

Original Research

# A Comparative Analysis of Social Development in Preschool Children of Working and Non-Working Mothers



Fatmawati<sup>1\*</sup>, Dian Vita Sari<sup>1</sup>, Junaedy<sup>1</sup>, Siti Damayanti<sup>2</sup>, & Arista Ardilla<sup>3</sup>

<sup>1</sup>Akademi Keperawatan Kesdam Iskandar Muda, Lhokseumawe, Indonesia

<sup>2</sup>Stikes Medika Seramoe Barat, Meulaboh, Indonesia

<sup>3</sup>Universitas Bumi Persada, Lhokseumawe, Indonesia

Article Info	Abstract
Article history: Received: 9 May 2024 Accepted: 18 July 2024	<p><i>Introduction:</i> Children's social development affects how they socialize with their surrounding environment, where some children have difficulty socializing and adjusting to the environment. The purpose of this study was to compare the social development of preschool-age children in working mothers and non-working mothers.</p> <p><i>Methods:</i> This study used analytical observations with a cross-sectional design conducted by 113 mothers with preschool children aged 4-6. Data was collected using the DDST II questionnaire sheet specifically for aspects of personal social development.</p> <p><i>Results:</i> The respondents were 20-35 years old (79.6%), almost half of the children were four years old (40.7%), and also half of the children were female (64.6%). Next, half of the mothers were working (75.3%), the nuclear family type (61.9%), and the social development of preschool children were mostly in the caution category, as much as 47.8%. There was a difference in the social development of children in working mothers and non-working mothers (<math>p</math>-value&lt;0.05).</p> <p><i>Conclusion:</i> It is expected that working mothers can manage their time, guide and supervise the development of their children, and provide independent trust and freedom to children so that they are not dependent on their parents to carry out age-appropriate developmental tasks.</p>
Keywords: children, preschool, social development	

\*Corresponding Author:

e-mail: [fatma.n2n@gmail.com](mailto:fatma.n2n@gmail.com)



This work is licensed under a Creative Commons Attribution 4.0 International License.

## INTRODUCTION

Social development in childhood grows out of their close relationships with parents or caregivers at home, especially family members. Social interactions are then extended from households to neighbors and schools. Children's parental treatment or guidance strongly influences social development by introducing various aspects of social life or the norms of community life and encouraging and giving examples to their children on how to apply these norms in everyday life [1]. Children's social development is very influential on how children socialize with the surrounding environment, where some children have difficulty socializing or adjusting to the environment. At least four factors influence children's socialization: parenting patterns, peer influence, self-acceptance, and the environment [2].

Social development is closely related to interaction with others or other objects. If the interaction is not good, the child's growth and development will not be optimal. However, most parents pay less attention to this in children, even though each child's social-emotional development is different. Educators must understand children's social development to develop their abilities properly [3]. Maternal parenting is one of the critical factors in determining social development. The preschool age is a golden period where children are experiencing the process of growth and development, especially social development. Reduced attention to children because of their parents' work results in limited interaction between

parents, especially mothers, and their children [4].

Working mothers can have negative and positive impacts on child development. The adverse effect of working mothers is that the mother's presence in the child's daily life is less than that of non-working mothers, so the mother's opportunity to provide motivation and stimulation to children in performing motor development tasks is limited [5]. The incidence of social development disorders in Indonesia is between 13-18%. The independence of preschool children is 53% independent of others, and 9% are still dependent on parents; 38% are entirely reliant on their parents or caregivers, and 17% are moderately independent. It was reported that out of 3,634,505 children, 54.03% were found to have good socialization and independence skills, which is still below the target of 90% [6].

The results of Ibnu's research on Differences in Social Development of Preschool-Aged Children who Attend early childhood education (ECE) and Do not Attend it. The type of research is analytical observational, with a cross-sectional approach with a sampling technique, namely random samples (probability samples); the results show that there are differences in social development in preschool children who attend early childhood education and not early childhood education significantly ( $p.0.0025$ ) [7]. The research results on the Social personnel of preschool children in full-day and regular ECE in the Surakarta Area. The analytical observational method with a cross-sectional approach compares children who attend full-day and regular ECE ECE.

