

THE ROLE OF WORKING MOTHERS IN FORMING THE INDEPENDENT ATTITUDE OF EARLY CHILDREN AT THE TIME COVID-19 PANDEMIC

Naeli Mutmainah^{1*}, Hisam Ahyani²

¹ Raudhatul Athfal (RA) Nurul Huda, Banjar City, West Java, Indonesia

² STAI Miftahul Huda Al Azhar (STAIMA) Banjar City, West Java, Indonesia

*Correspondence: naelimumtainah77@gmail.com



Abstract: Today, the role of a working mother is very important in forming an independent attitude in early childhood, starting from the parenting pattern, as well as the supporting and inhibiting factors, especially during the COVID-19 pandemic as it is today. This type of research was analyzed using descriptive qualitative research methods. The data collection technique was done through observation, interviews, and documentation. The findings of this study were that the role of a working mother in forming an independent attitude in early childhood education in Raudhatul Athfal (RA) Nurul Huda Banjar City was the role of a motivator, supervisor, educator, counselor, and role model. The most appropriate parenting pattern applied by working mothers in shaping children's independent attitudes was democratic parenting. The implication of this research is that the factors that support the formation of independent attitudes of children by working mothers in Raudhatul Athfal (RA) Nurul Huda Banjar City during the COVID-19 pandemic include: environment, love and affection, and parenting. While the inhibiting factors are: the child's mood, inadequate parenting, peers or playmates, time, and opportunity. The practical implication of this research is that the role of a working mother can form an independent attitude for early childhood.

Keywords: Working Mother's Role, Covid 19 Pandemic Period, Independent Attitude of Early Childhood

A. Introduction

Today, the role of a working mother is very important in forming an independent attitude in early childhood, starting from the pattern of parenting, as well as the supporting and inhibiting factors, especially during the COVID-19 pandemic as it is today. It is related to the Role of Working Mothers in Forming an Independent Attitude. Early Childhood during the Covid-19 Pandemic needs to be uncovered and explored in order to make Early Childhood Independent Attitudes a unique and interesting thing for a mother to do. Where a mother in the phase of forming an attitude of independence for children needs to be applied from an early age. Where there are a lot of useful values rather than the formation of an independent attitude for children, including 1) parents in training an independent attitude can also help grow children's self-confidence (Rahmatika & Pranoto, 2020); 2) Make children feel in control of their lives (Sa'diyah, 2017); 3) Increase self-confidence because they have a sense of achievement (Sulaiman et al., 2019); 4) Children will not be completely separated from their parents, but by learning to be independent, children will be able to manage their lives according to their own wishes, not to trouble others, become responsible individuals, and have critical thinking (Hadi et al., 2021). On the other hand, regarding the inculcation of the value of independence in children from an early age, it is not only the responsibility of the school, but also the responsibility of parents, especially for a mother, even though a mother is busy with her work (Handayani et al., 2021). Therefore, nowadays it is necessary to inculcate the value of children's independence from an early age by parents of early childhood.

Family education is born not based on innate or a compulsion but something that is naturally accepted by the child. Mother is a friend and at the same time a parent who has the most time spent with children because a mother has a strong inner bond that cannot be separated. Talking about learning, there will be a process of change in a person, namely changes in behavior resulting from his own actions or from environmental factors. This is required to maintain one's attitude to be even better, so learning today is very important

to do (Saifuddin, 2016, p. 3). Learning lasts a lifetime, starting from the time a child is born until the Day of Judgment. The interaction between children and mothers is carried out through the first learning process in life, therefore mothers are known as the closest people to children. In the learning process, children experience a golden age or golden age, which is a period when children experience very significant development physically and psychologically. So that in early childhood life has a pattern of development and growth in 6 aspects, namely religious and moral values, physical-motor, language, cognitive, socio-emotional and artistic which will develop according to the stages.

According to the National Association for the education of young children (NAEYC) in the process of child growth and development, there are 4 stages of development in children, namely infancy, namely the age range from birth to 12 months, childhood / toddlers, namely the age range 1- 3 years, the preschool period is 3-5 years old, and the school period is 6 years old. -8 years (Widarmi D et al., 2014, p. 6). According to (Lodge, 1953; Masitoh & Buasim, 2014, p. 3) discussions about education can actually take place spontaneously for anyone, anytime, and anywhere. Education is not limited to preschool education (schooling) but education lasts from birth to the end of life. Education takes place in the family, school and community. Education in the family cannot be separated from the term child care. Where awareness in terms of child care is intended to optimize the potential of children, direct children to achieve prosperity, and assist children in completing their developmental tasks in every stage of their life well. Parents act as the first and main agents in helping to develop children's social skills (Lestari, 2018, p. 39).

