
ANALYSIS OF THE DAYCARE QUALITY ON THE INDEPENDENCE OF EARLY CHILDHOOD ON THE EFFECT OF WORKING MOTHER CARE

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Abstract. The soaring economy and the thoughts of women who independently want to have their own income and help the family's economy have made many mothers become workers and leave their children in daycare. This certainly affects children in various aspects of their development, one of which is child independence. This study aims to describe the independence of children who are entrusted by their working mothers to daycare centers. This study used a qualitative descriptive analysis method, in 19 daycares in Sleman Regency towards 130 children and their parents. The results showed that there was an influence between parenting working mothers and child independence. Children whose mothers work and leave their children in daycare centers have independence by being used to doing self-help or meeting their own needs.

Keywords: *daycare quality, independence of children, working mother care.*

INTRODUCTION

Early childhood is the golden age that will determine the attitudes and behavior of children in the future. One of the basic needs that must be stimulated is independence. Independence is defined as the state of an individual being able to stand alone, not dependent on other people in various ways. Montessori mentioned that children prefer to choose what they want freely and accept spontaneous discipline (Montessori, 1985). Montessori introduced the term *participle life* as things that must be trained to develop children's independence because training independent children are the provision of positive training that shapes children's social skills so that they can adapt to their environment. Children who are in a free physical environment have a wider space for movement and are accustomed to exploring their own environment will become more independent individuals. By getting used to doing daily tasks alone with a little help or direction so that the longer it becomes a habit that has been ingrained in the child. Children feel ownership of themselves so that all activities are abilities that are carried out as a form of appreciation for themselves (Izzaty et al., 2007), (Hurlock, 1997), (Hurlock, 1997), (Montessori, 2011).

Independence in early childhood can start from the age of 1.5-3 years according to Erik

Erikson's psychosocial theory which is in the period of autonomy vs doubt and shame (Sanrock, 2007), (Welch, 2012), (Khadijah, 2021), (Neaum, 2013). Parents who recognize the needs of their children and believe that children are capable of doing so and provide opportunities for children to do so will train their children to control their muscles and fulfill their heart's needs so that children will grow into children who are not dependent on other people and can solve their own problems. On the other hand, if children are not given the opportunity and trusted to solve their own problems, they are always assisted if they have difficulties, then in the future, the child will become a person who is indecisive and has difficult decisions. The independence that children aged 3-4 years must have is related to their own needs and being able to help themselves (self-help) which consists of cognitive, psychomotor and, social-emotional aspects such as using their own cutlery, toilets, washing their own hands, and dress themselves [9][10].

Children's independence is greatly influenced by the care of parents and siblings at home. Parents, especially mothers, are the people closest to their children because parents should impart all basic knowledge to their children from an early age (Montessori, 1985), (Izzaty et al., 2007), (Hurlock, 1997)(Montessori, 1985). Managerially, mothers have more roles in influencing children in social and emotional development (Sanrock, 2007) (Fasoli & Moss, 2007) The current phenomenon is that many mothers choose to work and entrust their care to third parties. The Central Bureau of Statistics noted that the increase in the number of female workers increased by 1.09 million in 2021 from the previous year. Many working mothers feel guilty for leaving their children to go to work, so this guilt makes mothers always fulfill their children's requests and try to serve their children to make up for lost time with their children. Of course this will affect every child's development, especially since children at an early age often experience problems in terms of soft skill development (Masitah, 2019).

Daycare is an alternative for caring for working mothers. Daycare refers to services that offer childcare outside the family home for young children to help working mothers and develop children's abilities (Berlinski & Schady, 2015). Daycare exists to assist and complement the work of parents in caring for their children (Boylan & Gallagher, 2018). In fact, according to Fasoli Lyn and Moss Bonita (Boylan & Gallagher, 2018). stated that daycare is not only needed by working mother but also for other mothers because daycare has the potential to stimulate good child development. The family is the basic foundation in forming children, but daycare as intuition has a profound effect on the conceptualization of the golden age (Boylan & Gallagher, 2018). Parents, especially mothers, really feel the use of daycare service providers and are satisfied with the developments that have occurred in their children while in daycare (Schober & Schmitt, 2017) There are four aspects of daycare quality which consist of (1) interactions/relationships, (2) Learning Programs, (3) Physical environment in the form of facilities and infrastructure, (4) Education Personnel.

RESEARCH METHOD

This study uses a quantitative research method with a descriptive analysis approach. Quantitative descriptive is a method that aims to create an objective picture or description of a situation using numbers. The study was conducted at 19 daycares in Depok District, DIY with working mothers who entrusted their children aged 3-4 years to daycare. Data collection was carried out using in-depth interviews and questionnaires addressed to teachers and parents.

RESULTS AND DISCUSSION

This study collected data that measures the quality of child care and child independence. The trend categories of child care quality and child independence can be seen in the graph below.

