

CHILD-MOTHER COMMUNICATION STYLE REVIEWED FROM THE MOTHER'S EMPLOYMENT STATUS.

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Abstract: The role of mothers in the family is very important in shaping the emotional and spiritual intelligence of children, which affects their moral, intellectual, psychological, and social development. Working mothers, especially factory workers, often face time constraints with their children that can diminish emotional attachment and affect cognitive and social development. However, effective communication and quality time can mitigate these negative impacts. The research uses a mixed methods approach with the population being working mothers who have children in TK Ananda 2 Kalongan and TK Harapan Kalirejo. The total population is 97 mothers at TK Ananda 2 Kalongan and 76 mothers at TK Harapan Kalirejo, with 40 respondents from each class. A sample of 40 was determined for each kindergarten. The results show a value of $\alpha < 0.05$, indicating a significant difference between the communication styles of housewives and factory workers. The research findings on housewives indicated they used open assertive communication and allowed for discussion, while factory workers tended to use non-assertive communication due to limitations in time and energy.

Keywords: *Children and Mothers; Communication Style; Mother's Employment Status*

INTRODUCTION

Mothers have a bigger role than schools in building children's emotional and spiritual intelligence. In this case, the involvement of the father cannot be ignored either, but the role of the mother remains the main factor in the child's education process, especially at an early age. Education in the family is not only limited to academic aspects, but includes a wider range of dimensions, such as moral, physical or physical, intellectual, psychological, and social education. Therefore, it is important for a mother to understand the functions and goals of education in the family to support the child's development holistically (Saadah, 2017).

One of the main functions of mothers in the family is to encourage the development of children to become quality individuals and benefit the nation and state. When a mother is able to carry out her role well, the family environment becomes a conducive place for the formation of children's personalities (Kurniati, 2022). On the other hand, if mothers cannot create a supportive atmosphere in the child's education process, then children can experience obstacles in forming positive attitudes and behaviors. Family is believed to be the main factor that affects children's development (Izzaty, 2012). Through parenting activities, which are reflected in the parenting style applied by parents, children will grow and develop based on the experiences they have gained.

The attachment between the child and the mother develops through physical interactions carried out in daily activities, such as eating, bathing, and playing. These activities contribute to the formation of a strong emotional bond between mother and child. However, for working mothers, limited time with children can have an impact on the quality of attachment (Kassamali & Rattani, 2014).

Several studies have shown that the condition of working mothers can negatively impact child development, including cognitive, emotional, and social behavioral aspects. A study conducted by Waldfogel et al. (2002) revealed that working from an early age can have adverse and persistent effects on children's cognitive development, especially in the first year of birth. This impact can even last until a child is 7 or 8 years old.

Communication in parenting is a crucial aspect that needs to be developed by working mothers to strengthen attachment with children. The study of communication between working mothers and children is within the scope of family communication (Kassamali & Rattani, 2014). In relation to attachment theory, communication acts as a cause, consequence, and agent to strengthen attachment, as well as a mediator between attachment and relationship quality (Guerrero, 2017). Children form different attachment patterns based on their communication experiences with the primary caregiver. Furthermore, communication between mother and child not only affects interpersonal relationships in the family, but also becomes the basis for children to interact with the wider social environment (Tong et al., 2009).

The limited time with children encourages working mothers to take advantage of time outside of work by doing activities with children. Mothers try to create quality time by choosing activities that are liked by both herself and her children. This is based on the belief that spending quality time can contribute positively to communication between mother and child (Türkoglu, 2019).

The results of the study show that working mothers have limited time with their children, which has the potential to hinder communication between the two. Only a small percentage of working mothers are satisfied with the parenting activities carried out, especially in conditions of work pressure and limited time interaction with children. Studies also reveal that satisfaction levels are higher in mothers who work part-time, as they have more opportunities to interact in a quality manner and build better communication with children (Crowley, 2014).

The research phenomenon that is the focus of this study is the limited interaction time between working mothers and children, as well as its impact on communication, emotional attachment, and early childhood development. Data on the number of students at Ananda 2 Kalongan Kindergarten in the 2023/2024 school year shows that this educational institution has 97 students spread across various grade levels, while Harapan Kalirejo Kindergarten has 76 students. The large number of students at Ananda 2 Kalongan Kindergarten is a reflection that more and more children are undergoing formal education from an early age. As mothers' participation in the workforce increases, many early childhood spends most of their time in school settings or in third-party care. This phenomenon has the potential to affect the parenting style applied by parents, especially working mothers, as well as shaping the dynamics of communication between mothers and children.