The main education is not obtained from early childhood education, play groups, and TK/RA, but education obtained based on the education of parents for their children. Like a child begins to talk, walk and chatter. Education formed by the family will produce character, personality, motivation to achieve and good health. Education carried out by Muslims is education that is formed from the family. As the word of Allah which means: "And warn the closest relatives" (Surah

As-Shuraa: 214). Today, during the COVID-19 pandemic, in order to increase the independence of early childhood, especially in terms of parenting for children, it can be done by habituation. Where this habituation prioritizes the child's character (Hidayah & Ahyani, 2021). Especially nowadays the role of women as mothers gets special attention in Islam, where this role is very vital for a prosperous life. The existence of mothers is a continuation of society, the role of mothers as educators of children is considered the main and sacred task. The condition of women in a nation is a benchmark for the success of generations considering the close relationship between mother and child since in the womb (Efendi, 2014).

Meanwhile, according to Safa, success in education is influenced by a mother, although father's participation cannot be ignored. Mothers play an important role in educating their children, especially during their toddler years (Safa, 2017, p. 17). In this case, Allah SWT says in Surah At-Tahrim verse 6 which means "O you who believe, protect yourselves and your families from a hell fire whose fuel is humans and stones; guardian of the angels who are strict, strict, and do not disobey Allah in what He commands them and always do what is commanded." (Q.S At-tahriim 66:6). Therefore, with this education, education must be able to shape, foster and balance the child's personality so that later he can carry out the obligations that become the rules in life. Likewise, with the formation of character in this child, it is hoped that it can create a superior child's personal attitude (Wiyani, 2016, p. 15). where with character education, children are expected to be able to transform noble values in behavior. The special characters for early childhood that can be applied in him include the character of courtesy, compassion, beauty, friendship, obedience, discipline and independence. In addition, in this case, development for children today is also needed (Agus Ahmad Nurwadjah, 2021).

Based on the seven early childhood characters above, the researchers took one component, namely the character of independence, because independence is closely related to children's daily lives. In the formation of independence, parents have the first and main role, but the role of a teacher

also plays a role in it. Early childhood has developmental tasks that must be fulfilled or carried out in the process of life. As contained in the 2004 Kindergarten curriculum in the field of behavior development through habituation. The field of behavior development through habituation includes the development of moral and religious values, as well as social, emotional and independent development. Social development and independence programs are intended to foster children so that they can control their emotions properly and can interact with each other and with adults well and help themselves in the context of life skills (Masitoh & Buasim, 2014, p. 12). In addition, the standard for the Level of Achievement of Child Growth and Development based on Permendikbud No.137 of 2014 has also been mentioned that the independence of children aged 4-5 years must be able to show an independent attitude in choosing activities, control feelings, show self-confidence, understand rules and discipline, have a sense of belonging. persistent attitude (not giving up easily), proud of their own work, taking care of themselves from their environment, respecting the advantages of others, willing to share, help, and help friends and show enthusiasm in playing competitive games in a positive way.

The higher the education of women, the higher the awareness in developing themselves from within the field of work. Supported by economic factors that continue to increase, women play a role in building the family economy. The development of children with busy parents results in a lack of attention given, especially the attention of mothers to children, as a result, children are indifferent to their parents because they think that work is more important than themselves. Based on the results of observations made by researchers in Raudhatul Athfal (RA) Nurul Huda, Banjar City on Monday, November 1 to Saturday, November 20, 2021, the children of Raudhatul Athfal (RA) Nurul Huda, Banjar City, especially class A, are already independent, it can be seen from the children. not dependent on parents. However, children are still dependent on friends and caregivers. It is characterized by the attitude of the child joining in, such as if the child does not do the assignments given by the teacher, other children also

follow and the attitude of the child who is less confident when meeting new people.

