only one, and other people may need help to provide it.

Children's needs for love and affection from parents are included in the needs and rights, which are essential in supporting optimal child development. According to Pringle, there are at least four types of needs in child development, including the following:

1. The need for love and security
2. The need for new experiences

3. Need for praise and recognition
4. The need for responsibility [14].

Based on this view, love and security are the primary needs of early childhood that must be met. The need for love and security is met by children who, from birth, can make children and parents able to experience a stable, sustainable, loving, and mutually enjoyable relationship. These moments of affectionate and loving relationships help children build self-confidence and empathy and generate self-motivation in socializing and developing their potential.

The role of the mother in giving love and affection to a child is significant as one of the driving factors for a sense of happiness and calm in children. It is corroborated by the opinion of Glasser (1986) and Santrock (1987), as quoted in Boers (2001), namely that enthusiasm, energy, and happiness contribute to creating a positive environment where children's basic needs are physiological, safety, and health needs. Security, love and self-worth, and self-actualization (Santrock 1987) are met, as are additional needs for power, freedom, and pleasure (Glasser 1986) [15–17].

Happiness triggers children to be excited about living the days of their lives, especially in the early days of growth. They can build positive expectations because peace and happiness support them. Of course, children who lack happiness will be slightly different in their activities. They will usually reflect more alone or stay away from their environment. Happiness in children will, in turn, contribute to forming reasonable self-restraint in children. As stated by Lee and Tak (2015), this is that self-esteem and happiness in children can significantly influence their ability to build resilience. It is because it has the most significant impact on resilience among the subfactors in happiness and self-esteem [18]. For this reason, it is necessary to emphasize children's happiness.

According to Barrow, happiness is now widely regarded as an important educational issue. It then raises suspicion about the relationship between happiness and education, which may take many forms. In essence, the main thing in education is that children should be happy in school. It is because an environment that makes children happy can support children to be more productive [19]. For this reason, realizing a situation supporting children's happiness can be done at home or school. However, a harmonious relationship at home that involves the role of parents, one of which is the mother, is the first step in forming a happy atmosphere for children.

It is also reinforced by what was conveyed by Lee and Kim (2013), that children's happiness is strongly influenced by internal and environmental variables such as parents and peers [20]. It is also in line with what was stated by Cameron that one of the critical factors that affect the satisfaction of a child's life is the love he enjoys from his mother [21]. For this reason, affection and love are closely related to the role of parents, one of which is the mother. Although then, in some conditions, the role in providing these needs to children is carried out by other parties, such as grandmothers or grandfathers, aunts, or caregivers. What needs to be clarified is whether there is a gap between the affection the caregiver mother gives and the biological mother. It requires a more detailed search because worldwide conditions may be very diverse and cannot be generalized.

On the other hand, the child's personality, behavior, and emotional skills also require the vital role of parents, one of whom is the mother, to shape it. Parents are responsible



for supporting their children in forming emotional skills so that later it will positively impact their development as humans ready to interact well with the community [22].

Children's awareness of how to act and behave requires imitating an example. Freud's psychoanalytic theory emphasizes that the formation of a child's personality is influenced by parents' management of their sexual and aggressive urges. Psychoanalytically, this is in line with Erikson's view, which also reinforces Freud's view that there is an influence of society on the formation of a child's personality. Related to this, Krishnan, in his writings, mentions that children are like wet cement. Whatever falls on them makes an impression [10]. This expression has a profound meaning about how children can record and store what they receive as learning from their environment, including parents.

## **B. Breaking the Childrearing Problems for Working Mothers**

The number of women working in Indonesia has increased significantly since the onset of the pandemic. Based on statistical data, in 2019, the participation of male workers was 83.25%, and of female workers was 51.81%. Meanwhile, in early 2021, the male workforce participation rate was 82.14%, while the female workforce was 54.04% [23]. An increase followed this in early 2022, where the male labor force participation rate was 83.65%, and the female was 54.27% [24]. These statistical data showed a significant increase in the female labor force participation rate in the last two years. If we look at the number by province, the highest female labor force over 15 years comes from East Java Province, with more than 9 million people [24]. This data depiction shows us women's increasing interest in work in Indonesia. It contributes to the emergence of further problems related to child care in Indonesia, especially among young mothers or mothers who have children under the age of 5–6 years.

