



The Influence of Parenting Styles of Working and Non-Working Mothers on Children's Independence

Supriatin^{1*}, Andi Halimah², Yudistira³, Sri Saadiyah Leksonowati², Tiar Erawan²

¹ Sekolah Tinggi Ilmu Kesehatan Cirebon, Kabupaten Cirebon, Jawa Barat, Indonesia.

² Poltekkes Kemenkes Makassar, Kota Makassar, Sulawesi Selatan, Indonesia.

³ Program Studi Statistika, FMIPA, Universitas Pattimura, Ambon, Indonesia.

Received: November 9, 2023

Revised: December 28, 2023

Accepted: February 25, 2024

Published: February 29, 2024

Corresponding Author:

Supriatin

supriatin98@yahoo.co.id

DOI: [10.29303/jppipa.v10i2.6067](https://doi.org/10.29303/jppipa.v10i2.6067)

© 2024 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: The purpose of this study was to determine the effect of parenting styles of working and non-working mothers on children's independence. This study is a quantitative study using SPSS version 27. The population consists of two categories, namely working mothers and non-working mothers in Lette Village, Marsio District, South Sulawesi. The sample in this study was 135. The analysis used was multiple linear analysis. The results showed that the parenting of working mothers had a positive and significant effect on children's independence as evidenced by the results of the T-test of $4.87 > 1.97$ and a p-value of $0.00 < 0.05$. Parenting patterns of non-working mothers do not have a positive and significant partial effect on children's independence from the results of the T-count $-7.88 < 1.97$ T-table and p-value $0.00 < 0.05$. Parenting of working mothers and parenting of non-working mothers simultaneously have a positive and significant effect on the dependent variable of child independence with the results of F-count $53.84 > F$ -table 3.07 and $0.00 < 0.05$. Based on the results of the research, it can be concluded that there is a positive and significant effect simultaneously on the parenting style of working and non-working mothers on children's independence.

Keywords: Children's independence; Not working; Parenting patterns of working mothers

Introduction

In educating children at the current stage of development, many things need to be formed so that they are able to be independent. Children must be taught independence from an early age so they are able to carry out activities outside their new environment without needing help from people around them. Independence itself is defined as the ability or skill possessed by a person to carry out activities in daily life independently, without asking for help from other people (Wiyani et al., 2014). The development of children's independence is not only influenced by the abilities acquired from the offspring of their parents at birth, but is also formed from the interaction of innate and environmental factors (Nurfitri, 2021). Independence can always (Geofanny, 2016). However, there are also children who have struggle to be independent since they frequently

pampered and not permitted to do certain activities (Fadlillah & Khorida, 2013). This will affect the child's ability to grow later when he is an adult, because if he is not trained to be independent from an early age then the child will depend on other people to do what he should be able to do (Sinambela et al., 2021). Therefore consistent training is needed to educate children to become independent individuals and accustom them to doing work that is comparable to their age.

Parental parenting has a significant role in the life of every child because from the first birth children receive information from their parents. Through this, people are expected to be able to teach their children how to deal with people and situations and adapt to a good standard of living by showing examples of responsibility, love, sharing and caring (Agrawal et al., 2017). Parenting entails addressing the social and emotional needs of their children by acting as mentors,

How to Cite:

Supriatin, Halimah, A., Yudistira, Leksonowati, S. S., & Erawan, T. (2024). The Influence of Parenting Styles of Working and Non-Working Mothers on Children's Independence. *Jurnal Penelitian Pendidikan IPA*, 10(2), 851–858. <https://doi.org/10.29303/jppipa.v10i2.6067>

caretakers, and educators. They engage in their kids' education, set an example, and impart spiritual wisdom. In addition to giving facilities and assistance in problem-solving, parenting also entails monitoring, encouraging behavior, and rewarding good behavior (Rahmadani et al., 2021). Every parent has a different way of raising their child. A good family education program will provide optimal learning chance for kids (Yuliani et al., 2019). Parenting is one of the determinants of the growth of independence in children. Parenting can be said to be a process carried out by parents in treating, communicating, monitoring and supporting their children (Young et al., 2022). Teaching children how to live and interact with others before and after school, parents become the primary source of education for their children. Parents play an important role in influencing children's future (Ananda et al., 2023). Parenting patterns are broken down into three types: authoritarian, permissive, and democratic (Nasution, 2018). When applying parenting patterns to children, it must be done well to form the right character, because if it is applied incorrectly it will hinder the child's growth and development process socially and emotionally (Orellana et al., 2021). Inappropriate parenting is a way of raising children who are too pampered, even forcing parents to follow their wishes (Lee et al., 2014). Latifah et al. (2016) states that mothers and grandmothers raise their children in a good way and have feelings of affection. Apart from that, a child raised by a grandmother has independence and good psychological development too.