Then another attitude is that the child does not tidy up his things and the attitude of the child who likes to order when he is with the caregiver because he thinks that his parents are not watching him. The problem can be defined from this background, namely the role of the mother on the child's independence has a very important relationship, such as parenting. The lack of understanding and opportunity for working mothers towards the formation of a child's independence creates a continuous spoiled attitude. The focus of this research is the role of working mothers in shaping the independent attitude of early childhood (Study in Raudhatul Athfal (RA) Nurul Huda, Banjar City) with the status of working mothers in urban areas with a non-shift system so they cannot wait for their children at school. The purpose of this study was to describe the role of working mothers in shaping the independent attitude of early childhood, to describe the parenting applied in shaping children's independent attitudes and to describe the supporting and inhibiting factors.

B. Method

This type of research uses descriptive qualitative, because it analyzes data from the description of words from interviews and field observations. According to (Sugiyono;, 2013, p. 15) qualitative research methods are research based on the philosophy of postpositivism, used to examine the condition of natural objects as opposed to experiments) where the researcher is the key instrument, sampling of data sources is carried out purposively and snowbaal, collection technique with triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Meanwhile, according to Strauss & Cobin in (N. Putra & Dwilestari, 2012, p. 66) the term qualitative research is intended as research whose findings are not obtained through statistical procedures or other forms of calculation. The source of data from this study is a mother from an early childhood parent in Raudhatul Athfal (RA) Nurul Huda, Banjar City who has activities to work outside

the home so that she cannot wait for children at school as well as caregivers who replace the mother's role during the pandemic. covid-19 The instrument in qualitative research is the researcher himself as a determinant of the research process, and designs the focus according to the required data. The techniques used in collecting data are interviews and observations and documentation, and then the data is analyzed using data reduction, data collection and conclusions. Furthermore, to check the validity of the data, the researchers used source triangulation, namely by categorizing the same and different views, technical triangulation, namely testing the credibility of the data, was done by checking the same source data with different techniques, time triangulation, namely data obtained based on the state of the sources who were still in a fresh state so that it can provide valid and credible data.

C. Result and Discussion

1. Result

Independence is an attitude that is coveted by all parents. Children's independence can be formed according to their development and life needs. The formation of an independent attitude must be carried out continuously and repeatedly by giving advice and understanding that children can understand such as advising with good words and children can understand easily. A mother is a woman who is married and has an active responsibility to nurture, be a role model, motivate and educate children to become leaders who are able to nurture the people. Thus, being a parent as the first person to be known by the child because of the affectionate relationship since in the womb is a very noble mother's role. A mother with the task of working outside the home is often an obstacle to stimulate and review the extent of child development, but this does not reduce the obligation to form children's independence from an early age. A working mother is a woman who has a dual role as a mother when she is at home and as an employee when she enters the world of work.

Working mothers as opinion (Vereen, 2017) explains that working mothers are mothers who in addition to taking care of the household also have responsibilities outside the home

either in the office, foundation, or self-employed with a range of 6 to 8 hours a day. Furthermore, Rizky and Santoso gave their views that it is proper for a mother to take care of various matters related to household matters. This is one of the many duties and roles of a mother. So today, the role of a mother in the child's independent attitude is increasing, where the intensity of the mother's task is becoming increasingly complex. This can not be separated from the many mothers who are now involved in the world of work (Rizky & Santoso, 2018 , p. 159).

a. The Role of Working Mothers in Shaping Children's Independence during the Covid 19 Pandemic in Raudhatul Athfal (RA) Nurul Huda, Banjar City.

Based on the statement (Wiyani, 2016, p. 94) which has similarities with the words of Mrs. Mamuroh as the homeroom teacher for class A Raudhatul Athfal (RA) Nurul Huda, Banjar City, she revealed that in fact from an early age naturally children already have the urge to be independent on their own but cannot do it alone and need the help of others as supervisors and mentors in establishing independence. The formation of children's independence will be better if given early, including in formal, informal and non-formal areas. The formation of independent character at an early age really requires role models and habituation in everyday life as a habit (M. Mamuroh, personal communication, 2021). Based on the results of interviews from informants, the researchers concluded that the role of parents, especially mothers in shaping the independent attitude of early childhood, is divided into 4 parts, namely :

- 1) Role as Motivator, Parents, especially mothers, provide motivation in the form of advice that is in accordance with the child's mood and give rewards if the child makes an achievement (L. Maftuhah, personal communication, 2021).
- 2) Role as Supervisor, Even though she is at work, a mother can supervise her children by communicating with caregivers and families who look after children. Communication in parenting is very important so that there are no misunderstandings and children

feel safe in the care of others (M. Mualim, personal communication, 2021).

