



Mothers' Beliefs in Early Childhood Care and Development

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ABSTRAK

The mother's confidence in the care and development of early childhood is very important because it will influence the child's parenting patterns. Therefore, knowing mothers' beliefs in parenting and early childhood development is the aim of this research. Mothers' confidence in implementing care for children has a big impact on optimizing aspects of children's development. The survey was conducted involving 45 mothers. The instrument used is the Early Parenting Attitude Questionnaire (EPAQ). Descriptive statistical analysis and Eta test as analysis techniques in this research. The findings obtained show that 1) the initial learning (EL) aspect has a low average, especially in the statement that providing an explanation about the reasons for the enactment of regulations will not be effective because children do not understand and children do not need to learn about numbers and mathematics until children enter school, and 2) there is a large relationship in parenting beliefs with educational background as well as maternal employment. The findings obtained were that the majority of mothers had positive beliefs in caring for children, but parenting seen from initial learning activities at home was still lacking. The implication of this study is that by creating a program, one of which is that mother schools can provide opportunities for prospective mothers or mothers to learn about parenting. Apart from that, mothers also need to be equipped with self-management of emotions so that mothers can manage their emotions when caring for their children.

INTRODUCTION

Early childhood, which is in a sensitive period, is experiencing rapid growth and development and the foundations of personality will be formed (Kementerian Kesehatan Republik Indonesia, 2016). Children have certain characteristics that are unique and not the same as adults, they are always active, dynamic, enthusiastic and curious about what they see, hear, feel, they never seem to stop exploring and learning (Novitasari, 2022). At this age each child has a unique and different pattern of development. Increasing children's experience in a wider environment allows children to accumulate knowledge as a basis for children to adapt to their environment. Early childhood, which is also in the golden age period, will affect their future adulthood (Makagingge et al., 2019). This is supported by longitudinal studies that have been conducted that children aged 3 years can describe their personal character at the age of 26 years (Caspi et al., 2003). Therefore, early childhood needs to be given optimal assistance and stimulation to prepare children to face future challenges.

Children's development will develop more optimally when they get support from the family environment as the knowledge center of the child's closest environment (Dewi, 2018). The main role of parents includes meeting children's needs both materially and psychologically, ensuring that children are in a suitable environment for learning and planning children's learning programs at school and the fulfillment of a healthy psychological environment is the basic capital for children to form a good and healthy personality. At the beginning of educational life, children's growth and development depend on parental involvement and this will continue when children have entered school age because parental involvement will greatly affect changes in behavior and increase children's learning development (Daflora & Jaya, 2019). Parents' involvement in their children's teaching at school will help educators to provide appropriate developmental stimulation. In addition, parental involvement in education has a positive influence on children's social and emotional well-being (Gustiana & Kristi Pramudika Sari, 2022). The development of social emotional behavior at home has a positive influence when the parenting pattern provided provides an opportunity to develop well emotionally so that it will have an impact on the character of the child in the future.

Parenting teaches personality, self-control, and appropriate behavior (Fadlillah & Mualifatu Kholida, 2013). There are several types of parenting patterns, namely democratic parenting which gives children the freedom to make choices, act and prioritize the interests of the child; Authoritarian parenting is parenting that is accompanied by a tendency to force, punish or other threats to children; permissive parenting means not reprimanding children or warning them about dangerous situations; Inconsistent parenting patterns are known as temporizer parenting patterns and parenting patterns where parents always worry excessively about their children are called appeasement parenting patterns (Madyawati, 2017). This shows that it is important for parents to be given knowledge about how to apply parenting patterns to their children and how to care for their children. This education will determine how ready they are to become parents. High or low parental education has an impact on the variety of parenting styles of parents towards children (Susanti, 2016). In addition, family culture, ethnicity and

socio-economics can influence the parenting style chosen (Santrock, 2013). Apart from that, according to Hurlock, parenting patterns are influenced by several factors, including the parents' personality, beliefs and consistency in educating children (Adawiah, 2017). Parental confidence in raising children is one of the factors that is rarely investigated in various parenting studies.

Parenting beliefs lead to parental behavior so that both father and mother understand how to act as parents (O'Donnell, 2019; Ridao et al., 2021). According to McGillicuddy-De Lisi and Subramanian, parents' beliefs about children and child development are influenced by: (1) beliefs originating from culture; (2) beliefs are formed through childhood, family, and parenting experiences; and (3) beliefs are influenced by the exchange of ideas and assumptions of people from different cultures (O'Donnell, 2019). There are three aspects of parental beliefs in parenting, namely love and attachment; early learning; as well as rules and respect (Hembacher & Frank, 2020). Parental beliefs in parenting have an important role in supporting the development of social and behavioral competencies that children need to be able to interact well with their peers in the classroom (Allhusen et al., 2004). Apart from that, beliefs influence parents' responses, interactions and ways of expressing emotions (Filho et al., 2022). This shows that parental beliefs have a role in parenting which needs to be studied in more depth.