The role of the mother is a very important central figure who are able to foster the children development and progress. Parents, especially mothers, are advised not to overrestrict their children's movement space for their independence (Castle, 2004). Because without limiting a child's freedom of movement, he can develop according to his own abilities. However, don't give him too much freedom to do whatever he wants, there must also be barriers so that children don't behave in bad ways (Mutmainnah, 2019). As a result, parental role, especially mothers, is really significant in guaranteeing kids educational rights and freedom in their own space. Mothers are the people closest to their children and interact with them most often in everyday life. A mother's duty is to look after, guide and educate her kids so that the children's personality develops according to his abilities and becomes a responsible adult (Mislaini et al., 2020). Being a mother is a noble profession, but with the development of today's times and lifestyles, the concept of parenting has changed, where a mother is not only responsible for taking care of children and the house, but mothers are also required to work outside the home to help their family's economy (Hess et al., 2020).

Working mothers are mothers who besides raising and caring for their children at home, also work outside the home to earn a living in the form of goods or services to support their families (Jannah et al., 2020). Mothers with higher education usually have more opportunities to work, which may impact child development due to less attention given to children (Syakur et al., 2023). Working mothers face a tough task because they have to carry out multiple tasks, namely responsibilities at work and taking care of their children and husband at home (Dhingra, 2019). Even if they are able to support their children financially, they still cannot give as much time and attention as mothers who are not working. This allows children to be independent in completing daily tasks and can be confident in making the right decisions (Sunarty, 2016).

Apart from that, there are also mothers who just want to work as housewives, by just staying at home and focusing on paying attention to their children and husband. Mothers who do not work according to KBBI can be understood as mothers or wives who only do a lot of work at home (not working in an office) (Kusuma, 2017). From there, of course, mothers who do not work will be able to educate and spend more time with their children, such as managing children's eating habits, coaching and guiding children's growth and development compared to mothers who do not work (Bardosono et al., 2018). Therefore, maternal involvement plays an important role during a child's independence development. More specifically, the attitude and behavior of a mother towards her child has positive and negative impacts on the child, which will follow her throughout her life (Manimekalai et al., 2019).

Based on research by Rajgariah et al. (2021) shows that there are significant differences in the way working and non-working mothers work in caring for their children. Because working mothers are unable to provide maximum attention and education to their children, forcing them to rely on child care, while mothers who do not work are better able to focus their full attention on their children (Matias et al., 2022).

From observations that researchers conducted previously in Lette Village, Mariso District, South Sulawesi, there was a phenomenon of mothers who had to do double work outside the home to help their husbands so that their family's economy was sufficient, but without them realizing it, their children received less special attention because their mothers were have to go to work early in the morning and sometimes forget to make breakfast for them. So that these children are required to be independent to take care of themselves. However, there are also mothers who do not work but still apply their independence to their children so that the children can carry out activities outside the home

according to their age and environment. Even if children whose mothers don't work, they can get more attention from their mothers because they can spend more time with their mothers.

According to the justification and outline of the phenomenon above, the researcher plans to carry out investigation with the aim of finding out the comparison of parenting patterns of working mothers and non-working mothers with children's independence in Lette Village, Mariso District, South Sulawesi.

Method

The research was carried out using a quantitative approach, the data results were carried out by means of statistical calculations using SPSS version 27. The population here consisted of two, namely working mothers and non-working mothers who were located in Lette Village, Marsio District, South Sulawesi. The sample in this study was 135 with the research instrument using a questionnaire or questionnaire via a Likert scale to measure existing phenomena (Sugiyono, 2017).

Table 1. Likert Scale of Parenting Patterns for Working Mothers and Non-Working Mothers

Statement	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

Table 2. Child Independence Likert Scale

Statement	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly Disagree	1	4

The analysis uses multiple linear in explaining the connection involving dependent variables and the dependent variable. The independent variables here are parenting style of working mothers and parenting style of non-working mothers, while the dependent variable is independent children's. The following is picture 1 of the thinking framework of the variables used in the study.