- 3) Role as a Advisor and Educator, where a mother with a working status can train her child to be independent, namely by getting the child to get along with other people and provide an understanding that the mother is not always beside her. Because in essence children already have the provision of independence from birth, but parents need to stimulate so that children can grow optimally (E. Heryani, personal communication, 2021).
- 4) As a Role Model or Role Model, For Children The golden age is a perfect imitator, so whatever the actions of parents will surely be imitated by children. In a working state, mothers can give examples of things such as getting up in the morning, bathing, and eating and daily activities that occur consistently (N. Nurbiyanti, personal communication, 2021).

The formation of independence in children can be given in a way that is appropriate to the child's condition, for example telling stories, playing, giving choices according to interests, and real experience. Based on the statement (Wiyani, 2016, p. 94) and the results of interviews with informants, the following methods are used by a mother in shaping children's independence, namely:

- 1) Giving Positive Understanding to Children, where mothers can give advice by instructing children to get used to doing good and useful activities for themselves, for example: mothers telling children to store trash after eating snacks so that when they want to play the room is not dirty, take a bath alone so that the body becomes clean even though it is still in the process of guidance (N. Nurbiyanti, personal communication, 2021).
- 2) Educating Children to Get Used to Being Neat Educating children to get used to being neat, this can be done by mothers by giving consequences about rewards and

punishments, as the example by Mother (K. Komariyyah, personal communication, 2021) that children may play if children can tidy up again the toy, otherwise the mother can warn the child that she will sweep and throw the toy away on the grounds that the child cannot take care of it. Mothers can also set an example as did Mother (M. Munawaroh, personal communication, 2021) to put her toys back by giving them a place to store toys.

- 3) Providing Games that Can Form Children's Independence
Parents in particular, can be done by mothers who work with their busy lives to provide interesting activities so that children are not bored when they are at home, this kind of activity can be done during holidays so that all children and mothers can participate in activities longer (R. Risnawati, personal communication, 2021). This is as expressed by Mother (S. Sulyani, personal communication, 2021) in Activities that can form independence, such as schools, cooking where children really like exploratory activities in their daily lives. This will allow the child to develop confidence in himself.
- 4) Giving Choices According to Parents' Interests, especially mothers who work to help with household needs, due to the impact of the covid-19 pandemic, so like it or not, the wife has to help her husband in helping her husband in finding additional income. This can guide children to determine their own interests that they like. As expressed by Mrs. (R. Risma, personal communication, 2021) for example, in which she asked what activities her child (Ranita) would do today, besides that, mothers could ask what the child likes, which places the child likes and the color What are the children's favorites?
- 5) Familiarize children to behave according to manners, this can be done by mothers who work by accustoming children to be polite to others, this is as expressed by (H. Huryatun, personal communication, 2021) who gives an example to his daughter Umi Atiqoh to always say hello (uluk salam) when entering the house, in addition to

shaking hands when meeting other people, and giving goods using the right hand. 6. Motivating, in terms of motivating children to grow and develop, it can be done with rewards, although in fact sometimes early childhood motivation can grow from within itself, but as parents can motivate children by giving rewards as a form of success in getting things done (H Habibatun, personal communication, 2021). Rewards are not only in the form of goods but can also be in the form of praise, as exemplified by Habibatun, the parent of student RA Nurul Huda Nia Kurniawati, she thanked her daughter with a fairly simple motivation by saying “beautiful mother, beautiful sister, thank you.” thank you pious brother”.

The forms of awards include in the Table 1 below:

Table 1. Awards

Verbal Awards	Non Verbal Awards
Smart Boy	Giver of Gifts in the form of physical
Good boy	Giving gifts in the form of non physical like a walk
Sholeh's Son	Thank-you note

Based on the description above, in order to establish the independence of children by parents of students at RA Nurul Huda, Banjar City during the current covid-19 pandemic, which is done by working mothers, it can be done by giving freedom to children. in doing things in his own way, which of course has responsibility for himself and is active and creative in the social environment and so on. This is very possible if children are trained from an early age to be able to do everything themselves and have high self-confidence because of the condition of working mothers who are very tough in educating their children, so that children inevitably have to be able to do it themselves.

b. Parenting Patterns for Early Childhood in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic.

