

Parenting Program for Factory Working Mothers

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Abstract—This study aims is to develop a parenting program based on parenting style for factory workers' mothers. Quantitative methods are used to describe the tendency of parenting factory workers based on the Baumrind classification (authoritarian, authoritative, permissive, or neglectful). Based on data processing, it was found that in general, factory worker mothers tend to be authoritative but authoritarian in enforcing the rules. The problem is when mothers work children are left with relatives who tend to be permissive and pampering, even children can become vulnerable to malnutrition due to careless food intake for example. Inconsistency in moral upbringing makes it difficult for mothers in forming attitudes. The implications of the parenting program needed include: 1) the urgency of early childhood education; 2) cooperation between mother and family or caregiver; 3) implementation of the concept of Baumrind parenting in socio-emotional and moral development; 4) creating an educational environment for moral formation and fulfillment of child nutrition.

Keywords—component; parenting program; factory worker; early childhood

I. INTRODUCTION

Parents are the most responsible parties, namely how parents fulfill children's rights, in accordance with Article 54 of RI Law No. 35 of 2014 concerning Amendments to Law No. 23 of 2002 (paragraph 1): "Children in and within the education unit are obliged get protection from acts of physical, psychological, sexual crimes, and other crimes committed by educators, education personnel, fellow students, and / or other parties " [1].

The role of mothers is particularly crucial in the education and development of children, starting with breastfeeding. Since the modern era the involvement of mothers in industries has been very high, as indicated by the greater number of female workers more than men. Likewise, it can be seen in the industries in Bandung Regency, West Java, Indonesia, most of the employees are women. This phenomenon has an impact on children who are left behind, and parenting parents for children.

The results of the study of parenting and the incidence of violence against school-age children (6-18 years) obtained that there was a significant relationship with parenting with the incidence of violence against school-age children (6-18 years). Many factors trigger violence in children, and parents have reasons when resolving child problems with violence [2].

Surveys through in depth interviews conducted by Diki, Erhamwilda & Enoh show a lack of interaction between mothers who work in factories and children so that affection can only be given by giving children and caregivers money which actually makes nutrition and moral controls less good. [3]

Baumrind since 1967 has carried out various studies on parenting and suggested three types of parenting [4], namely: authoritarian/ authoritarian, authoritative/ democratic and permissive/ indulgent. Then Maccoby & Martin adds one more type of parenting with uninvolved/ neglectful upbringing [5].

Based on Baumrind's parenting, factory workers get parenting counseling in implementing education especially for early childhood adapted to the characteristics of factory workers' mothers and their families. Mothers who have early childhood children (0-6 / 7 years) become a priority because early age is a "golden age" that needs to get serious attention for child development. This study aims to develop a parenting program for mothers of factory workers in Bandung Regency, West Java.

II. METHODOLOGY

This study employed Research and Development (R&D) that, mixed approach, developed by Cresswell consisting of quantitative and qualitative approaches [6]. For quantitative data, survey method was used to describe the parenting style of factory-working mothers and their characteristics. Meanwhile, the parenting instruments were developed from Baumrind's instruments that were modified in accordance with the culture of respondents, which was further validated by the expert. The instruments to measure the tendency of parental parenting were derived from four types of parenting: 1) Authoritarian-Violence, assertive and coercive; 2) Democratic-Authoritative, that is communicative-open with control; 3) Permissive-Indulgent that tends to be less communicative with weak controls; 4) Neglecting that is a lot to let. There are 15 items with multiple choices representing all four types of parenting. Furthermore, for qualitative research data, in-depth interview was used to collect data about problems faced in taking care their children and the problem solving method done by the mothers.

The research was conducted in several sub-districts in Bandung, West Java Indonesian. The site selection was conducted purposively, i.e. villages with many people working in factories. The research has not been conducted

comprehensively to all villages with many factory workers, due to the limitations of research. Therefore, this research was only conducted to the sample, whose characteristics had already been represented by its population. The population of this research was factory-working mothers, while the samples were chosen purposively i.e. the factory-working mothers who had early childhood (0-6/7 years). The total samples participating to fill the questionnaire amounted to 114 people.

Furthermore, in relation with the difficulties of mothers in the household affairs, they were asked “Does working in the factory disrupt the relationship of mother with husband and children?”, which could be answered in ‘Yes’ and ‘No’ categories along with the reason. In addition, in relation with mothers’ tendency to punish children when unexpected behavior arises, the statement was developed in form of open-ended questions. Qualitative research was inducted by in-depth interview with families with early-childhood children and a mother who serve as a labor in factories to identify their habit and parenting style.

