


## The Influence of Education, Employment and Care for the Independence of Children

Latifah\*, Wahyu, Metroyadi

Graduate Program of Teacher Education for Early Childhood Education, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history Received: June Revised: August Accepted: September</p> <p>Keywords: Education, Occupation, Parenting, and Independence</p>	<p>This study aims to analyze and describe the influence of education, occupation, and level of parenting on children's independence. A total of 212 parents and children were used to carry out this research using the simple random sampling technique. This research is important because independence itself is an attitude that must be possessed by someone in order to be a person who is responsible for him, so it is important to analyze and describe how much factors influence the formation of independence. The data obtained were examined and utilized to test hypotheses using the path analysis. Data processing was carried out using IBM SPSS version 24.0 computer program. The results consists of the following points: There are direct influences: (1) Level of parental education about childcare (2) Parents 'work on childcare (3) Parent's level of education about children's independence (4) Parents' work on children's independence (5) Parenting style for child stagnation. While the no indirect influence comprises of the following (6) The level of parental education on children's independence through parenting (7) Parents' work on children's independence through parenting. However, there were no indirect influences. So it was concluded that the level of education, employment and parenting influence on the independence of children.</p>
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\*Correspondence: Latifah; E-mail: latifah.nailaalfarizi@gmail.com

## I. Introduction

Childhood is a time when children experience a golden phase. During this period, children require good nurturing foundation, such as the proverb "learning in childhood is like carving on a rock" which means when children study, the knowledge will permanently be etched in their heads because childhood learning is still clean, pure with little or no burden to the mind. Therefore, it is important for people living in their surrounding environment such as their family, to implement good values which are the first madrasa (a college with Islamic instruction) of children.

Similarly, character education aims to develop cultural values and national character to students, thereby, providing them with the best values (Suriansyah, 2011). Early childhood education develops characters which exist in children (Zaini, Saleh, & Noorhafizah, 2018).

The role of the family is very important in shaping a child's character because parents are a strong foundation in character development, both from early childhood, elementary, middle and high education (Andriyani, Ngadimun, & Suriansyah, 2018).

Various observations regarding the independence of children in Indonesia stated that children are usually slow in becoming independent, due to the absence of parents' self-awareness. The observations made are based on findings in the field that character values present in early childhood are due to lack of children's abilities in responsibility, communication and cooperation (Salasiah, Asniwati, & Effendi, 2018).

Early childhood education aims to instill good values social habits in children which reflects independence, and as such, it should be included in the primary school curriculum (Safitri, Ahmad, & Saleh, 2018).

Basically, parents and PAUD (early childhood education programs) teachers are required to form children's independence selectively and optimally, using the essential factors to encourage the child's independence. The factors that affect early childhood are either internal or external. Independence makes a personal child capable of being responsible for himself so that it is important for all parties, especially parents in training early independence in children (Wiyani, 2015).

Internal factors, consists of those inherent the child, and these include emotions and intellectuals. Furthermore, physiology is one's ability to control emotions when in an uncomfortable state, while psychological or intellectual factor is the ability to overcome problems. However, external factors exist outside

of the child's own self. These include environment, characteristics, social, stimulation, parenting, love and affection, quality of information on children and parents, parental education and employment status of mothers (Wiyani, 2015).

The level of education is based on students developmental ability, the complexity of the teaching materials, and how to present these teaching materials (Ihsan, 2003). The level of formal education referenced in this study is divided into three, namely (a) Basic education such as SD or MI and SMP or MTs. (b) Secondary education such as high, vocational, or MA school. (c) Higher education includes a diploma program, bachelor and master's degree, d) doctorate.

Job in general is defined as an active activity carried out by humans, in the narrow sense the term work is used for a task that produces a reward in the form of money for someone (Husni, 2003). The servitude of parents in this study focuses on the employment status of the mother. Married women are expected to remain at home and run the family by caring for her children, cooking, cleaning the house. They are not expected to work outside the home in order to earn a living (Santrock, 2007).

Parenting is a relationship between children and parents who are tasked with educating, guiding, disciplining and protecting children to become disciplined in accordance with existing norms (Hlidayani *et al.*, 2014). The parenting style referred to in this study is authoritarian, democratic and permissive.

Independent words are often juxtaposed with the word independence. In the Indonesian Language Dictionary, it is interpreted as a condition that makes individuals to stand alone, and not depend on others. Independent is an act or behavior which enables one to carry out activities without relying on anyone (Elkhulqo, 2015). Early childhood independence can be seen from the habituation and intelligence of children in physical abilities, self-confidence, responsibility, discipline, being sociable, sharing, and controlling emotions (Komala, 2015).