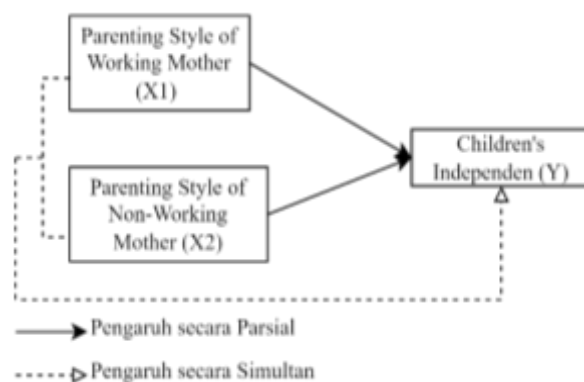


Figure 1. Framework of thinking

Information:

- H₁: Parenting style of working mothers influences children's independence
- H₂: Parenting style of non-working mothers influences children's independence
- H₃: Parenting style of working mothers and Parenting style of non-working mothers influence children's independence.

Result and Discussion

Study use application SPSS Version 27 in processing the data. Processing data use SPSS calculation divided become some tests, namely:

Results Testing Validity and Reliability Data
Test Validity

Validation Can is known through comparison r-count results with r- table. If the results of r- count more big from r- table results , then results declared valid (Puspasari et al., 2022). Table 3 below include SPSS test results from validity.

Table 3. Results Test Validity

Variable	Items	r _{count}	r _{table}	Information
Parenting Styles of Working Mothers	X1.1	0.85	0.17	Valid
	X1.2	0.81	0.17	Valid
	X1.3	0.82	0.17	Valid
	X1.4	0.82	0.17	Valid
	X1.5	0.82	0.17	Valid
Parenting Styles of Non-Working Mothers	X2.1	0.88	0.17	Valid
	X2.2	0.80	0.17	Valid
	X2.3	0.89	0.17	Valid
	X2.4	0.84	0.17	Valid
	X2.5	0.93	0.17	Valid
Children's Independent	Y. 1	0.87	0.17	Valid
	Y.2	0.94	0.17	Valid
	Y.3	0.91	0.17	Valid
	Y.4	0.79	0.17	Valid
	Y.5	0.90	0.17	Valid

Validity from instrument can declared valid if own calculated r- value > r- table. Based on Table 3 can is

known that whole variable Good independent form parenting styles of working mothers (X1) and parenting styles of non-working mothers (X2) as well as variable dependent children's independent (Y) has valid Because have r - count > 0.170 r - table . Table 3 explains that instrument in research has valid as well Can done for testing next.

Test Reliability

Reliability with method Cronbach's Alpha is shown with own value > 0.6 . Table 4 below show test gain reliability processed using SPSS version 27.

Table 4. Results Test Reliability

Variable	Cronbach's Alpa value	Information
Parenting Styles of Working Mothers (X 1)	0.93	Reliable
Parenting Styles of Non-Working Mothers (X 2)	0.88	
Independent Children's (Y)	0.92	

Table 4 shows that whole variable Good variable independent and variable dependent has reliable or can reliable. This proven with mark Cronbach's Alpha > 0.6 . Variable free parenting styles of working mothers have Cronbach's Alpha results $0.931 > 0.6$ and variable parenting styles of non-working mothers own Cronbach's Alpha results $0.886 > 0.6$. Meanwhile, the children's variable is independent obtained Cronbach's Alpha $0.923 > 0.6$.

Results Test Assumption Classic

Test Normality

Kolmogorov Testing- Smirnov, data stated has normally distributed if obtain p-value results > 0.05 , and vice versa (Ginting et al., 2019). Figure 2 and Table 5 are normality test results which has processed using SPSS version 27.