III. RESULTS AND DISCUSSION

A. Parenting Concept and Its Implementation

According to Baumrind [4] parenting concept could be categorized into four sections and described as follows: (1) Authoritarian, Abusing; (2) Authoritative, Democratiif; (3) Permissive, Indulgent; dan (4) Neglecting, uninvolved

Permissive parents tend to follow the children’s passion and actions. They are slightly demanding the children. Parents are present as the ones who fulfill children’s desires, not an ideal figure to imitate. Additionally, parents do not act as an active agent who is responsible for shaping and changing the children’s behavior [4].

Authoritarian parents try to form, control, and assess children’s behavior and attitude in accordance with established behavior standard, which is usually an absolute standard and theologically motivated and formulated by a higher authority. Parents assess children obedience as a virtue and support strong and hard acts with their own principles or actions contradicted to what they claim to be true [4].

Authoritative parents try to direct the children activities in a rational and problem-oriented way. Parents encourage verbal communication, shared with the children about the reasons behind their policies, and complain when they refuse to obey the children. Parents give strong control when there are differences between parents and children, but do not limit children with restrictions. They impose their own perspectives as adults, but recognize the children individual interests [4].

B. Parenting Concept of Factory-working Mothers

1) *Analysis of descriptive statistics:* There are 114 viable subjects for this research.. In general, the parenting concept of mother tended to be authoritative, but it was not implemented in every attitude/behavior of children. The trends of this parenting concept are illustrated in the following figure 1.

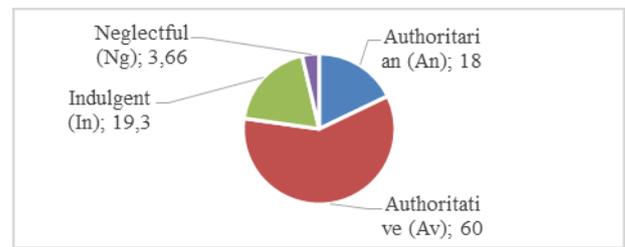


Fig. 1. Types of parenting concept of factory-working mothers.

Based on open-ended questions to all respondents, qualitative data equipped with observations and in-depth limited interviews showed that every day children got along more with grandmother/families who tended to be permissive, indulgent and low in control. Furthermore, when mothers were asked to reveal the way they gave punishment for children’s mistakes, 47% of mothers advised children and 12% of them admonished children. However, 14.6% of mothers scolded children, 2.4% of them threatened and scared children, 4.9% of them did not give any money, 3.7% of them prohibited children from playing, 6% of them declared to *sentil* (flicking children’s ear), pinch, and yell. However, some mothers did not impose any punishment at all. This means that more than a quarter (31.6%) of mothers punished children in an inappropriate manner.

The findings are in line with qualitative research through in-depth interviews conducted by Diki, Erhamwilda & Enoch to five factory-working mothers who have early childhood children revealed a number of issues including [3]: (1) These five mothers worked in the factory for five days a week from Monday to Friday for eight hours per day; (2) Mothers felt lack of time to interact with their children, since more care has been given by entrusted grandparents or relatives; (3) Fatigue at work has made it difficult to pay attention to the children after work; and (4) Only one mother felt able to manage time between work and child care.

The data also shows that all mothers gave the children some money or left some money to the family/grandmother/caregiver to show affection but without control. In this case the mother and grandmothers or other families tended to be permissive. Furthermore, it was found that mothers who faced difficulty in forming children’s moral was caused by grandparents’ parenting style who tended to obey anything asked by the children.

It reveals that 76.78% of mothers tend to be authoritarian when the children broke the rules and 72.32% of them rarely praised children. It showed that mothers did not have a consistent parenting concept in terms of forming children attitudes and behaviors. In addition, 28.57% of mothers perceived that working has interfered their relationships with children. If inappropriate maternal treatment from mothers was allowed to keep occurring (especially at an early age or golden age), it would inhibit the development of children (especially in terms of children socio-emotional, resulting in having difficulties to be confident, experience unrealistic anxiety-fear, not learning to control behavior, and facing difficulties to change behavior along with the increasing age of the child).

The description of parenting concept indicated the necessity to develop a parenting program for all factory-working mothers. This program tended to be preventive, evaluative, or corrective in children education, besides special programs for working mothers who face difficulty in raising their children.

Based on the aforementioned characteristics, there were general issues that need to be considered in formulating of parenting programs, namely: (1) education background, a simple and applicative program is needed for elementary and junior high schools graduates; (2) mothers who worked for 7 days, especially single parent, need to be a priority because the problem was more complex and they could not share their parenting patterns; (3) mothers who declared working in factories could disrupt the relationship between family and child care need to be given priority parenting programs; (4) mothers whose income were less than one million and were more economically vulnerable to problems, so the priority of getting a parenting program is to anticipate if the economic conflicts can sacrifice the rights of the child.