From the above described, several factors were found to influence independence such as the level of education of parents, and their work, such as mother's employment status. These factors are some of the reasons why researchers decided to determine how much influence these factors have on the independence of children in Gugus Melati Kindergarten in Central Banjarmasin District.

## 2. Methodology

This research uses a quantitative descriptive approach. The study is intended to obtain an overview of how parents educational level and work status, influences the independence of children. Where the variable level of education of parents ( $X_1$ ) work of parents ( $X_2$ ) parenting ( $X_3$ ) and independence of children ( $\gamma$ ).

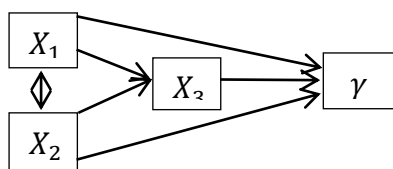


Figure 1. Influence Diagrams between Variables  $X_1, X_2, X_3$  and  $\gamma$

The population in this study totaled 452 parents and children in Gugus Melati Kindergarten in Central Banjarmasin Subdistrict which was held on January 26-February 12, 2019. This was obtained using the simple random sampling technique with a sample of 212 parents and children. Data was obtained through questionnaires, documentation and observation. The questionnaires and documentation were filled out by parents, while teachers filled in observations made. While the data analysis used to test hypotheses is path analysis.

## 3. Findings and Discussion

The results of the descriptive statistical analysis of respondents to the research variables were the level of education of parents, parent work, parenting, and independence of children.

Table 1. Frequency Distribution of Parental Education Levels

<i>Category</i>	<i>frequency</i>	<i>Presentation</i>
Primary school	0,9	0,9%
Junior high school	21	9,9%
Senior High School	89	42%
Diploma	34	16%
Bachelor	66	31,1%
<b>Total</b>	<b>212</b>	<b>100%</b>

The last level of education of parents based on the above data includes SD/MI totaling 2 people (0.9%), SMP/MTs totaling 21 people (9.9%), SMA/SMK/MA totaling 89 people (42%), DI/D2/D3 numbered 34 people (16%), and SI totaled 66 people (31.1%). The data above shows that the last or most dominant level of education is

owned by parents at the level of SMA/SMK/MA which amounts to 89 people with a percentage of 42%.

Table 2. Frequency Distribution of Parental Work

<i>Category</i>	<i>frequency</i>	<i>Presentation</i>
Mother doesn't work	104	49,1%
Working mother	108	50,9%
<b>Total</b>	<b>212</b>	<b>100%</b>

The results of the figures and tables above show that the status of non-working mothers is 104 people (49.1%) and the working status of mothers is 108 people (50.9%). So that it is known in TK Gugus Melati, Central Banjarmasin Subdistrict, with 212 respondents as parents who found that the work of parents is more maternal employment status or more dominant mothers working with 108 people or with presentation 50.9%.

Table 3 Frequency Distribution Parenting

<i>Category</i>	<i>frequency</i>	<i>Presentation</i>
Authoritarian	44	20,8%
Democratic	104	49,1%
Permissive	64	30,2%
<b>Total</b>	<b>212</b>	<b>100%</b>

The data above shows the application of authoritarian parenting totaling 44 people (20.8%), democratic upbringing totaling 104 people (49.1%) and permissive parenting totaling 64 people (30.2%). So it can be concluded that parenting is more or more dominant applied by parents is democratic parenting amounting to 104 people or with a percentage of 49.1%.

Tabel 4 Frequency Distribution of children's independence

<i>Category</i>	<i>frequency</i>	<i>Presentation</i>
Low	1	0,5%
Moderate	8	3,8%
High	109	51,4%
Very high	94	44,3%
<b>Total</b>	<b>212</b>	<b>100%</b>

The data above shows that the low category is 1 person (0.5%), medium is 8 people (3.8%), the height is 109 people (51.4%), and very high is 94 people (44.3%). The above categories are more or more dominant in the high category with 109 people or a percentage of 51.4%.

In the next stage the results of path analysis with multiple regression tests for each equation with the structure model I and model structure II, is interpreted. The summary in table 5 below:

Table 5. Summary of Path Analysis Result

Structure Model I Parent's Education Level, Parents' Work on Parenting				
<i>Variable</i>	<i>Path Coefficient</i>	<i>T</i>	<i>p</i>	<i>R<sup>2</sup></i>
Parent's Education Level	0.148	2.149	0.033	0.050
Parents' Work on Parenting	0.141	2.055	0.041	

Based on the model I regression output for path coefficients to find out the relationship between variables ( $X_1$ ) and ( $X_2$ ) to ( $X_3$ ). The value of T table is useful for allowing hypotheses to be rejected or accepted. The value of p is known that the significance value of the two variables namely ( $X_1$ ) = 0.033 and ( $X_2$ ) = 0.041 is smaller than 0.05. R2

value or R square value which is also called the determination coefficient which shows that the contribution of influence ( $X_1$ ) and ( $X_2$ ) to ( $X_3$ ) is 5%, while the remaining 95% is the contribution of other variables not included in the study. This result provides a conclusion that regression model I, namely ( $X_1$ ) and ( $X_2$ ) have a significant effect on ( $X_3$ ).