Normal P-P Plot of Regression Standardized Residual

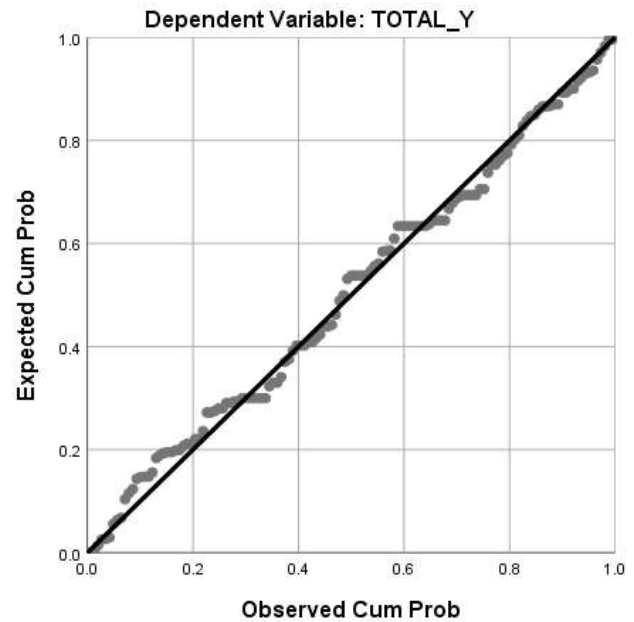


Figure 2. Plots test normality

Table 5. Results Test Normality

	Unstandardized Residuals
N	60
Asymp. Sig (2-tailed)	0.20

Data can stated has distributed normal based on test Kolmogorov-Smirnov if mark Asym.Sig (2-tailed) > 0.05 . The Kolmogorov-Smirnov test results are listed in Table 5 acquisition results Asym. Sig (2-tailed) $0.200 > 0.05$. Based on Figure 2 it is known that data has normally distributed.

Test Multicollinearity

Model regression accepted if no there is correlation between variables independent. Test results multicollinearity shown in table 6 in lower this.

Table 6. Results Test Multicollinearity

Variable	Tolerance	VIF
Parenting Styles Of Working Mothers (X 1)	0.95	1.04
Parenting Styles Of Non-Working Mothers (X 2)	0.95	1.04

Variable free Which No experience multicollinearity determined on results $VIF < 10$ and tolerance > 0.1 . Every researcher must determine how much big collinearity Which Still can tolerated (Indri et al., 2022).

*Results Test Hypothesis Study
Regression linear Double*

Table 7. Regression linear Double

Variable	B
Parenting Styles of Working Mother (X1)	0.44
Parenting Styles of Non-Working Mother (X2)	-0.53
Children's Independent (Y)	18.27

$$Y = 18.27 + 0.44X1 + -0.53X2 + e \quad (1)$$

Mark constant 18,272 show that mark variable independent as big 0 so will obtained children's independence (Y) is 18. 27. Free variable parenting styles of working mother (X1) provide influence positive of 0.44 against children's independent, so if happen 1 increase will influential to children's as big 0.44, and if happen two increase will influential of 0.89 increase score this will still guard score X2 fixed/constant. Variables free parenting styles of non-working mothers (X2) give influence negative as big -0.53 to children's independent. So if happen 1 increase will influential to children's independent as big -0.53. And if a happens two increase will influential of -1.06.

Test Partial (T)

Table 8 pointing right results test method linear double who have processed use SPSS version 27. Parenting styles of working mothers have an influence positive and significant to children's independent. t-count value 4.87 > t- table 1.97 and significance 0.00 < 0.05 so can declared H 1 accepted. Parenting styles of non-working mothers influential positive and significant to children's independent, shown in Table 8 with t- count results -7.88 > t- table 1.97 and significance 0.00 < 0.05 so H 2 is accepted.

Table 8. Test Partial (T)

Variable	T	Sig.
Parenting Styles of Working Mother (X1)	4.87	0.00
Parenting Styles of Non-Working Mother (X2)	-7.88	0.00
Children's Independent (Y)	9.79	0.00

Test Coefficient Determination (R2)

Coefficient determination show how many percent variable free which become variable bound. Coefficient value determination on study this namely:

Table 9. Coefficient Determination (R²)

R	R Square	Adjusted R Square
0.67 ^a	0.44	0.44

Predictors: (Constant), total X², TOTAL X¹
Dependent Variable: total Y

Table 9 explains he found shared influence variable free form parenting styles of working mothers (X 1) and parenting styles of non-working mothers (X 2) against variable dependent form children's independent (Y). Influence which shared variable free to variable bound as big 44.1%. Next, 55.9% other influenced by factor outside study

Test Simultaneous (F)

Influence in a manner simultaneous seen from F-count value > F- table and significance < 0.05. Table 10 follows show results F test who have processed using the SPSS version 27.