Based on the results of interviews and observations, it was found that some children generally face developmental problems, especially in emotional aspects. Although the development of the problems faced tends to decrease along with the child's age. For example, as found in Subject 3, the older son, who is currently six years old, had difficulty actualizing emotions well, tended to be angry, often had tantrums, and could not show the correct way to express his dislike of something. However, these symptoms decrease with age. It is also supported by the mother's efforts to help her child overcome his obstacles in showing expressions of dislike with healthier ways of communicating. The process of adjusting the habits of the first child takes between 2–4 years. Now the younger child has almost the same problem but with a lower level of seriousness than the problem experienced by the first child. For example, cases of tantrums in the second child are not as common as those experienced by the first child.

Problems in the emotional development of children arise among some families with working mothers. However, the incidence varies based on differences in family conditions regarding the type of work, family social status, father's role in parenting, and others. It is also shown from the results of a search on Subject 4's family, whose mother is a worker and has a preschool-aged child but does not face severe problems regarding children's emotions. In this case, parties other than the mother had a fairly active role in conditioning the children's needs and assisting their development when the mother worked outside the home, including the father and grandmother. It confirms that the conditions in the community differ and are influenced by various surrounding factors.

The case in Subject 4's family shows that the vital role of parties outside the mother is the key to reducing the impact caused in the context of early childhood development, which is generally primarily determined by the role of the mother.

This result is in line with what Oh found in his research. Scholars studying Korea have argued that parenting provided by grandmothers is the most crucial resource in helping mothers to continue working (J. Lee and Bauer 2010, 2013; Y.-S. Lee 2011). Based on 100 in-depth interviews with married mothers, it shows that regardless of family background and educational attainment, most women who seek childcare support accept it and explain that it allows them to remain in Korea's highly competitive labor market. An essential part of this process is establishing a valid reason to seek childcare assistance [25].

However, people outside the mother can replace roles that mothers cannot perform at certain times. Only some things they can do to replace the mother. Furthermore, working mothers should not only rely on caregivers to complete their duties in caring for children. However, therein lies the challenge that working mothers can prove that they can fulfill their duties in caring for children by spending more time with more effort than other mothers.

It is also reinforced by the earlier views of Johnston and Swanson. They suggested that mothers who work full time also need to emphasize nurturing, love and affection and strive to have moments of laughter/fun/playing with their children more than other mothers do. Mothers who work full time build on their mother's role as empowering children. Mothers who work full-time say they could be better mothers if they had more time to spend with their children. They say they want to be more physically accessible to their children. They report feeling rushed, busy, and tired and have difficulty balancing the needs of their workplace with those of their children [26].

However, related to that, a study concludes that the impact of working mothers on child development cannot be determined too simply. The impact is highly dependent on the surrounding factors. Hoffman's previous findings led to the conclusion that the effect of a mother's work, particularly on child outcomes, depends on the parents' attitude, the number of hours the mother works, social support, and the sex of the child [27]. These findings already provide an overview of the many factors related to child outcomes and development in families with working mother status. However, Hoffman's research did not confirm the extent of the difference regarding the type of mother's occupation.

This view is strengthened by the results of a study in 2017, which concluded that the emotional development of early childhood ages 5–6 years, in terms of working mothers in some cases, showed good development. However, some children have not developed the child's emotional development, so the presence of a companion mother is needed to replace the role of working mothers [28]. These findings also strengthen that maternal employment needs to be supported by good teamwork by several parties other than the mothers, one of which can be supported by the presence of a caregiver/babysitter/surrogate mother to increase opportunities for optimal social and emotional development of children. On the one hand, this is very important so that the function of meeting children's needs, especially socio-emotional ones, can continue to run.