Parenting Parenting for Early Childhood in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic is to use parenting which can be interpreted as an overall interaction of parents with children, where parents provide encouragement to change behavior, knowledge and values that are considered the most appropriate so that children can be independent, have confidence, have a high curiosity and interact with their environment. Children are great imitators, so whatever parents do will be imitated by their children, so parents should set a good example. Good and bad children do not only come from themselves but are largely determined by the parenting applied by parents. Based on the similarities between the theory according to (Tridhonanto & Agency, 2014, pp. 12–17) and the results of the study, it can be concluded that the most appropriate parenting pattern to be applied to parents who both work is democratic parenting, where parents prioritize children with mark parents provide opportunities to develop children's abilities from internal and external terms and children are included in choosing and taking an action. Today, where the all-digital era as research by (Ahyani & Hidayah, 2021) that character education carried out by teachers and parents can be done through the method of refraction for students, both in the classroom and outside the classroom.

The same thing as research conducted by (Masni, 2017) that parenting is the overall interaction of parents with children, where parents stimulate their children by changing attitudes, behavior, attention, rules, discipline, reward and funism, knowledge and response to the child's wishes, as well as values that are considered appropriate by parents, so that children can be independent, grow and develop in a healthy and optimal manner. Meanwhile (Shochib, 2010) explains that democratic parenting is a way of educating children, where parents determine the rules but by paying attention to the circumstances and

needs of children.

Furthermore (Restiani et al., 2017) explains in his research that children are the potential and successors of the nation's ideals, the basis of which has been laid by the previous generation. Children who are educated properly will grow and develop properly according to their stage of development. One of the good developments in early childhood is the level of independence. Furthermore, in his research, democracy is very influential in training students' independence. Meanwhile (Radja et al., 2020) in his scientific study explained that democratic parenting has not been able to influence the five major personalities of a person which includes: students' emotional stability, student friendliness, student awareness, and openness to student experience. Other research is supported by (Kasiati et al., 2012) that democratic parenting is not related to creativity. Self-efficacy is positively and significantly related to creativity.

Parental Parenting Patterns for Early Childhood in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic by using parenting applied by parents through interaction with children, where parents provide encouragement to change behavior, knowledge and values that are considered the most appropriate so that children can be independent, have confidence, have a high curiosity and interact with their environment, this is called a democratic child care pattern, this is as expressed by the principal (M. Mualim, personal communication, 2021) that at RA Nurul Huda, Banjar City, the parenting style is very strong, where the mothers who study at our school try their best to educate their children so that they have superior achievements so that parents can earn a living or school fees. not in vain. Children's parents also always set a good example when outside the classroom, that is when parents (Mother works) are about to go to work. As a result, it can be concluded that the good or bad of a child does not only come from himself but is largely determined by the parenting applied by the parents.

The above was also mentioned by (Hamer et al., 2020)

in his research that the school model with the Full Daycare system as a Parenting Solution for working parents is also very suitable to be applied. Which for working parents, one of the efforts to meet the needs of children is certainly not done optimally so that children must be entrusted to schools based on Full Daycare. Therefore, early childhood education is the first step to start education that optimizes development and potential. Early childhood education develops several aspects. The aspects developed are cognitive, social, emotional development, moral and religious values, physical, fine motor, gross motor, and language. These aspects are important for optimizing children's development, namely through democratic parenting (Syuharyoso, 2016). Furthermore, nowadays in terms of democratic parenting in growing children's independence, it is also very suitable to be applied in schools, which later this kind of parenting is very good to be applied in the context of forming children's personalities (Nurfitri, 2021).

c. Supporting and Inhibiting Factors of Child Independence in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic.

Based on the results of interviews with all sources, the researchers concluded that in the process of forming children's independent attitudes there were supporting and inhibiting factors consisting of internal and external factors:

- 1) Internal factors, namely factors that come from the child himself, including physiological conditions indicated by the child's physical condition. While psychological conditions are cognitive abilities that are marked by how children respond to a problem (Y. Yatimah, personal communication, 2021).
2. External factors, namely factors in the form of encouragement from outside the child himself. These factors include: a) Environment, where these environmental factors are divided into three pillars,

namely the family environment, school environment and living environment. All three are very influential on the formation of children's independence. Of the three environments, the most influential is the family environment because more children get time and opportunities at home (H. Hasanah, personal communication, 2021). b) Sense of Love and Affection, in terms of parental love and affection for children who are given enough will make the child confident and the child will think that his situation in the family is recognized. This is as expressed by Mother (H. Alhafidzhoh, personal communication, 2021) that attention for children is very important in training children's independence.