Table 10. Test Results F

Model		F	Sig.
1	Regression	53.84	0.00 ^b
	Residual		
	Total		

Dependent Variable: Total Y
Predictors: (Constant), Total X², Total X¹

Table 10 lists mark significance 0.00 and F-count amounting to 53.84. F-table with total of 135 respondents is 3.07. this result show that variable parenting styles of working mother And parenting style of working mother influential in a manner positive and significant in a manner simultaneous to independent children. That thing stated from results significance 0.00 < 0.05 and F-count results 53.84 > F- table 3.07.

Parenting Styles of Working Mothers Influential to Children's Independent

Study this obtain the existence of influence positive and significant given by parenting styles of working mother towards children's independent, it stated with t-count results 4.87 > 1.97 T- table And p-values 0.00 < 0.05. Besides that research by Roza et al. (2021) shows results significant between pattern work foster mother work with level independence child. The parenting style applied by the mother Work here is pattern foster democracy that can increase independence child although Mother work, however care and attention received child no once reduced. However, there are benefits to working moms as well, such as teaching their kids to be more independent (Schieman et al., 2018). This is in line with research conducted by Smetana (2017), that working mothers affect children's independence.

Parenting Styles of Non-Working Mothers Influential to Children's Independent

Study this obtain the existence of influence positive and significant given by parenting styles of working mother towards children's independent, it stated with T-count results -7.889 > 1.978 T- table and p-value 0.000 <

0.05. From earnings that, can concluded parenting styles of non-working mother has influence positive and important for children's independent.

Parenting Styles of Working Mothers and Parenting Styles of Non-Working Mothers Influential to Children's Independent

Testing simultaneous with the F test obtained F-count results $53,842 > F\text{-table } 3.07$ and $0.000 < 0.05$. Results the clarify variable independent influential positive and significant form parenting styles of working mothers and parenting styles of non-working mothers to variable children's independent. Study (Indriani et al., 2014) show exists difference level independence child between working mothers and those who don't work. The mother's child Work more have level independent than mother's child no work because they more lots pampered at home.

Conclusion

Based on the results of the research, it can be concluded that the parenting variable of working mothers has a positive and significant effect on children's independence as evidenced by the t-test results of T-count $4.87 > T\text{-table } 1.97$ and p-value $0.00 < 0.05$. The parenting variable of non-working mothers does not partially have a positive and significant effect on children's independence. This argument is evident from the results of T-count $-7.88 > T\text{-table } 1.97$ and p-value $0.00 < 0.05$. The independent variables in the form of parenting patterns of working mothers and parenting patterns of non-working mothers simultaneously have a positive and significant effect on the dependent variable of child independence. This result is obtained from the results of F-count $53.84 > F\text{-table } 3.07$ and p-value $0.00 < 0.05$. The magnitude of the influence of the two variables of parenting of working mothers and parenting of non-working mothers on the variable of child independence is 44.1% and 55.9% is influenced by other factors outside the study.

Acknowledgments

The authors thank all parties who have helped and supported the implementation of this research, so that this article can be completed.

Author Contributions

The authors of this article consist of five people. The article was completed cooperatively and together in each stage.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

References

- Agrawal, S., & Alex, J. (2017). A Comparative Study Between The Parenting Style Of Working And Non-Working Mothers And Their Childs' Temperament On Behavioural Problems Among School Going Children. *Indian Journal Of Health Wellbeing*, 8(11). <https://doi.org/10.25215/0601.016>
- Ananda, S., & Surjoni, H. (2023). Media Multitasking, Perception of Media Use for Families, and Obstacles of Its Use. *Jurnal Penelitian Pendidikan IPA*, 9(2), 757-761. <https://doi.org/10.29303/jppipa.v9i2.3001>
- Bardosono, S., Hildayani, R., Chandra, D. N., Basrowi, R. W., & Wibowo, Y. (2018). The knowledge retention after continuing health education among midwives in Indonesia. *Medical Journal of Indonesia*, 27(2), 60-65. <https://doi.org/10.13181/mji.v27i2.2413>
- Castle, K. (2004). The meaning of autonomy in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 25(1), 3-10. <https://doi.org/10.1080/1090102040250103>
- Dhingra, V. (2019). Impact of Working and Non-Working Mothers on Development of their Children in Madhya Pradesh. *International Journal of Research in Advent Technology*, 7(3). Retrieved from https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID3426494_code3630276.pdf?abstractid=3426494&mirid=1
- Fadlillah, & Khorida. (2013). *Pendidikan Karakter Anak Usia Dini*. Ar-Ruzz Media.
- Geofanny, R. (2016). Perbedaan Kemandirian Anak Usia Dini Ditinjau Dari Ibu Bekerja Dan Ibu Tidak Bekerja. *Jurnal Ilmiah Psikologi*, 4(4). <http://dx.doi.org/10.30872/psikoborneo.v4i4.4230>
- Ginting, M. C., & Silitonga, I. M. (2019). Pengaruh Pendanaan Dari Luar Perusahaan Dan Modal Sendiri Terhadap Tingkat Profitabilitas Pada Perusahaan Property And Real Estate Yang Terdaftar Di Bursa Efek Indonesia. *Jurnal Manajemen*, 5(2), 195-204. Retrieved from <https://doi.org/http://ejournal.lmiimedan.net>
- Hess, S., & Pollmann-Schult, M. (2020). Associations between Mothers' Work-Family Conflict and Children's Psychological Well-being: The Mediating Role of Mothers' Parenting Behavior. *Journal of Child and Family Studies*, 29(6), 1561-1571. <https://doi.org/10.1007/s10826-019-01669-1>
- Indri, F. Z., & Putra, G. H. (2022). Pengaruh Ukuran Perusahaan Dan Konsentrasi Pasar Terhadap