Parents must actively participate in their child's development, especially during the golden age period (Werdiningsih & Astarani, 2019). During a child's development, the mother plays an important role because the mother is the child's first school before entering school age. Apart from completing household work, mothers also have a role in caring for children according to their developmental stages because mothers are the first educators in their families. In addition, mothers have more time to care than fathers (Hallers-Haalboom et al., 2016). This means that a good mother is expected to be able to monitor her child's development well. The child's first interaction when in the womb is primarily communication with the mother through touch and sound, so that the child understands how to communicate with other people. Lack of optimal fulfillment of basic needs provided by the mother will certainly have a negative impact on the child's development. A failed mother's role can cause children to experience problems in their growth and development. On the other hand, if the mother's role is successful, it will optimize the child's growth and development according to his age.

The results of previous research show that mothers have a role in their children's future, including (1) mothers as educators, playing a role in guiding and evaluating their children; (2) the mother as the physical guardian of the child's health and safety; (3) the mother facilitates the preparation of children's education funds and skills for their future; and (4) mothers as role models for their children in religion, speaking, acting, in managing money, and in loving their children (Surahman, 2019). Another finding from Lestari (2021) study that results explained that there is a connection between cultural background, knowledge, experience and maternal beliefs in the process of providing stimulation for early childhood growth and development. Apart from these factors, it turns out that the higher the mother's education level, the more positive impact the care given to her children will have (Maryam, 2017).

The very important role of mothers in parenting means mothers must have knowledge of how to educate children optimally. One of the factors that influences a mother's parenting

pattern is confidence in parenting. The mother's confidence in parenting will influence the way the mother behaves and interacts with the child. However, there are still not many studies related to maternal beliefs in parenting. Therefore, this research investigates the mother's beliefs in parenting and child development, especially early childhood.

METHOD

This research approach was carried out quantitatively and surveys were the type of research used. The population involved was 51 parents in Temanggung Regency Kindergarten. The sample used with a significance level of 5% was 45 respondents who had children aged between 4 and 5 years. To represent research objectives or problems, researchers select samples from a certain population. The sampling technique in this research is known as purposive sampling. The sample characteristics taken into consideration were mothers of children aged between 4 and 5 years.

The data collection technique uses a questionnaire via Google Form. In this research, the instrument or research tool used was the Early Parenting Attitude Questionnaire (EPAQ) which was adapted from Hembacher & Frank (Hembacher & Frank, 2020). The EPAQ is a psychometrically valid brief instrument for assessing adults' beliefs about parenting and child development (Hembacher & Frank, 2020). The assessment in the questionnaire uses a rating scale of 0 (disagree) to 6 (strongly agree). Aspects in the questionnaire include affection and attachment (AA), early learning (EL), and rules and respect (RR). Data analysis used descriptive statistics and the Eta test with the help of the SPSS 22 computer application. Testing the validity of the instrument obtained the Pearson Correlation range between 0.284 - 0.582. The reliability results obtained a Cronbach Alpha score of 0.725, this shows that the level of instrument reliability is high.

RESULTS

A total of 45 mothers filled out the questionnaire given using Google Form. The demographic data is shown in table 1. The results of the demographic data survey obtained from respondents were 55.56% boys and 44.44% girls with an average age of 54.1 months for both boys and girls. The parents' education level consisted of 13.33% high school/vocational school level, 8.89% D3, then 75.56% bachelor's degree and 2.22% master's degree. Apart from filling in the latest educational data, parents also fill in their occupation, namely 48.89% work as teachers/educators, 13.33% are civil servants, then 17.78% are in the private sector, 11.11% are housewives, self-employed there are 6.67% and also village officials there are 2.22%.

Table 1. Demographic Data

Aspect	Category	%	Aspect	Category	%
Mother's Age	20-25	2.22	Parental Education	SMA/SMK	13.33
	26-30	31.11		D3	8.89
	31-35	44.44		S1	75.56
	36-40	15.56		S2	2.22
	41-45	6.67			

Child's Gender	Man	55.56	Parents' job	Teacher/Educator	48.89
	Woman	44.44		Civil servants	13.33
Child Age	Man	54.1 months		Private	17.78
				Housewife	11,11
	Woman	54.1 months		Self-employed	6.67
				Village Apparatus	2.22

Table 2. Descriptive statistics for each aspect of maternal beliefs in parenting and early childhood development (n=45)

Aspect	Affection and Attachment (AA)	Early Learning (EL)	Regulation and respect (RR)
Sum	1257	1173	1249
Average	3.99	2.72	3.97
Min value	22	19	25
Max Value	35	35	35

From instrument data that is valid and grouped according to its aspects, the number, average, minimum value and maximum value per aspect are obtained. From these three aspects, the highest number was obtained, namely 1257 with an average result of 3.99 in the affection and attachment (AA) aspect. Meanwhile, the lowest number was 1173 with an average result of 2.72 in the initial learning (EL) aspect.