Structure Model II Parent's Education Level, Parents' Occupation, Parenting Patterns on Children's Independence				
<i>Variable</i>	<i>Path Coefficient</i>	<i>T</i>	<i>p</i>	<i>R<sup>2</sup></i>
Parent's Education Level	0.229	3.474	0.001	0.148
Parents' Work on Parenting	0.191	2.892	0.004	
Parenting Patterns	0.144	2.196	0.029	

Based on the regression model II for the path coefficients to find out the relationship between variables ( $X_1$ ), ( $X_2$ ) and ( $X_3$ ) to ( $\gamma$ ). The value of T table is useful for allowing hypotheses to be rejected or accepted. The value of p is known that the significance value of the two variables, namely ( $X_1$ ) = 0.001, ( $X_2$ ) = 0.004, and ( $X_3$ ) = 0.029 less than 0.05. R2 value or R square value which is also called

the determination coefficient which shows that the contribution of the influence of variables ( $X_1$ ), ( $X_2$ ) and ( $X_3$ ) to ( $\gamma$ ) is 14.8%, while the rest 75.2% is a contribution from other variables not included in this study. This result concludes that model II regression, namely ( $X_1$ ), ( $X_2$ ), and ( $X_3$ ) has a significant effect on ( $\gamma$ ).

Table 6. Summary of Decision on Hypothesis Testing  $H_1$ ,  $H_2$ ,  $H_3$ ,  $H_4$ , dan  $H_5$ 

	<i>Hypothesis</i>	<i>p</i>	<i>Decision</i>
$H_1$	There is a positive influence and significance between the level of parental education and parenting	0.033	Accepted
$H_2$	There is a positive influence and significance between parental work and parenting	0.041	Accepted
$H_3$	There is a positive influence and significance between the level of parental education and children's independence	0.001	Accepted
$H_4$	There is a positive influence and significance between parent's work and children's independence	0.004	Accepted
$H_5$	There is a positive influence and significance between parenting and children's independence	0.029	Accepted

The results of the direct Hypothesis decision for  $H_{i1}$ ,  $H_{i2}$ ,  $H_{i3}$ ,  $H_{i4}$ ,  $H_{i5}$  are all the results of this study accepted

Table 7. Summary of Decision on Hypothesis Testing  $H_6$  dan  $H_7$ 

	Hypothesis	Relationship Coefficient		Decision
		Directly	Indirect	
$H_6$	Parenting style has an intermediary influence on the level of education of parents and children's independence	0.229	0.021	Rejected
$H_7$	Parenting is an intermediary for the influence of parental work and children's independence	0.191	0.020	Rejected

The results of the decision of the indirect hypothesis for  $H_{i6}$ ,  $H_{i7}$ , all of the results of this study were not accepted.

Descriptive analysis is predicted in Table I-4 to answer the hypothesis. The first level of education of parents in TK Gugus Melati District of Central Banjarmasin which is based on field data includes a total of 2 people in SD/MI, 21 in SMP/MTs, 89 in SMA/SMK/MA, 34 in D1/D2/D3, and SI numbering 66 people. The data shows that the last or more dominant level of education is owned by parents at the level of SMA/SMK/MA which amounts to 89 people.

Secondly, the work of parents focuses on the employment status of working mothers in Gugus Melati Kindergarten in Central Banjarmasin District. It is based on field data which includes non-working and working mothers numbering 104 and 108 respectively. Data shows that maternal employment status is more prevalent among working mothers with 108 people.

Thirdly, parenting style in Gugus Melati Kindergarten in Central Banjarmasin District is based on field data which includes the application of authoritarian parenting with a total of 44 people, democratic upbringing of 104 people and 64 permissive parenting. Therefore, it can be concluded that a total of 104 people, applied democratic parenting.

The four independent children is based on field data including the undeveloped categories amounting to 1 person, with a total of 8 people in the starting to develop category, 109 people in the developing according to expectations category and developing very well amounted to 94 people. The data shows that there are more number of mothers in the very good developing category with 109 people.

#### **There is an Influence of Parents' Education Levels and Parenting Patterns**

This study found a significant influence on the level of education of parents on parenting. This is evidenced by the path coefficient of 0.148, which means that there is an influence between the level of education of parents on parenting.