After analyzing the data using the Mann-Whitney test, the value of  $p < 0.005$  ( $p < 0.005$ ) was obtained for personal social development, and it was concluded that the individual social development of children who went to full-day ECE was better than children who went to regular ECE [8]. Based on these problems and backgrounds, the authors are interested in researching 'The Effect Of Working Mother To Social Development In Pre-School Children at Bhayangkara Kindergarten, Lhokseumawe' to find the effect of working mothers and non-working mothers to determine the social development of pre-school age children.

## **METHODS**

### ***Research design***

This study used quantitative research with an approach taken using numbers, starting from data collection and interpretation of data with a cross-sectional approach [8]. This study aims to discover the different social development of preschool-age children towards working and non-working mothers at the Bhayangkari Kindergarten, Lhokseumawe City. This study's population was all mothers with preschool children aged 4-6 years at the Bhayangkari Kindergarten in Lhokseumawe City, totaling 113 mothers. Total sampling was used as a technique in this study. The sample population was 113, divided into 65 working mothers and 45 non-working mothers.

### ***Instruments***

The DDST II questionnaire was used to measure children's social development,

specifically aspects of personal social development, with assessment categories below.

1. Advanced assessment: This category includes when the child passes the trial of items to the right of the age line and when the child masters the skills of children older than his/her age.
2. Normal assessment: Included in the normal category when the child fails/refuses the item to the right of the age line, passes or fails, or refuses the item on the age line, lies between 25-75%.
3. Caution assessment: This category is included when the child fails/refuses an item on the age line that falls between 75-90%. Write C on the right side of the box.
4. Delayed assessment: This category is included if you fail/refuse the item to the left of the age line.

### ***Data collection procedure***

This research was deemed ethically feasible. Therefore, the researcher submitted a research permit to the kindergarten school to conduct the study and selected samples according to the respondents' criteria. Researchers first explained the aims and objectives of the study to the respondents, presenting a letter of request to participate. Respondents who agreed to participate signed a consent form. The researcher then conducted interviews to collect the respondents' identity data and continued with observations. After all respondents completed the questionnaire, the data was tabulated and analyzed descriptively.

### **Data analysis**

Data analysis was carried out on each variable from the study's results. In general, this analysis only resulted in the distribution and presentation of each variable. The analysis used is the Mann-Whitney non-parametric test to see the difference between two independent samples of children's social development in working mothers and non-working mothers.

### **Ethical Consideration**

The Ethics Committee of Universitas Prima Indonesia No. 060/KEPK/UNPRI/VI/2024 granted their approval to ensure that the research was conducted following ethical standards. All of the participants gave their informed consent, which ensured that their information would be kept confidential and they would have the opportunity to withdraw from the study at any time.

### **RESULTS**

Based on Table 1, it is found that the majority of respondent's working mothers were in the age category 20-35 years (87.6%), the age of the children was four years (40%), the gender of the children was female (69%), and the family type was core family (53,8%). Most respondent's non-working mothers were in the age category 20-35 years (69%), the age of the children was four years (33,5%), the gender of the children was female (68,5%), and the family type was core family (73%).

Table 2 shows that most preschool children's social development of mothers working was in the caution category, as much as 66%, and preschool children's social development of non-mother working was 55%.

Table 3 shows a significant difference between the two groups, which means  $H_a$  was accepted. Additionally, there was a difference in children's social development between mothers working and those not working.

**Table 1**

Demographics of respondents (n = 113)

Characteristics	Working Mothers		Housewife	
	F	%	F	%
Age (years)				
20-35	57	87,6	33	69
>35	8	12,4	15	31
Children (years)				
4 <sup>th</sup>	26	40	20	33,5
5 <sup>th</sup>	23	36	18	37,5
6 <sup>th</sup>	16	24	10	29
Gender of child				
Male	20	31	15	31,5
Female	45	69	33	68,5
Type of family				
Core family	35	53,8	35	73
Big family	20	30,7	13	27

**Table 2**

Frequency Distribution of social development in preschool children of working and non-working mothers

Social Development	Working Mothers		Housewife	
	F	%	F	%
Advance	-	-	-	-
Normal	5	7,5	15	31
Cautions	43	66	26	55
Delay	17	36,5	7	14
Total	65	100	48	100