- Kualitas Laporan Keuangan Pada Perusahaan Sektor Industri Barang Konsumsi Yang Terdaftar Di Bursa Efek Indonesia Pada Tahun 2016-2020. *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan*, 2(2), 236-252. <https://doi.org/10.55606/jimek.v2i2.242>
- Indriani, A., & Arifah, S. (2014). Perbedaan Tingkat Kemandirian Anak Usia 6-7 Tahun Antara Ibu Yang Bekerja Dan Tidak Bekerja Di Desa Sikampung Kecamatan Kroya Kabupaten Cilacap. Universitas Muhammadiyah Surakarta.
- Jannah, M., & Candra, I. (2020). Studi Komparatif Tentang Kemandirian Pada Anak Usia Taman Kanak-Kanak Ditinjau Dari Ibu Bekerja Dan Tidak Bekerja. *Psyche 165 Journal*, 13(2), 168-175. <https://doi.org/10.35134/jpsy165.v13i2.20>
- Kusuma, L. (2017). Perbedaan Kemandirian Anak Usia 5-6 Tahun Ditinjau Dari Statusbekerja Ibu Di TK Se-Kelurahan Tamanagung Muntilan. Universitas Negeri Yogyakarta.
- Latifah, E. W., Krisnatuti, D., & Puspitawati, H. (2016). Pengaruh Pengasuhan Ibu Dan Nenek Terhadap Perkembangan Kemandirian Dan Kognitif Anak Usia Prasekolah. *Jurnal Ilmu Keluarga & Konsumen*, 9(1), 21-32. <https://doi.org/10.24156/jikk.2016.9.1.21>
- Lee, E., Bristow, J., Faircloth, C., Macvarish, J., & Bristow, J. (2014). The Double Bind Of Parenting Culture: Helicopter Parents And Cotton Wool Kids. *Parenting Culture Studies*, 200-215. <https://doi.org/10.1057/9781137304612>
- Manimekalai, K., Post, S., Fellow, D., & Geetha, S. (2019). Working mothers and parenting: health status inIndia. *Working Mothers and Parenting: Health Status InIndia*, 5(9), 168-173. Retrieved from https://www.researchgate.net/publication/336373581_Working_mothers_and_parenting_health_status_in_India
- Matias, M., Ferreira, T., & Matos, P. M. (2022). "Don't Bring Work Home": How Career Orientation Moderates Permeable Parenting Boundaries in Dual-earner Couples. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02290-5>
- Mislaini, M., Hoktaviandri, H., & Muliati, I. (2020). Peran Ibu Sebagai Pendidik dalam Keluarga. *Jurnal Kawakib*, 1(1), 64-83. <https://doi.org/10.24036/kwkib.v1i1.14>
- Mutmainnah, M. (2019). Lingkungan Dan Perkembangan Anak Usia Dini Ditinjau Dari Perspektif Psikologis. *Kesetaraan Gender: Jurnal Internasional Studi Anak Dan Gender*, 5(2), 15-32. <https://doi.org/10.22373/equality.v5i2.5586>
- Nasution, M. (2018). Pola Asuh Permisif Terhadap Agresifitas Anak Di Lingkungan X Kelurahan Suka Maju Kecamatan Medan Johor. Perguruan Tinggi Muhammadiyah.
- Nurfitri, T. (2021). Pola Asuh Demokratis Dalam Menumbuhkan Kemandirian Anak. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru Paud Stkip Siliwangi Bandung*, 7(1), 31-36. <https://doi.org/10.22460/ts.v7i1p31%20-%2036.2611>
- Orellana, L., Schnettler, B., Miranda-Zapata, E., Poblete, H., Lobos, G., Lapo, M., & AdasmeBerríos, C. (2021). Effects of Work-to-Family Conflict and Work Interference in the ParentChild Relationship on Family Satisfaction of Dual-Earner Parents and their Adolescent Children. *Child Indicators Research*, 14(6), 2145-2169. <https://doi.org/10.1007/s12187-021-09822-3>
- Puspasari, H., & Puspita, W. (2022). Uji Validitas Dan Reliabilitas Instrumen Penelitian Tingkat Pengetahuan Dan Sikap Mahasiswa Terhadap Pemilihan Suplemen Kesehatan Dalam Menghadapi Covid-19. *Jurnal Kesehatan*, 13(1). <https://doi.org/10.26630/jk.v13i1.2814>
- Rahmadani, D., Chastanti, E., & Harahap, D. . (2021). Parents' Role in Biology Learning During the Covid 19 Pandemic. *Jurnal Penelitian Pendidikan IPA*, 7(2). <https://doi.org/10.29303/jppipa.v7i2.583>
- Rajgariah, R., Chandrashekarappa, S Babu, K., Gopi, A., Ramaiha, N., & Kumar, J. (2021). Stres Dalam Pengasuhan Dan Strategi Penanggulangan Yang Diterapkan Pada Ibu Yang Bekerja Dan Tidak Bekerja Serta Hubungannya Dengan Variabel Sosio-Demografis: Sebuah Studi Cross-Sectional. *Epidemiologi Klinis Dan Kesehatan Global*, 9(1), 191-195. <https://doi.org/10.1016/j.cegh.2020.08.013>
- Schieman, S., Ruppner, L., & Milkie, M. A. (2018). Who Helps with Homework? Parenting Inequality and Relationship Quality Among Employed Mothers and Father. *Journal of Family and Economic*, 39(1), 49-65. <https://doi.org/10.1007/s10834-017-9545-4>
- Sinambela, J. L., Hutagalung, S., & Ferinia, R. (2021). Peran Orang Tua Dalam Mendidik Anak-Anak Melalui Pekerjaan Rumah Tangga. *Jurnal Kadesi*, 4(1), 139-159. <https://doi.org/10.54765/ejurnalkadesi.v4i1.24>
- Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. *Current Opinion in Psychology*, 15(16), 19-25. <https://doi.org/10.1016/j.copsyc.2017.02.012>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sunarty, K. (2016). Hubungan Pola Asuh Orangtua Dan