Tong et al. found that the changes in parenting style were statistically significantly related to children's development after two years. For instance, changes in the parent-child playing routine contributed to the child's social competence (odds ratio = 11.088). Variation in working mothers' disciplinary practices was also associated with children's vocabulary development after two years (odds ratio = 2.246). Working mothers should increase interactions with their children in their free time to reduce the risk of developmental delay. Daily child-care support provided by family members or social organizations for long-term working mothers helps mediate the negative relationship between mothers working with children's development [29]. Ranson, in 1999, found that there were differences in mothers' roles in stimulating preschoolers' development in working and not working mothers ( $p = 0,018$ ). Discussion: Mothers' roles in stimulating preschoolers' development on working and not working mothers had significant differences. A working mother must spend much time and activities stimulating their children [30].

The findings from the previous research further confirm that increasing mother-child interaction is the essential key to reducing the risk of barriers to child development, especially in families with busy working mothers. However, in practice, there are many difficulties experienced by mothers in increasing interactions with children. The interview result with Subjects 1, 2, and 3 showed that most employed mothers have a big problem with increasing interactions. The informants, especially Subjects 2 and 3, admitted that they had difficulty managing time to improve interactions with higher quality because the time at home was also used to manage various domestic affairs, such as washing clothes, cooking, cleaning the house, and cleaning the house. That does not include other matters related to serving the needs of husbands and parents. The role of the mother is, in fact, very complex, not only concerning child care. Such a situation becomes complicated for mothers whose work requires a tight work schedule or tends to contain a reasonably high workload, causing mental stress on the mother.

Meanwhile, on the other side, this research has revealed that the role of mothers in the context of community culture in Indonesia still cannot be separated from the problem of women's double burden. The mother's position plays a central role which is quite dominant in meeting the needs of children and child care. Whenever it is necessary to make a decision related to child care, the mother is the party most demanded to be able to choose and implement it. Meanwhile, fathers tend to concentrate more on fulfilling economic needs, so paying more attention to work matters is okay. It differs from mothers who must be versatile and responsible for their children's care, upbringing, and education. For example, in fulfilling the provision of child immunization, the person who usually records carefully the schedule for administering the child's immunizations, taking the child to the health center, and arranging the administration of medicine from the doctor or midwife is the mother, not the father. That is why mothers, not fathers, almost always crowd the activities of the integrated service post for children's health. Habits like this are popular in Indonesia, including in many areas in East Java.

An essential role for women, regardless of working status, is the ability to be full-time mothers. As high as a mother's career is, and no matter how successful she is in the world of work, she is still required to be able to carry out her role at home to her children perfectly. This view is standard among Indonesian people who are still

traditional. However, this view needs to be reviewed further to determine whether it is closely related to the children's emotional development. Children's knowledge about the role of mothers and gender in the family from an early age is also essential.

According to Johnston and Swanson, being a full-time mother is a unique role because a mother can have the time and patience to develop her sensitivity to her baby or child. It allows him to recognize and adapt to his needs in this highly specialized role. Nevertheless, Johnston and Swanson insist that full-time working mothers do not always have to be physically accessible to their children.[26] Ranson also stated the same thing. According to him, the "full-time mother" concept does not always have to be understood quantitatively by doing "mothering" activities. Some women work from home to get paid. Most other women also have busy and stressful lives outside the home in society. They cannot "mom" full-time in the sense of being at home all the time, but practically allot part of their week to focus on being a full-time mother [31].

Based on this view, full-time mothering is not rigid and can be applied flexibly. Involvement is understood more than just physically and quantitatively. However, it can be understood from non-physical and quality aspects, even though in society, the benchmark for engagement between mothers and children is mainly understood as physical engagement. However, it is essential to broaden the understanding of the "full-time mother" concept.

Other aspects of working mothers like this can be 'maximized as an effort to provide opportunities for children to continue to receive support and attention from mothers in the development process, in addition to paying attention to the needs of mothers with their busy lives. Full-time can be interpreted more flexibly so that working women can share priorities in their activities as well as their daily schedule of activities to achieve a balance between work and mothering.