Table 3. Percentage (%) of each mother's belief statement in parenting and development (n=45)

Aspect	Statement	Sum	Average
Affection and Attachment (AA)	1. Children should be comforted when they feel scared or unhappy.	194	4.31
	2. It is important for parents to help children learn to recognize and control their emotions.	204	4.53
	3. Parents must pay attention to what their children like and don't like.	193	4.29
	4. A child who has a close bond with his parents will have better relationships with other people later in life.	190	4.22
	5. Too much affection, such as hugging and kissing, can make a child weak.	172	3.82
	6. Children and parents do not need to feel emotionally close as long as the child remains safe.	164	3.64
	7. Parents don't need to always try to calm a child who is upset, it's better to let the child calm down.	140	3.11
Early Learning (EL)	1. It's good to let children explore and experiment.	199	4.42
	2. Parents can help babies learn language by talking to them.	199	4.42
	3. Parents can prepare young children to succeed in school by teaching them various things, such as shapes and numbers.	160	3.56
	4. Providing an explanation about the reasons why the rules apply will not be effective because the child does not understand.	147	3.27
	5. Children don't need to learn about numbers and mathematics until they enter school.	147	3.27
	6. Reading books to children doesn't help if they can't speak yet.	164	3.64

	7. Babies cannot learn about the world until they learn to talk.	157	3.49
Regulation and respect (RR)	1. It is very important for children to learn to respect adults, such as parents and teachers.	208	4.62
	2. It is very important for young children to do what they are told, for example wait when told to wait.	182	4.04
	3. Children must be grateful and grateful to their parents.	173	3.84
	4. It's important there are consequences when a child breaks a rule, big or small.	171	3.80
	5. It's okay if the child orders the caregiver/parent	164	3.64
	6. It's okay if children see adults as equals rather than looking at them with respect.	149	3.31
	7. Parents don't need to worry if their children often behave inappropriately.	202	4.49

From the instruments distributed to respondents, they were then grouped according to aspects into 3 categories, namely affection and attachment (AA), early learning (EL) and also rules and respect (RR). Aspects of affection and attachment (AA) from the first instrument composition were obtained starting from the lowest, namely 140, to the highest, namely 204, with an average of 3.11 to 4.53. The lowest instrument is found in 'parents do not need to always try to calm a child who is upset, it is better to let the child calm down' and the instrument with the highest number of results is in 'it is important for parents to help children learn to recognize and control their emotions'.

Based on table 3, the second aspect, namely early learning (EL), from the first instrument composition, obtained numbers ranging from the lowest, namely 147, to the highest, namely 199, with an average of 3.27 to 4.42. The lowest instrument is found in two statements, namely 'giving an explanation of the reasons why regulations apply will not be effective because children do not understand and children do not need to learn about numbers and mathematics until they enter school'. The instrument with the highest number of results was found in two statements, namely 'it is good to let children explore and experiment and parents can help babies learn language by talking to them'. The third aspect, namely regulations and respect (RR) from the first instrument composition, obtained numbers ranging from the lowest, namely 149, to the highest, namely 208, with an average of 3.31 to 4.62. The lowest instrument is found in 'it is okay if children see adults as equals rather than looking at them with respect' and the instrument with the highest number of results is in 'it is very important for children to learn to respect adults, such as parents and teachers'.

Table 4. Correlation between educational background and mothers' beliefs in parenting and early childhood development

		Value
Nominal by Interval	Eta	,638
	Educational background Parenting beliefs	,476

The results of data processing are shown in table 4 using the Eta Squared Test to see the correlation between educational background and mothers' beliefs in parenting and early childhood development. The Eta test results obtained a value of 0.638 for educational background and parenting beliefs of 0.476. The interpretation used in the Eta test is that if $t \geq 0.14$ it means that there is a large influence (Solihah et al., 2023). Obtaining Eta test values of

0.638 and 0.476 has a greater value compared to 0.14 (>0.14), so it can be concluded that there is a large correlation between parenting beliefs and the mother's educational background.

Table 5. Correlation between employment and maternal beliefs in parenting and early childhood development

			Value
Nominal by Interval	Eta	Work	,533
		Parenting beliefs	,565

The results of the data processing data above in this study resulted in an Eta Squared Test of 0.533 for work and parenting beliefs of 0.565. If $t \geq 0.14$ it means that there is a large influence of parenting beliefs on parental employment.