Thus, in terms of Parenting, the situation of working mothers in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic Period, is not an obstacle for parents because basically children with working mother status will make children think that their parents are not always beside them. . Parenting that supports children to be independent, namely democratic parenting, where children are given the freedom to choose according to their wishes, but parents also supervise and guide children. This is in line with the opinion (I. A. Putra et al., 2018) that Democratic Parenting can increase children's awareness and knowledge of parents about the importance of quality parenting for children, one of which is democratic parenting as a solution. In addition, through the application of democratic parenting for early childhood that is applied in schools, this democratic parenting can also increase the spiritual intelligence of early childhood seen from the children's daily activities while at school (Iswianto, 2017). Further explained by (Tabi'in, 2020) that democratic parenting is characteristic of early childhood who are independent, and can control themselves to build good relationships with friends, are able to deal with stress, have an interest in new things and are cooperative with others. . This parenting pattern is a driving force for the creation of early childhood in orphanages to have independence, one of these independence is seen when children wear clothes,

bathe, eat, play and are able to socialize with peers.

The research findings are based on the overall data collected that the inhibiting factors in the formation of children's independence by working mothers in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic Period, namely the inhibiting factor originating from a combination of internal and external factors. external factors in the formation of children's independence, namely: 1) Mood or the child's mood, which in a state of the child's mood can spontaneously change such as suddenly tantrums, suddenly cries and breaks down activities. Therefore, it is important for working mothers to understand it, because basically children are individuals who are sincere in expressing various things that are in themselves. Working mothers need to understand the condition of their children's hearts when they are happy or angry so that they can easily form the ideal independence. 2). Peers or Playmates, this is because children who are still in the early age category are children in the period of perfect imitation, including imitating the environment where they live and their close friends, for example children do not want to go to school because their friends do not go. As a parent, you should give an understanding that this is not good for you. Parents can equip their children to live confidently and not depend on others. 3). Caregivers, this is because spoiled children do not only come from parental upbringing, but also caregivers who worry that the child will cry so that the caregiver always obeys the child's wishes. As a result, children become dependent on caregivers so that there is no balance between parental education and caregiver education. 4. Free Time and Opportunity, in this case the lack of free time makes the opportunity to communicate with children also less, such as when working hours increase, mothers have to go home at night so that when they get home the child is asleep.

2. Discussion

From the aspect of the role of a working mother in order to establish Child Independence during the Covid 19

Pandemic, which is in Raudhatul Athfal (RA) Nurul Huda, Banjar City, it has actually started early, which naturally means that children already have the urge to be independent, which his parents had trained him to do. However, children are not able to do it themselves, meaning that other people need to be exemplified as special mentors, especially when children are in school. So that special guidance for this child needs to be carried out by other people, namely by the teachers in Raudhatul Athfal (RA) Nurul Huda, Banjar City. The formation of children's independence will be better if given early, thus also included in the formal, informal and non-formal areas. The formation of independent character at an early age really requires role models and habituation in everyday life as a habit (M. Mamuroh, personal communication, 2021). This, as based on interviews from resource persons, the researchers concluded that the role of parents, especially mothers in shaping the independent attitude of early childhood, is divided into 4 parts, namely: 1) Role as Motivator, where parents, especially mothers, provide motivation in the form of advice that is appropriate to the situation. the child's mood and giving rewards if the child does an achievement; 2) Role as Supervisor, where the position of Working Mother can supervise children, namely communicating with their caregivers and their families who are entrusted to look after the child; 3) Role as a Advisor and Educator, where a mother with a working status can train her child to be independent, namely by always getting her child used to getting along with other people and providing an understanding that the mother is not always beside her; 4) As a Role Model or Role Model, For Children The golden age is a perfect imitator, so whatever the actions of parents will surely be imitated by children. In a working state, mothers can give examples of things such as getting up in the morning, bathing, and eating and daily activities that occur consistently.