The level of education is the stage of continuous learning based on students developmental level, the

complexity of teaching materials and its presentation techniques (Ihsan, 2003). This research makes the formal education pathway the level of education to be studied. The level of formal education referred to in this study are three, namely basic education, which is usually during the first nine years of schooling for children which underlies secondary education.

#### **There are Effects of Parental Work and Parenting**

The findings of this study stated a significant influence on the work of parents on parenting. This is evidenced by the path coefficient of 0.141, which means that there is an influence between the work of parents on parenting.

The research on the work variable of parents focuses on the employment status of mothers, such as those who are unemployed and the employed. Working mothers are part of modern life, but their influence is still debated (Santrock, 2007). Below are some of the possible influences of mothers working on child development.

Work produces positive and negative influences on parenting. This is because it expands and endangers care, but feeling prosperous because it produces more positive care (Santrock, 2007). Job satisfaction reflects positive happiness which comes from someone's experience, where individual happiness will positively affect respective tasks (Suriyansyah & Aslamiah, 2018).

#### **There is an Influence of Parent's Education Level and Children's Independence**

The findings of this study state that there is a significant influence on the level of education of parents on children's independence. This is evidenced by the path coefficient of 0.229, which means that there is an influence between the level of education of parents to the independence of children.

The existence of parents as educators is the first and foremost in laying the foundation of education for children. Furthermore, being a person responsible for educating children with faith and morals, forming them with physical and psychological maturity and submitting them to useful scientific thinking and vari-

ous cultures are parents (Syafei, 2006). Therefore, it is important for character formation on children at a very early stage, such as in government education by prioritizing and building character in students which aims to establish student character which includes children's independence (Suhaimi & Rinawati, 2018).

#### **There is the Effect of Parental Work and Children's Independence**

The finding of this study states a significant effect of parents' work on children's independence. This is evidenced by the path coefficient of 0.191, which means that there is an influence between the work of parents on the independence of children in Gugus Melati Kindergarten in Central Banjarmasin District.

Parental work is a factor that affects independence, especially the employment status of mothers (Wiyani, 2015). Parent's strategy in forming the character of students in elementary school is effective (Suriyansyah & Aslamiah, 2015). Their involvement in developing the character of early childhood is through building positive communication (Maimunah, Aslamiah, & Suriyansyah, 2018). Communication is an activity carried out by everyone irrespective of their location (Suriyansyah, 2014).

Self-reliance itself requires the regular formation of parents' attention. Starting from when they were toddlers until they become teenagers. On the assumption that the mother is constantly busy with her work, it is feared that it will greatly affect the child's independence formation. Children who lack supervision from their parents will become more emotionally angry, while the independent ones will have theirs controlled.

#### **There is an Influence between Parenting and Children's Independence**

The findings of this study stated that there is a significant effect of parenting on children's independence. This is evidenced by the coefficient path of 0.144, which means that there is an influence between parenting on the independence of children.

The success of the family in instilling character values in children is dependent on the model and type of parenting applied by parents. Parenting can be defined as a pattern of interaction between children and parents, which includes physical needs such as eating, drinking as well as non-physical needs such as attention, empathy, compassion and so on (Kurniawan, 2017).

#### **There is no Indirect Effect between Parent Education Levels and the Independence of Children through Parenting**

The finding of this study states that there is no significant influence and no indirect effect of parental education on children's independence through parenting. This is evidenced by the path coefficient of 0.021, which means that there is no influence between the level of education of parents on the independence of children. This is due to the results of the calculation whose direct influence is greater than the indirect effect of Parental education through parenting on children's independence does not significantly influence.

#### **There is no indirect effect between parental work and the independence of children through parenting**

The findings of this study state that there is no significant influence and there is no indirect effect of parents' work on children's independence through parenting. This is evidenced by the path coefficient of 0.020, which means that there is no influence between the work of parents on the independence of children through parenting because the calculation results of the direct influence is greater than the indirect effect in such a way that people's work parents through parenting to the independence of children is significantly influenced.

### **4. Conclusion and Recommendation**

Based on the results of the data analysis and discussion described, it is concluded that there is a direct influence on following points at Gugus Melati Kindergarten (1) Parent's Education Level on parenting (2) Parents' Work on Foster Patterns (3) Parent's education on the independence of children (4) Parents' work on the independence of children) Parenting Patterns for the Independence of Children. There is no indirect effect (6) Parental Education Levels through Parenting Patterns on the Independence of Children garten (7) Parental Work through Parenting Patterns on the Independence of Children garten.

In addition, based on the results and conclusions drawn from this study, it is suggested that stakeholders are educated to strengthen cooperation between parents, teachers and the Education Offices in developing the basics of planting an independent attitude towards children therefore, they will grow up to be better citizens who take responsibility of their actions.

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