DISCUSSION

The results of the Eta Squared Test show that there is a large relationship in parenting beliefs with educational background and also parental employment. That mothers' beliefs in the care and development of early childhood is closely related, especially to the attachment between mother and child. In the aspect of affection and attachment, high and good results were found in the statement that it is important for parents to help children learn to recognize and manage their emotions. Because the ability to manage emotions from childhood is the main foundation for social and emotional skills when children grow up. Emotion management taught from childhood can help children develop good attitudes of tolerance, compassion and empathy, which in turn will encourage them to become positive individuals (Kementerian Pendidikan dan Kebudayaan, 2020). For parents' statements, there is no need to always try to calm children who are upset because of low results. Parents should not argue or persuade because children will not listen or respond to what they say. The best thing parents can do is let it go first, in fact by letting it go it will end faster than parents trying to stop it with persuasion (Rahayuningsih, 2014).

Maternal beliefs in child care and development This early age is also closely related to children's early learning. This initial learning begins when the mother helps the child learn language by talking to him from when he was a baby, even when he was still in the womb. This agrees with research (Zikri, 2015) which states that stimulation from parents is carried out when the baby is still in the womb, because the baby's hearing system has developed and functions well enough to be able to recognize and detect existing sounds. Because talking, listening to music and other positive stimuli can be provided. After that, it is very good to let the child explore and experiment but still under the supervision of a mother who agrees with him (Hasan, 2013) that children are free to explore everything and are not limited. In the statement that children do not need to learn about numbers and mathematics until they enter school, the results are low because they are not precise. Basic mathematics such as counting and geometry can be taught to young children. In the instructions, young children can be introduced to this concept through concrete objects in their surroundings, to make mathematical concepts easy to understand and understand (Syafri, 2018).

Maternal beliefs in child care and development Early childhood is also related to rules and respect. Mother taught her child about the importance of learning to respect adults such as parents and teachers. However, if their child often behaves not according to the rules, parents need to worry because it is very important for young children to do what they are told, especially for good, for example waiting when they are told to wait. Mothers also teach children to be grateful and grateful to their parents. Apart from that, it is also important to introduce consequences to children when they break the rules, whether small or big. When children are still small, they may order their caregivers, but here they must be taught more precisely, not to order, but to ask for help, because children must also be taught to respect each other, especially older people.

The beliefs that parents have, which are visible in their daily interactions are known as parental beliefs, and can influence the way parents behave towards their children (Matsumoto & Juang, 2013). The experiences of parents in the past when they were children, their memories are still preserved which then become a guide for their daily lives, including caring for and educating their children. However, as time goes by, these beliefs follow current developments which produce new beliefs in parenting. One of them is educational background which influences a mother's parenting beliefs. Mothers who do not have adequate education in caring for their children may be said to be just ordinary, while those with higher education, apart from providing a broader view and deeper knowledge about parenting, also provide special attention, high motivation, and knowledge gained at university which is directly linked to life. with theory and supporting the facilities that children need to support their successful development. However, it is returned to each parent because there are also parents who have minimal education but are very aware of how to educate children, facilities, motivation, and patience in caring for children to support the success of children's development, as in the opinion of previous research (Kharmina, 2021).

Apart from educational background which influences parenting beliefs, work background is also one of them. The more time children spend in the family, the more opportunities parents have to educate their children. Agree with Widiyanti & Pujiati's research (2017) which states that parents cannot use busyness as an excuse to then give up responsibility for educating their children, even though most of their time is spent at work, parents must still pay attention and interact with their children when they are at home. The mother's beliefs in child care and development have a big influence on her educational and work background. This is in line with research by Agustina et al. (2022) which states several factors in the family that influence children's development, including economic level or family income, parents' education, and the mother's employment status. Other findings add that factors that influence mothers' confidence in parenting include the mother's cultural background, knowledge and experience (Lestari, 2021).

CONCLUSION

Aspects observed in mothers' beliefs in parenting include affection and attachment (AA), early learning (EL), rules and respect (RR). The findings obtained from the research results show that the initial learning (EL) aspect has a low average, especially in the statement

that providing an explanation about the reasons for the enactment of regulations will not be effective because children do not understand and children do not need to learn about numbers and mathematics until children enter school. . In addition, there is a large relationship in parenting beliefs with the mother's educational background and employment. This shows that the greater the frequency of interaction between mother and child will increase attachment to the child which builds a sense of security and comfort in the child. This interaction will allow the mother to indirectly guide the child to recognize and control his emotions.

The implication of this research is the need for a mother's school that can provide knowledge about parenting and explain to mothers how to manage their own emotions because in parenting it is very important for a mother to manage emotions. Suggestions for further research could be to examine differences in parenting beliefs between mothers and fathers. This is because in terms of parenting, fathers also have a very important role in educating children. Therefore, it is necessary to study in more depth the beliefs of fathers in caring for early childhood.

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