In terms of the formation of independence in children in RA Nurul Huda, Banjar City, it can be given in ways that are appropriate to the child's condition, for example telling stories, playing, providing choices according to interests,

and real experience. This can be used by a working mother in shaping the child's independence by: 1) Giving Positive Understanding to the Child, where the mother can provide advice by instructing the child to get used to doing good and useful activities for himself, for example: mother telling children to store trash after eating snacks so that when they want to play the room is not dirty, take a bath alone so that the body becomes clean even though it is still in the process of guidance; 2) Educate Children To Get Used To Tidy, where working mothers need to educate children to get used to being neat, this can be done by mothers by giving consequences about rewards and punishments, for example children may play if children can clean up their toys, Another example working mothers can commemorate the child will sweep and throw away the toys on the grounds that the child cannot take care of it. Another thing is that working mothers can ask their children to put their toys back by giving them a place to store toys; 3) Provide interesting activities so that children do not get bored when they are at home, this kind of activity can be done during holidays so that all children and mothers can participate in activities longer. Other activities that can form independence are such as playing in schools, cooking where children really like exploratory activities in their daily lives. This will allow the child to develop confidence in himself; 4) Giving Choices According to Parents' Interests, especially mothers who work to help with household needs, due to the impact of the covid-19 pandemic, so like it or not, the wife has to help her husband in helping her husband in finding additional income; 5) Familiarize children to behave according to etiquette, this can be done by working mothers by getting children to be polite to others, for example, working mothers tell their children to always say greetings (uluk salam) when they want to enter the house, besides shaking hands when meeting people others, and giving goods using the right hand; 6) Motivating, in terms of motivating children to grow and develop, it can be done with rewards, although in fact sometimes early childhood motivation can grow from within itself, but as parents can

motivate children by giving rewards as a form of success in getting things done. Rewards are also not only in the form of goods but can also be in the form of praise, with a fairly simple motivation by saying “beautiful mother, beautiful sister, thank you pious brother”.

Based on the description above, in order to establish the independence of children by parents of students at RA Nurul Huda, Banjar City during the current covid-19 pandemic, which is done by working mothers, it can be done by giving freedom to children. in doing things in their own way, which of course has responsibility for themselves and is active and creative in the social environment and so on, so that later the child will be trained from an early age to be able to do everything on their own and have high self-confidence due to circumstances. a working mother who is very tough in educating her children, so that the child inevitably has to be able to do it himself.

In terms of Parenting Parenting for Early Childhood in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic is to use parenting which can be interpreted as an overall interaction of parents with children, where parents provide encouragement to change behavior behavior, knowledge and values that are considered the most appropriate so that children can be independent, have confidence, have a high sense of curiosity and interact with their environment. Children are great imitators, so whatever parents do will be imitated by their children, so parents should set a good example. Good and bad children do not only come from themselves but are largely determined by the parenting applied by parents. Based on the similarities between the theory according to (Tridhonanto & Agency, 2014, pp. 12–17) and the results of the study, it can be concluded that the most appropriate parenting pattern to be applied to parents who both work is democratic parenting, where parents prioritize children with mark parents provide opportunities to develop children’s abilities from internal and external terms and children are included in choosing and taking an action. Today, where the all-digital era as

research by (Ahyani & Hidayah, 2021) that character education carried out by teachers and parents can be done through the method of refraction for students, both in the classroom and outside the classroom.

The same thing as research conducted by (Masni, 2017) that parenting is the overall interaction of parents with children, where parents stimulate their children by changing attitudes, behavior, attention, rules, discipline, reward and funism, knowledge and response to the child's wishes, as well as values that are considered appropriate by parents, so that children can be independent, grow and develop in a healthy and optimal manner. Meanwhile (Shochib, 2010) explains that democratic parenting is a way of educating children, where parents determine the rules but by paying attention to the circumstances and needs of children. Furthermore (Restiani et al., 2017) explains in his research that children are the potential and successors of the nation's ideals, the basis of which has been laid by the previous generation. Children who are educated properly will grow and develop properly according to their stage of development. One of the good developments in early childhood is the level of independence. Furthermore, in his research, democracy is very influential in training students' independence. Meanwhile (Radja et al., 2020) in his scientific study explained that democratic parenting has not been able to influence the five major personalities of a person which includes: students' emotional stability, student friendliness, student awareness, and openness to student experience. Other research is supported by (Kasiati et al., 2012) that democratic parenting is not related to creativity. Self-efficacy is positively and significantly related to creativity.