The selection of Ananda 2 Kalongan Kindergarten and Kalirejo Harapan Kindergarten as the research location was based on a number of considerations that are in line with the objectives of this

research. First, the relatively large number of students in both kindergartens reflects the diversity of the early childhood population, particularly in aspects of family background and parenting patterns. Ananda 2 Kalongan Kindergarten has a total of 97 students, while Harapan Kalirejo Kindergarten has 76 students. Socioeconomic factors of parents, especially working mothers, are one of the main aspects in considering the selection of research locations. These two educational institutions are located in an environment with a fairly high level of maternal participation in the world of work. Therefore, this study can examine how mothers work in two different educational contexts manage communication and build attachment with their children. Furthermore, the differences in school conditions and the care system implemented provide an opportunity for this study to conduct a comparative analysis. Although the two schools are in relatively similar environments, there is a possibility of variation in communication patterns between working mothers and children, both in terms of intensity and quality of interaction. Finally, data accessibility and openness of the school are technical factors that support the smooth research process. Ananda 2 Kalongan Kindergarten and Kalirejo Harapan Kindergarten showed their willingness to provide the necessary data and support the implementation of observations and interviews. This contributes to the validity and reliability of the research results obtained.

Based on the exposure of the phenomenon, this study seeks to examine how mothers working at Ananda 2 Kalongan Kindergarten manage interactions with their children, how communication in parenting takes place, and the extent to which time constraints affect the quality of mother-child relationships. In addition, this study also aims to identify strategies used by working mothers in building attachment with children, in order to minimize the negative impact of limited time

METHODS

This research is a type of mixed methods research that combines quantitative and qualitative methods. This approach is used with the aim of obtaining more comprehensive, valid, reliable, and objective data. Through the combination of these two methods, researchers can uncover various dimensions of the phenomenon being studied. Quantitative methods are used to collect data in the form of numbers and statistics, thus allowing for more structured analysis and broader generalizations. On the other hand, qualitative methods are used to deepen understanding of the context, perception, and experience of individuals related to the phenomenon (Yusuf, 2014).

Population refers to the entire object or subject that researchers are interested in studying (Sugiyono, 2021). In this study, the subject population is working mothers who have children who attend Ananda 2 Kalongan Kindergarten and Harapan Kalirejo Kindergarten. Based on data obtained from the principal of Ananda 2 Kalongan Kindergarten, there are 97 students. The sampling method applied in this study is Nonprobability Sampling, which is a method in which not all members of the population have the same opportunity to be selected as a research sample. The sampling technique used is random sampling. In this study, the sample consisted of 40 mother respondents from Ananda 2 Kalongan Kindergarten and 40 mother respondents from Harapan Kalirejo Kindergarten, so that the total number of samples was 80 people.

Data collection techniques are strategies or approaches used to gather relevant information in a research. The importance of data collection techniques lies in the need for systematic and strategic measures to ensure that the data obtained is valid and in accordance with the observed reality. Data collection techniques can vary, including the use of questionnaires, interviews, observations, or document analysis. The data analysis technique in this study uses qualitative analysis and quantitative analysis. Quantitative analysis using hypothesis tests using *Independent Sample Test*.

RESULT AND DISCUSSION

Quantitative research data was obtained through the dissemination of questionnaires on communication styles between mother and child to parents of students at Ananda II Kindergarten Kalongan and Harapan Kalirejo Kindergarten. Each school involved 40 respondents, consisting of 20 mothers working as housewives and 20 mothers working as factory workers. Thus, the total number of respondents in this study reached 80 people, representing both professional categories from each school.

Table 1. Descriptive Statistics

Variabel	Min	Max	Red	Std. Deviation
Housewives	166	214	193.15	10.618
Factory Workers	155	167	161.00	5.435
Valid N (listwise)				

The descriptive data in table 1 shows that the group of housewives has a larger score range, namely 48, with a minimum score of 166 and a maximum of 214, as well as an average score of 193.15. In contrast, the factory worker group showed a smaller range of scores, only 12, with a minimum score of 155 and a maximum of 167, as well as an average score of 161.00. The standard deviation in the group of housewives reached 10,618, showing a more varied data spread compared to factory workers who only had a standard deviation of 5,435. The data variance from the housewife group was also higher, at 112,746, compared to the factory worker group of only 29,538, indicating that the communication styles of housewives are more diverse. The hypothesis test in this study was carried out after testing the normality and homogeneity of the data. Hypothesis testing was carried out using IBM SPSS Statistics 25 software. The hypotheses proposed are as follows.

Ha: There is a significant difference between the communication style of children and mothers who work as housewives and the communication styles of children and mothers who work as factory workers.

Ho: There is no significant difference between the communication style of children and mothers who work as housewives and the communication styles of children and mothers who work as factory workers.