- Kemandirian Anak. *Journal Of Educational Science And Technology*, 2(3), 152.
<https://doi.org/10.26858/est.v2i3.3214>
- Syakur, R., Musaidah, M., & Handayani, N. (2023). RiskFactors for Stunting in Toddlers in the Public Health Center Working Area Embo Jeneponto, South Sulawesi. *Jurnal Penelitian Pendidikan IPA*, 9(9), 7685-7690.
<https://doi.org/10.29303/jppipa.v9i9.5266>
- Wiyani, N. A., & Ratri, R. K. (2014). *Bina Karakter Anak Usia Dini: Panduan Orangtua & Guru Dalam Membentuk Kemandirian & Kedisiplinan Anak Usia Dini*. Ar-Ruzz Media.
- Young, R., & Tully, M. (2022). Autonomy vs. control: Associations among parental mediation, perceived parenting styles, and U. S. adolescents' risky online experiences. *Cyberpsychology. Journal of Psychosocial Research on Cyberspace*, 16(2).
<https://doi.org/10.5817/CP2022-2-5>
- Yuliani, F., Awalya, A., & Suminar, T. (2019). Influences Of Parenting Style On Independence And Confidence Characteristics Of Pre-School Children. *Journal of Primary Education*, 8(7), 83-87.
<https://doi.org/10.15294/jpe.v8i2.34279>