Parental Parenting Patterns for Early Childhood in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic by using parenting applied by parents through interaction with children, where parents provide encouragement to change behavior, knowledge and values that are considered the most appropriate so that children can be independent, have confidence, have a high curiosity and interact with their environment, this is called a

democratic child care pattern, this is as expressed by the principal (M. Mualim, personal communication, 2021) that at RA Nurul Huda, Banjar City, the parenting style is very strong, where the mothers who study at our school try their best to educate their children so that they have superior achievements so that parents can earn a living or school fees. not in vain. Children's parents also always set a good example when outside the classroom, that is when parents (Mother works) are about to go to work. As a result, it can be concluded that the good or bad of a child does not only come from himself but is largely determined by the parenting applied by the parents.

In terms of Supporting and Inhibiting Factors for Children's Independence in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic Period, the internal factors are factors that come from the child himself, including physiological conditions shown by the child's physical condition. While psychological conditions are cognitive abilities that are characterized by how children respond to a problem. While external factors, namely factors in the form of encouragement from outside the child himself. These factors include: a) Environment, where these environmental factors are divided into three pillars, namely the family environment, school environment and living environment. All three are very influential on the formation of children's independence. Of the three environments the most influential is the family environment because more children get time and opportunities at home b) Sense of Love and Affection, in terms of parental love and affection for children who are given enough will make children confident in children, so that children feel loved/appreciated by their parents even though their mothers are busy working. Thus, in terms of Parenting, the situation of working mothers in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic Period, is not an obstacle for parents because basically children with working mother status will make children think that their parents are not always beside them. . Parenting that supports children to be independent, namely democratic parenting, where

children are given the freedom to choose according to their wishes, but parents also supervise and guide children. This is according to (Shochib, 2010), (Tridhonanto & Agency, 2014), (Syuharyoso, 2016), (Iswianto, 2017), (Masni, 2017), (IA Putra et al., 2018), (Tabi'in, 2020), (Hamer et al., 2020), (Radja et al., 2020), (Nurfitri, 2021), and (Mualim, 2021) that Democratic Parenting is very relevant to be applied in supporting children's independence when their mothers leave their jobs.

The research findings are based on the overall data collected. It showed that the inhibiting factors in the formation of children's independence by working mothers in Raudhatul Athfal (RA) Nurul Huda, Banjar City during the Covid 19 Pandemic Period, namely the inhibiting factor originating from a combination of internal and external factors. External factors in the formation of children's independence, namely: 1) Mood or Mood factors of children, which in a state of child's mood can spontaneously change such as suddenly tantrums, suddenly cries and breaks down activities; 2) Peer or Playmate factors, this is because children who are still in the early age category are children in the period of perfect imitation, including imitating the environment where they live and their close friends; 3) Caregiver factor, this is because a spoiled child is not only derived from parental upbringing, but also caregivers who worry that the child will cry so that the caregiver always obeys the child's wishes. As a result, children become dependent spoiled; 4) Factors of Free Time and Opportunity, in this case the lack of free time makes the opportunity to communicate with children also very minimal, such as when working hours increase, working mothers have to come home late at night so that when Mother works until home the child is fast asleep, so the time that is given by working mothers to young children becomes very inhibiting in the formation of student independence.

D. Conclusion

PG PAUD UNIPMA implements 4 MBKM BKP, namely student exchange, internship, research and entrepreneurship

which have a role in developing skills to become prospective PAUD educators who have an entrepreneurial spirit. The MBKM program has a good role in improving the teacherpreneurship skills of PG PAUD students. Students have the experience to read business opportunities that also support the profession as educators. The MBKM program has a role in both creativity and effectiveness. Thus, it can provide teacherpreneurship skills. Prospective PAUD teachers can equip children with an entrepreneurial spirit by having entrepreneurial skills. During the lectures, the MBKM program also supports the seventh KPI on collaborative and participatory learning. The MBKM program can continue to be carried out and developed considering its role in teacherpreneurship skills and in accordance with the challenges of the times. Collaboration requires more varied partners to increase students' insight and social skills to become work-ready graduates.

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