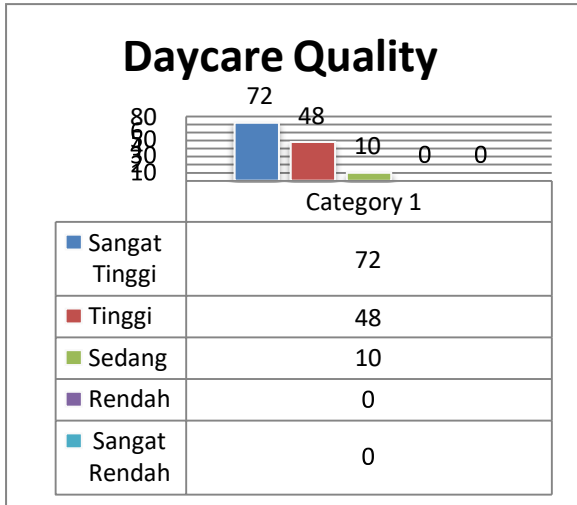


Figure 1. Daycare Quality Trend Category

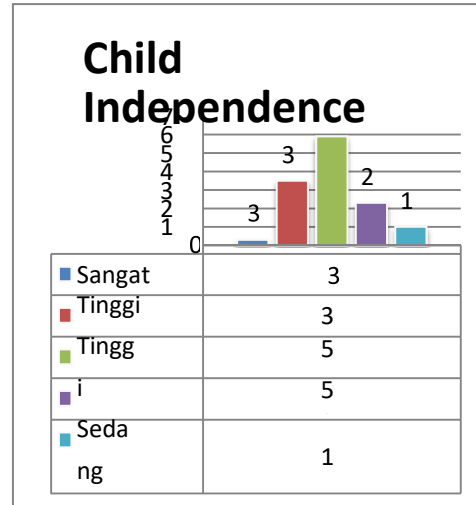
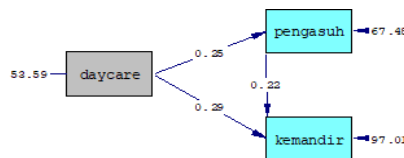


Figure 2. Child Independence Trend Category

Figure 1 shows that 55.4% of respondents felt that daycare played a very high role, 36.9% of respondents felt that daycare played a high role, and 7.7% of respondents felt that the quality of daycare was in the moderate category. It can be seen as a whole that the quality of daycare in the Depok sub- district is included in the very good category with percentages dominating the score.

Figure 2 shows that 2.3% of child independence respondents are in the very good category, 26.9% of child independence respondents are in a good category, 45.5% of child independence respondents are in the medium category, 17.7% of child independence respondents are in low category and 7.7% of children's independence is in the very low category. Overall, it can be seen that the quality of daycare in the Depok sub-district is in a good category, with the percentage dominating the score.

With the help of the Lisrel program, a correlation was found between daycare and working mothers on children's independence.



Chi-Square=0.00, df=0, P-value=1.000000, RMSEA=0.000

The magnitude of the relationship between daycare and parenting for working mothers is 0.21 indicating that the correlation between parenting working mothers and child independence is at a weak degree of relationship, which ranges from 0.21 to 0.40 and has a positive value. The positive value explains that the relationship between the care of working mothers and the quality of daycare is unidirectional, that is, the higher the care for working mothers, the more daycare plays a role. Parenting contribution to daycare quality = $0.212 \times 100\% = 4.41\%$ and the rest is a contribution from other factors.. The output results from path analysis using LISREL assistance are as follows

Calculation of the effect of daycare quality on child independence through caring for working mothers by looking at the path coefficient of 0.345. The contribution of daycare quality to

children's independence is $KP = r^2 \times 100 \% = (0.345)^2 \times 100 \% = 11.9\%$. This concludes that the influence of the quality of daycare on the independence of children aged 3-4 years through caring for working mothers is 11.9%.

The results above state that there is a significant influence between caring for working mothers and the independence of children aged 3-4 years in the Depok sub-district. It can be seen that the coefficient of path analysis is high and unidirectional, which means that if the parenting of working mothers increases, the child will become more independent. And vice versa, if the parenting of working mothers decreases, the child's independence will decrease. The data collected, shows that caring for working mothers in the Depok sub-district is in a good category.

Interviews conducted with some teachers in the Depok sub-district regarding the differences in children's independence between working mothers and non-working mothers revealed that children whose mothers work are more likely to be independent so children are used to doing self-help. Limited time and the busyness of working mothers make mothers pay attention and habituation to children as long as the children are within their reach. Because it's the quality of parenting that matters, not the quantity of time spent together.

Primary care must still be carried out by the mother by fulfilling the child's basic needs, giving love, and having the capacity to know what the child wants in the 0-3 year period. At a later age, caring for working mothers encourages children to become independent and more confident. Children make mothers work as role models that must be followed because they are competent and used to doing everything themselves. Even though working mothers still carry out their roles by balancing being a mother and a career woman. These results indicate that children's independence can be assessed from the care provided by working mothers.

CONCLUSION

Working mothers do not hinder the development of children's independence. The role of quality daycare as a place for children to spend time while working mothers have an important role in stimulating children's self-help. Children are more disciplined and accustomed to helping themselves and meeting their needs because of the limited time they have with their mothers. Mothers also have more difficulty balancing time in multiple roles so that children remain under supervision during their development. Even though working mothers cannot spend more time, the available time is used as the quality time that can manage a warm relationship. The results of this study indicate that children's independence can be assessed by parenting done by working mothers. The quality of care that is in the fairly good category makes children aged 3-4 years whose mothers work become more independent and not dependent on others.

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