The division of roles at home is part of the supporting factor so that working mothers can more easily share their time and attention in a more balanced manner. The challenge of mothers in carrying out their functions at home is complex. However, the task of caring for children and fulfilling children's rights requires many mother roles, as well as fathers. For this reason, it is necessary to strive for the division of roles that support each other, seek mutual involvement in children's activities, and seek mutual commitment to prioritize the interests and needs of children's development.

This view is corroborated by the findings of Pailhe et al., who suggest the need for gender division at certain times so that mothers can concentrate more on their children. Women should spend more time on parenting and less multitasking. According to him, task specialization based on gender should be more prominent. Using extra time based on gender roles like this can emphasize that time allocation is not only understood as time availability. However, it may also be other, such as quality of time. For that, men and women can 'gender' on the weekends[32].

An added value found in families with maternal employment is the emergence of an understanding of gender roles that tend to be impartial and not stereotypical in children's minds. The various consequences of the mother's busy life with the world of work, in turn, require good cooperation between all householders, whether husband, wife, grandmother, and grandfather, to overcome child-rearing problems together. It is quoted Hoffman (1989) from Zaslow (1987), which suggests that one of the findings with

multiple frequencies is that children of working mothers, from kindergarten to adulthood, have a different view of limitless sex roles. Although these findings are more consistent for girls than boys, the facts show that children of working' mothers tend to have non-stereotypical views about boys and girls [27].

If the division of roles based on gender at certain times can not be done, then the mother can also consider working part-time. Part-time jobs will help mothers devote more time to caring for children at home, even taking care of themselves. It is corroborated by the research findings of Brooks-Gunn et al. (2010) in Buehler and O'Brien, who prefer part-time work as an ideal job for women. They suggested that mothers who worked part-time during infancy had higher observed sensitivity scores through first grade than mothers who worked full-time.

Likewise, Muller (1995), as cited by Buehler and O'Brien (2011), found that mothers working part-time scored higher than those who worked full-time in school-related communication with their eighth graders and examined homework, after-school supervision, and school engagement. He has also extended these findings by testing the hypothesis that mothers who work part-time are consistently more positive in parenting their children than mothers who work full-time from infancy to middle childhood [33]. During their children's preschool years, mothers who work part-time show more sensitive parenting than other mothers, and at school age are more involved in school and provide more learning opportunities than mothers who work full-time. Mothers who worked part-time reported doing more child care and housework than mothers who worked full-time. Part-time work benefits mothers and families during the child-rearing years [33]. These findings show differences between mothers who work full-time and work part-time. The trend is that mothers working full-time spend less time on child-care than mothers working part-time [34].

However, maternal education can have a significant effect in reducing the negative impact. [34] The case experienced by Subject 4 is evidence that strengthens this view. It appears in the findings that a mother who is highly educated can position herself well as both a mother and a worker. The mother can also maximize to compensate for the lost time because of her busy work with all efforts. With sufficient literacy related to child development and more qualified human resources, a well-educated mother can maximize her abilities to carry out her role as a worker and a mother at home wisely.

## 5 Conclusion

Based on the results of this simple research, there are several alternative solutions for working mothers. As working mothers, women need to have good skills in balancing their roles, both at home as mothers and at work. Working mothers also need to try to compensate for the free time lost due to busy work in a wise way. That way, the child can play together or build a bond with his mother. Good communication, openness, and the mother's skills in managing activities are also important. Each of these is the key to cultivating good emotional skills in children.

Being a full-time mother does not always have to be understood in terms of the quantity of time spent. However, full-time mothers can also be better understood as the optimal role of mothers in accompanying children and focusing on children outside of work time.

For that, there needs to be good teamwork support at home. The involvement of parties other than the mother remains a critical thing to consider. However, the division of gender roles between husband and wife and reasonable cooperation efforts by all members at home will support a conducive situation for forming children's emotional skills.

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