**Table 3**

Mann-Whitney Test (n = 113)

Variable Independent	r	p
Children's Social Development	365.000	.000

## DISCUSSION

The majority of working mothers were aged 20-35 years (87.6%), with most children being four years old (40%), predominantly female (69%), and from core families (53.8%). Similarly, most non-working mothers were also aged 20-35 years (69%), with most children being four years old (33.5%), predominantly female (68.5%), and from core families (73%). According to Amanda, although working, mothers still hold duties and responsibilities in the household. A working mother has more challenges to fulfill obligations in the family and responsibilities in the world of work. Mothers naturally have to spend more time with their children. However, it can be hampered by the division of roles as someone who cares for children and works [9].

A study conducted by Sivakami showed that non-working mothers spent 24 hours

more than working mothers in child care. Mothers' work status (not working or working) may affect children's health as working mothers have less time to care for their children. Work affects mothers' free time to be with their children [10]. Based on the results of the characteristics of the respondents, it can be concluded that mothers are the main actors in child care, and there is a conflict between work and household activities, one of which is caring for children. Not only do working mothers have less time to care for their children, but the quality of care can also decrease due to work-related stress and fatigue.

Most preschool children's social development was found to be in the caution category, at as much as 66%. Many factors affect children's development. Genetic factors can be inherited as a basis for achieving the child's final results of the child's development

process, and environmental factors are significant factors in determining whether or not the child's potential is achieved. Internal factors are factors that the child has, such as IQ, hormonal influences, and emotional influences [11]. Children's Social development grows from their close relationships with parents or caregivers in their homes, especially family members [13]. Social interaction is then extended from the household to neighbors and school. Social development is strongly influenced by parental treatment or guidance towards the child [2].

The status of working mothers certainly impacts growth. It must be able to manage time for the family because a mother has the main task of managing household affairs, include supervising, managing, and guiding children [4]. Dewi's study shows significant differences in child development between working and non-working mothers. Children aged 3-6 years with non-working mothers show better development than working mothers [7]. The author assumes that children's social development can be fulfilled optimally. However, the child's development is disrupted due to the mother's limited interaction with the child, so it is necessary to think more deeply before deciding to work. If attention, affection, and developmental stimulation for children can still be given even though mothers work, then what a mother does is a very noble act because mothers have played an active role in helping the family economy and their main task as mothers. Therefore, for every mother, whether working or non-working, the ability to spend quality time with her children must be owned

and continuously developed [13]. Based on the results of this study, it can be concluded that although less than half of the respondents have the development of caution, there are still almost half of the total respondents.

## **IMPLICATIONS**

This comparative study explores the demographics and roles of working and non-working mothers in children's social development. This study also involved a more significant number of respondents over a more extended period to observe how children whose mothers work or do not work develop.

## **IMPLICATIONS**

The approach of this study, which compares mothers who work and those who do not, shows that maternal parenting is one of the critical factors in determining social development. The preschool age is a golden period where children undergo growth and development, especially their social development—reduced attention to children because of their parents' work results in limited interaction between parents, especially a mother and her child. Working mothers can have both negative and positive impacts on child development. The negative effect of working mothers is that the mother's presence in the child's daily life is less than that of mothers who do not work, so the mother's opportunity to provide motivation and stimulation to children performing motor development tasks is limited. Furthermore, non-working mothers spent 2.4 hours more than working mothers in childcare. The

mother's working status (not working or working) may affect the child's health because working mothers have less time to care for their children. Work affects mothers' free time with their children.

Social development in childhood grows from their close relationships with parents or caregivers in their homes, especially family members. Social interactions are then extended from households to neighbors and then to schools. Children's parental treatment or guidance greatly influences social development in introducing various aspects of social life or the norms of community life and encouraging and giving examples to their children on how to apply these norms in life.

## CONCLUSION

Based on the results of the study, it can be concluded that the social development of preschool children in the Bhayangkari Kindergarten of Lhokseumawe City is mostly in the caution category, namely 4-year-old children are unable to perform 3-5 task items on DDST II and 5-6-year-old children are unable to perform 1 task item on DDST II.