If the significance level (α) is greater than 0.05, then there is no significant difference between the communication style of the child and the mother who works as a housewife and the communication style of the child and the mother who works as a factory worker, which means that H_0 is accepted and H_a is rejected. On the other hand, if the α value is less than 0.05, then there is a significant difference between the communication style of the child and the mother who works as a housewife and the communication style of the child and the mother who works as a factory worker, which means that H_0 is rejected and H_a is accepted. The results of the hypothesis test using *the Independent Sample Test* are presented as follows.

Table 2. Hypothesis Test

	T Count	Probability	Remarks
Results	17.046	.000	H_a accepted

Based on the results of the hypothesis test in table 2, the value of α is less than the significance level of 0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the communication style of children and mothers who work as housewives and factory workers. That way, the mother's profession affects the way of communication between children and mothers. This shows that the mother's professional factor, whether as a housewife or factory worker, does have a significant impact on the communication patterns formed in the family.

In this study, the communication styles applied by housewives in interacting with their children tended to vary greatly, but were more oriented towards developing healthy relationships between mothers and children. Based on the results of quantitative data analysis and in-depth interviews, it was found that the most dominant communication style was assertive communication. However, there are some mothers who tend to use a non-assertive or slightly aggressive communication style in certain situations. This communication style shows how mothers adapt to the emotional needs of children, as well as to various family dynamics.

The most widely applied communication style by housewives in their interactions with children is assertive communication. Assertive communication is a way of communicating that prioritizes clarity, openness, and mutual respect between mother and child. In this situation, housewives convey feelings, opinions, or instructions in a firm way but still pay attention to the children's feelings. Assertiveness provides space for mothers to convey messages confidently without offending the child, creating stronger bonds and healthy relationships. Maya Indriani, one of the parents at Ananda II Kalongan Kindergarten class A, explained that:

"When my child has difficulty in lessons, I talk calmly. I asked softly, 'What baffles you with this lesson? Let's find a solution together.' I try to listen first and find ways to help them without imposing their will."

The statement shows that Siti, as a housewife, prioritizes cooperation and clarity in *communication*. Housewives strive to listen first and provide support without imposing their will, which is a clear example of assertive communication that builds mutual understanding and strengthens emotional bonds with children. Assertive communication is essential in building a

respectful relationship, where mothers can speak honestly about their feelings and expectations without harming the child's feelings. In this case, housewives maintain healthy boundaries in communication but still respect and listen to the child's feelings. This creates mutual respect and gives space for children to express their feelings. Mothers with an assertive communication style not only provide instructions or input, but also listen to the child with attention and empathy.

The assertive communication style in housewives is characterized by several key characteristics that favor a healthy relationship with children. First, honesty is an important foundation in daily interactions. Mothers speak honestly about their child's feelings, needs, and expectations without hiding or manipulating information. Such honesty creates a transparent environment, where children feel comfortable speaking and expressing themselves. In addition, assertive housewives also practice active hearing. Housewives listen to their children attentively and empathically, trying to understand the meaning and emotions behind each communication. Through techniques such as paraphrasing and clarifying questions, the mother shows a genuine interest in what the child has to say, reinforcing the sense of appreciation in the child. No less important, housewives also always respect their children's feelings, especially when there are differences of opinion. Housewives acknowledge and accept their children's emotions without underestimating or ignoring those feelings. This attitude helps to create respectful communication, where children feel heard and understood, as well as build children's confidence.

In addition to assertive communication, non-assertive communication styles are also found in some housewives, although they are less common. This style usually manifests itself in the form of indecisiveness or avoidance in communicating. In certain situations, mothers are hesitant to express their opinions or feelings directly, often for fear of causing conflict or tension with the child. Widya Ningsih, one of the parents of students at Harapan Kalirejo Kindergarten class B, explained that:

"Sometimes, I don't say how I feel when my child doesn't want to listen. I find it difficult to tell my children that they are wrong, because I am afraid that they will feel hurt."

This statement shows a communication style that tends to avoid confrontation, where mothers feel reluctant to express their wishes or opinions directly. Despite the intention to keep the child's feelings in check, a non-assertive communication style can lead to ambiguity in the message being conveyed and potentially create confusion.

Non-assertive communication often arises when the mother feels unsure or worried about the emotional impact of her words on the child. Mothers tend to avoid expressing opinions directly, which can ultimately hold back from giving clear instructions or advice. Despite the good intentions to avoid tension, indecisive communication can often lead to ambiguity or lack of understanding between mother and child.

The non-assertive communication style in housewives is characterized by indecisiveness in conveying feelings or needs. Mothers often feel hesitant or afraid to reveal what they really want, so communication becomes unclear. Additionally, mothers with this style tend to avoid conflict by not talking about issues or feelings that could potentially cause tension. Housewives prefer to be silent or postpone the conversation in order to keep the atmosphere calm. However, this attitude can have an impact on the child, who feels that their needs or desires are not being heard

or properly cared for. As a result, children can experience feelings of neglect, which can affect the emotional relationship between mother and child and decrease the quality of communication between the two parties.