Parenting style done by grandparents need to be taken into account in developing parenting program, since mother and grandparents might have different parenting style. Hence, mothers' authoritative parenting style might not be practiced by grandparents.

IV. DISCUSSION

Research findings showed that more than half of mothers had authoritative parenting concept that was positive based on Baumrind's theory. This means that most mothers had a good approach to their children and personally got a comfortable feeling. Desjardins et al. found that mothers with high level of Behavioral Approach System (BAS) and Subjective Well-

Being (SWB) were significantly authoritative. Meanwhile, mothers with high level of BAS levels and low level of SWB had significantly a neglectful tendency [7].

Observing the data and results of theoretical studies, the parenting program that was developed consisted of two types of programs. First, general parenting program for all mothers, grandparents, and relatives who took care children. This program contained material on: 1) the urgency of early age education; 2) the cooperation of mother and family/caregiver in child protection from violence and development of personality aspect; 3) Baumrind's parenting style of socio-emotional and moral development; 4) methods and media of early childhood education; and 5) Islamic religious education and educative environment needed by children. These activities were performed periodically for 2 hours/week in 10 weeks and conducted by PAUD experts and psychologists. The program was still hypothetical and would be tested theoretically with experts and empirically with representatives of factory-working mothers. Second, for mothers with special priorities, such as: (1) for mothers graduated from elementary and junior high school, a simple program was created and compiled into steps in protecting and educating children; (2) for mothers who worked for 7 days, especially single parent who needed to be prioritized because their problem was more complex. They cannot share caring children, so that they were given counseling service; (3) for mothers who claimed that work in factories may disrupt the relationship of family and childcare, counseling service was provided; (4) for mothers whose income was < 1 million, and was more economically vulnerable to have problems in children education, individualized counseling and discussion was provided. The next following table is the parenting program offered.

TABLE I. PARENTING PROGRAM OF EARLY CHILDHOOD FOR FACTORY-WORKING MOTHERS IN BANDUNG

Purposes	Target	Material	Activities	Speakers	Time	Assessment
Parents know the essence of Early Childhood Education	20 Parents (father and mother) and grandmother or caregiver / training	The Essence of Early Childhood Education	Giving information Dialog Jigsaw	PAUD Expert and or Researchers	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test
Grandparents and parents have consistent parenting patterns in forming children moral / behavioral	20 Parents (father and mother) and grandmother or caregiver / training	Foster parenting from grandmother, grandfather, family Impact of different parenting on children behavior.	Brainstorming Discussion Providing information	Psychology Expert	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test
Parents, caregivers / grandparents skillfully adopt a warm attitude and behavior with full acceptance of the children, and carry out appropriate control measures	20 Parents (father and mother) and grandmother or caregiver / training	Baumrind's parenting and its impact on children behavior. Educate together with The Prophet Muhammad	Lecture Dialog Discussion Simulation	Psychology Expert PAI Expert	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test

Table 1. Cont.

Parents Recognized the Strength and Weakness in Children Parenting	20 Parents (father and mother) and grandmother or caregiver / training	Problems of parents in early childhood education.	Reflecting on the issue of early childhood education, Session Poster, Fiving information, Recitation to summarize	PAUD Expert and or Researcher	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test
Parents and caregivers recognize moral and religious development strategies based on children age	20 Parents (father and mother) and grandmother or caregiver / training	Development Strategy of Moral and Religion of Early Childhood	Giving information, Dialog / Discussion, Simulation	Early-Childhood Expert and or Researcher	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test
Parents and trained caregivers perform educative learning with the children	20 Parents (father and mother) and grandmother or caregiver / training	Playing with children	Giving information, Dialog / Discussion, Simulation	PAUD Expert and or Researcher	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test
Parents and caregivers are skillful in choosing healthy foods for children.	20 Parents (father and mother) and grandmother or caregiver / training	Healthy foods and beverages for children	Giving information, Dialog / Discussion, Simulation	PAUD Expert and or Researcher	When mothers were off to work (as factory rules and agreement on target)	Pre Test and Post Test

A special parenting program would be formulated on the basis of parent, grandparents, closest relatives who perform parenting, with special targets to mothers with elementary and junior high school background, single parent, income < 1 million, and have complaints about the difficulty of establishing relationship with husband and children due to work. In addition, mothers who tend to be authoritarian also become a priority. This program will be problem-based with individual approach and its method would be consultative service and practical application plan. The specialists would be PAUD experts and psychologists. This meeting would be held in accordance with mutual agreement of both parties.

V. CONCLUSION

The parenting program for factory-working mothers was generally and specifically created. A common program was provided to all factory-working mothers with early childhood to develop appropriate parenting style for children. The implementation was conducted by early-childhood education (PAUD) experts with adult learning approach. A special program was problem-based, intended for mothers whose

children have growth and development problems seen from the characteristics of mothers.

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