For mothers and respondents, it is hoped that it can increase information and knowledge of mothers about children's social development so that mothers can take care and control the level of child development, especially the social development of children aged 4-6 years because it is a golden period for children to grow substantial, especially children's social development. For the research site, it is hoped that this research will provide information on improving parenting methods for preschool children so that children's social development

is normal and can be a consideration for educators in delivering excellent and correct care when children are in the school environment as an effort to help children grow substantial, especially normal children's social development.

## ACKNOWLEDGMENT

Thank you to all those who supported this research by providing information, insight, and cooperation to respondents at Bhayangkari Kindergarten Lhokseumawe City, especially the children involved in this study.

## CONFLICT OF INTEREST

This research has no conflict of interest because it was conducted purely and actually.

## REFERENCES

- [1] U. H, "Perkembangan Sosial Pada Anak Usia Dini," *Jurnal Pendidikan Anak Usia Dini As-Sibyan*, vol. 2, no. 1, 2018.
- [2] Lombonaung, "Hubungan Status Pekerjaan Ibu dengan Kemampuan Personal Sosial Anak Usia Prasekolah di TK GMIM Philia Kalasey 2 Kabupaten Minahasa," *Jurnal of Community and Emergency*, vol. III, 2019.
- [3] Maria, *Perkembangan Sosial Emosional Anak Gifted*, Jakarta: Prenada, 2019.
- [4] Irawan, "Hubungan Pola Asuh Ibu Bekerja Dengan Perkembangansosial Anak Usia Prasekolah," *Health Science Journal*, vol. 2, no. 2, 2019.
- [5] Taju, "Hubungan Status Pekerjaan Ibu Dengan Perkembangan Motorik Halus

- Dan Motorik Kasar Anak Usia Prasekolah Di Ece Gmim Bukit Hermon Dan Tk Idhata Kecamatan Malalayang Kota Manado,” *Journal Keperawatan* , vol. 3, 2019.
- [6] Ismiriyam, “Gambaran Perkembangan Sosial Dan Kemandirian Pada Anak Prasekolah Usia 4-6 Tahun Di TK Al-Islah Ungaran Barat,” *Jurnal Keperawatan*, 2018.
- [7] I. (. P. P. S. A. U. P. y. M. P. T. K.-K. d. y. T. M. P. T. K.-K. J. P. V. 8. N. J. 2020., “Perbedaan Perkembangan Sosial Anak Usia Prasekolah yang Mengikuti Pendidikan Taman Kanak-Kanak dengan yang Tidak Mengikuti Pendidikan Taman Kanak-Kanak,” *Jurnal Psikogenesis*, vol. 8, 2020.
- [8] Palintan, “Membangun Kecerdasan Emosi dan Sosial Anak Sejak Usia Dini,” Bogor: Lindan Bestari, vol. 2, p. 1, 2020.
- [9] Machfoedz, *Metodologi Penelitian*, Yogyakarta: Fitramaya, 2012.
- [10] Mulqiah, “Pola Asuh Orangtua Dengan Perkembangan Bahasa Anak Prasekolah (Usia 3-6 Tahun),” *nia Keperawatan*, vol. 1, 2018.
- [11] Hanum, “Dampak Ibu Bekerja Terhadap Perkembangan Sosial-Emosional Pada Lingkungan Belajar Kanak-Kanak Umur 5 Tahun Di Banda Aceh, Indonesia,” vol. 2, 2017.
- [12] Musyarofah, “engembangan Aspek Sosial Anak Usia Dini Di Taman Kanak-Kanak Aba IV Mangli Jember Tahun 2016,” *Interdisciplinary Journal of Communication*, vol. 2, no. 1, 2018.
- [13] Anita, *Model Pendidikan Anak Usia Dini*, Jakarta: Kencana, 2021.
- [14] Dwi, “Perbedaan Perkembangan Anak Usia 3-6 Tahun Antara Ibu Bekerja Dan Tidak Bekerja Di Tk Among Siwi Sleman Yogyakarta,” *Naskah Publikasi*, vol. 1, no. 2, 2019.
- [15] Candrasari, “Hubungan Pola Asuh Orang Tua Dengan Perkembangan Bahasa Anak Prasekolah di RA Semai Benih Bangsa Al-Fikri Manca Bantul Yogyakarta,” *Naskah Publikasi*, vol. 1, no. 1, 2019.