In addition to the two communication styles that arise in mothers who work as housewives with their children, the discussion of communication styles in mothers who have the status of housewives (IRT) can also be explained through three main categories, namely variations in housewife communication styles (IRT), involvement in joint activities, and openness in communication. The following is a detailed explanation related to each aspect of the communication style possessed by housewives (IRT).

The results of the study showed that there were significant differences in the communication style of housewives (IRT) and factory worker mothers (BP). Based on the hypothesis test performed, the α value was less than the significance level of 0.05, which means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This shows that the mother's profession has a significant impact on the communication pattern between mother and child, both in terms of how to convey messages and how to interact as a whole. In this case, housewives (IRTs) tend to use a more assertive communication style, while factory workers (BP) are more dominant in using a non-assertive communication style.

The difference is seen in the way the two groups of mothers interact with their children. Housewives, who spend more time at home, tend to have a more open, clear, and assertive communication style. Housewives are able to convey their hopes, instructions, and feelings firmly and clearly without hesitation. IRTs are usually better able to maintain a balance between providing emotional attention and practical instruction to their children, as housewives have more time to interact and talk with their children.

On the other hand, factory workers' mothers are more dominant in using a non-assertive communication style. Due to the limited time and energy after a long day's work, factory workers often prefer to convey information that is practical and direct, without too many conversations that require exploration of feelings or in-depth discussions. Hard-working mothers tend to avoid confrontation or harsh criticism, and prefer to speak in a softer way or even avoid potentially conflicting conversations. This approach is often used to maintain peace and tranquility in the home after a long and tiring day.

Housewives, who are more dominant in using assertive communication, tend to have a firm and clear attitude in conveying their desires, needs, or feelings to children. This assertive communication includes the ability to say "yes" or "no" honestly, express wants and needs in a way that does not threaten or pressure others, and listen to and respect children's feelings. Housewives are able to provide clear instructions or directions to children, while also providing space for conversations involving their children's feelings, thoughts, and opinions.

In contrast, factory workers' mothers are more likely to use non-assertive communication, leading to avoidance of confrontations or conversations that could potentially add to tension. Factory worker mothers avoid firm or direct expressions, preferring to speak in softer tones or even avoid conversations that require a lot of time or emotional energy. Factory worker mothers

tend to focus more on practical instruction, such as giving brief instructions about household chores or children's work, without engaging much in more in-depth feelings or discussions.

Interviews conducted with housewives and factory workers' mothers showed clear differences in their communication styles. Mita Susilowati, the mother of one of the students of Harapan Kalirejo Kindergarten who works as a housewife, stated,

"I always try to talk to my children in a clear and firm way. We often discuss many things, from school to my son's feelings. I feel it's important to give children the opportunity to talk and explain things they feel."

The statement is an assertive communication style, in which Mita, as a housewife, is able to convey her hopes and opinions in an open and attentive way. On the other hand, Sri Lestari, the mother of one of the students of Ananda II Kalongan Kindergarten who works as a factory worker, stated,

"After coming home from work, I felt very tired. I just tell the kids what they need to do. I don't have much time for long conversations, so we rarely talk about more emotional things."

This statement shows a non-assertive communication style, where Sri, as a factory worker mother, chooses to deliver instructions directly and minimal emotional interaction.

Previous research also supports the finding that the mother's profession influences family communication styles. Yuliani & Pujiono (2022) in their research on communication styles in the family showed that non-working mothers or housewives have more flexible time to engage in more in-depth and open conversations with their children, leading to a more assertive communication style. Housewives can easily pay attention to the feelings and needs of children, as well as maintain honest and direct communication.

In contrast, Fatahiyah et al. (2022) found that working parents, especially in jobs that require time and energy, more often use a more direct and efficient communication style, often avoiding conversations that involve conflict or deep feelings. This study shows that working mothers tend to avoid confrontation and choose to provide more practical and to-the-point instruction, given the limited time and energy they have after a long day's work.

Maku (2022) also revealed that mothers who spend more time at home (such as housewives) can communicate openly with their children more often, building stronger, assertive, and structured communication. Working mothers, on the other hand, are more likely to have more practical and efficient communication, focus on more concrete things and require less emotional energy.

CONCLUSION

Based on the results of the research, it can be concluded as follows:

1. The hypothesis test and discussion in the previous chapter, the value α less than the significance level of 0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the

communication style of children and mothers who work as housewives and factory workers.

2. The mother's profession plays a big role in influencing communication styles in the family. Housewives tend to be more dominant in using assertive communication, which is open and clear, and provides space for discussion and expression of feelings. Meanwhile, factory working mothers are more likely to rely on non-assertive communication styles, given the time and energy constraints faced after work.

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